

Perception of home science students towards RAWE and In-plant training programme

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ABSTRACT : The B.Sc. Home Science programme offers RAWE and In-plant training programme for B.Sc. last year students. The main objectives of RAWE programme are to provide an opportunity to B.Sc. Home Science (Hons.) students to develop the right perspective of rural life and develop positive attitude towards community. B.Sc. Home Science programme offers job oriented courses and In-plant training with the view that the internship in the related industry or institution is essential to provide practical training exposure to the students and also for the industries to be acquainted with the potentialities of B.Sc. Home Science graduates for mutual benefits. The present study was planned to find out the learning experiences, constraints and suggestions given by the B.Sc. Home Science graduates regarding RAWE and In-plant training programme. Study was conducted in College of Home Science, Punjab Agricultural University Ludhiana with 185 Home Science graduates and post graduates. Questionnaire technique was used for data collection. Findings of the study indicated that the major problem being faced by the students during In-plant training was short duration and during RAWE less amount of stipend and interaction with villagers regarding new technology. The suggestions put forth by the students were for increasing the duration of In-plant training, regular supervision and follow up by the teacher in -charge.

KEY WORDS : RAWE, In-plant training, Constraints, Suggestions

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INTRODUCTION

The practical knowledge and experience is being realized the backbone for development process. Home Science education is dynamic one, which is undergoing change in rapid manner to meet the needs and challenges of the present era. Learning through experience in real life situation is recent concept introduced in the

curriculum at undergraduate level of Home Science students. The process of learning in the field situation is superimposed on knowledge acquired in the classroom situation (Anonymous, 1978).

RAWE was introduced in to the curriculum of B.Sc. Home Science (Hons.) by Indian Council of Agricultural Research (ICAR) New Delhi in the year 2002. It aims at bringing improvement in quality of life of rural families.

The main objectives of RAWE programme are to provide an opportunity to B.Sc. Home Science (Hons.) students to develop the right perspective of rural life and develop positive attitude towards community. It provides firsthand experience to the students to impart knowledge of Home Science and transfer of scientific and simple household technologies related to all disciplines of Home Science. The students under the supervision of teachers, stay in an adopted village for a period of nearly nine weeks and work in rural families. The students understand the available resources and the constraints in the transfer of Home Science technology for the development of rural families.

Introduction of In-plant training in the curriculum plays a very important role. B.Sc. Home Science programme offers job oriented courses and In-plant training with the view that the internship in the related industry or institution is essential to provide practical training exposure to the students and also for the industries to be acquainted with the potentialities of B.Sc. Home Science graduates for mutual benefits. The present study was planned to full-fill the following objectives:

- To identify the learning experience as perceived by the students regarding RAWE and In-plant training of B.Sc. Home Science programme.
- To find out the constraints faced by the students during RAWE and In-plant training.
- To seek suggestions from the students to make RAWE and In-plant training more effective.

METHODOLOGY

The present study was conducted in College of

Home Science, Punjab Agricultural University (PAU), Ludhiana. Total sample consisted of 185 Home Science graduates and post graduates passed out during the period 2011-2014 *i.e.* B.Sc. (92), M.Sc. (68) and Ph. D. (25). Questionnaire tool was used for data collection. Collected data were analysed statistically by frequencies and percentages.

Learning experiences gained by the respondents during RAWE :

The learning experiences gained by the respondents during RAWE and In-plant training are projected in Table 1. The data exhibits that during RAWE programme, 29.72 per cent of the respondents felt that they gained experiences of working with rural community followed by 23.78 per cent who reported that RAWE gave opportunity to gain practical experiences, 21.08 per cent developed understanding of rural life style during RAWE, 20 per cent of respondents realized that they develop the ability of co-operation and team work. Besides, 15.67 per cent felt that their communication skills improved and they learnt to adjust in rural environment, 13.52 per cent developed confidence of working with people, while 8.10 per cent reported that they gained knowledge and ability of management of resources in doing household work and 7.56 per cent agreed that their need assessment and programme planning skills were improved during RAWE. Findings of the study are also in tune with Godawat (2004) who also reported that majority (91.3%) of the students found improvement in their communication skills. Three months stay in the village life helped them in understanding village life style (58.6%) and provided good opportunity to gain practical

Table 1 : Learning experiences gained by the respondents during RA WE

Sr. No.	Learning experience				(n=185)
		B.Sc. (n ₁ =92) f (%)	M.Sc. (n ₂ =68) f (%)	Ph.D. (n ₃ =25) f (%)	Total f (%)
1.	Improved communication skills	14(15.21)	9(13.23)	6(24.00)	29(15.67)
2.	Developed understanding of rural life style	17(18.47)	12(17.64)	10(40.00)	39(21.08)
3.	Developed ability of co-operation and team work	16(17.4)	14(20.58)	7(28.00)	37(20)
4.	Gained experiences of working with rural community	21(22.82)	19(27.94)	15(60.00)	55(29.72)
5.	Developed confidence of working with people	13(14.13)	7(10.29)	5(20.00)	25(13.51)
6.	Gained knowledge and ability of management of resources in doing household work	7(7.60)	4(5.88)	4(16.00)	15(8.10)
7.	Learnt to adjust in rural environment	11(11.95)	10(14.7)	8(32.00)	29(15.67)
8.	Gained practical experiences	18(19.56)	14(20.58)	12(48.00)	44(23.78)
9.	Learnt need assessment and programme planning	6(6.52)	5(7.35)	3(12.00)	14(7.56)
10.	Developed leadership quality	9(9.78)	7(10.29)	9 (36.00)	25(13.51)

Multiple response

experiences of working with rural women (53.6%). Same findings were also reported by Kotte (2014) and Borthakur and Bortamuly (2013) in which rank I was allotted to improved communication skills indicating that majority of the respondents communication skills were improved through RAWE programme. Bandyopadhyay and Kar (2002); Bordoloi *et al.* (2013) and Sanjeev and Gowda (2013) found that majority of the respondents perceived that RAWE programme was useful in gaining knowledge on various aspects of diffusion of agricultural technology, extension programme planning and rural development.

Learning experiences gained by the respondents during In-plant training :

Data regarding the learning experiences gained during In – plant training depicts that more than half of the respondents (58.91 %) gained practical experience during In-plant training, 49.73 per cent reported that they built confidence, 45.40 per cent acquired skills during training which helped them in earning. Besides this, 39.46 per cent reportedly improved technical and communication skills and rest 28.64 per cent agreed that they became familiar with new technologies during the training.

Constraints faced by the respondents during RAWE :

Table 3 summarizes the constraints faced by the

respondents during RAWE. The data revealed that during RAWE programme, majority of the respondents (71.89 %) felt that the amount of stipend was less and around half of the respondents reported that they faced difficulty in transferring Home science technologies to rural families (50.27%). Earlier Punjabi's were known to be very welcoming but may be due to modernisation and shrinking family size rural families were not easily accepting the students to work in their homes for 40 days, therefore, difficulty in selection of family (47.02%) was also mentioned as major constraint by the respondents.

Besides the above constraints, stay facilities in village (29.18 %), difficulty in conducting practical exercises (24.86 %) and difficulty in arranging transport facilities (18.37 %), long RAWE duration (15.13 %) and less participation of villagers in different activities (9.18 %) were also reported by the respondents. The findings of the study are in conformity with those of Rambabu and Shareef (1999); Gogoi (2001) and Singh (2016) who also reported that during RAWE main problem referred by the students was less amount of stipend. However, findings are in contrary to those of Reddy (1985) and Kumar and Sharma (2013) who found that all the students were satisfied with accommodation facility.

Table 2 : Learning experiences gained by the respondents during In-plant training

Sr. No.	Learning experience				(n=185)
		B.Sc. (n ₁ =92) f (%)	M.Sc. (n ₂ =68) f (%)	Ph.D. (n ₃ =25) f (%)	Total f (%)
1.	Technical and communication skills improved	31(33.69)	29(42.64)	13(52.00)	73(39.46)
2.	Gained practical experience	54(58.69)	37(54.41)	18(72.00)	109(58.91)
3.	Built confidence	36(39.13)	41(60.29)	15(60.00)	92(49.73)
4.	Skills acquired help in earning	29(31.52)	33(48.53)	22(88.00)	84(45.40)
5.	Get familiar with new technologies	25(27.17)	17(20.58)	11(44.00)	53(28.64)
Multiple response					

Table 3 : Constraints faced by the respondents during RAWE

Sr. No.	Constraints				(n=185)
		B.Sc. (n ₁ =92) f (%)	M.Sc. (n ₂ =68) f (%)	Ph.D. (n ₃ =25) f (%)	Total f (%)
1.	Duration of 40 days is too long	9(9.78)	11(16.17)	8(32.00)	28(15.13)
2.	Difficulty in conducting practical exercises	18(19.56)	16(23.52)	12(48.00)	46(24.86)
3.	Stay facilities in village	20(21.73)	25(36.76)	9(36.00)	54(29.18)
4.	Difficulty in the transfer of Home Science technologies to rural families	38(41.30)	32(47.05)	23(92.00)	93(50.27)
5.	Problems in participation of villagers in different activities	35(38.04)	37(54.41)	19(76.00)	91(9.18)
6.	Difficulty in arranging transport facilities	16(17.39)	11(16.17)	7(28.00)	34(18.37)
7.	Less amount of stipend	52(56.52)	57(83.82)	24(96.00)	133(71.89)
8.	Difficulty in selection of family	39(42.39)	28(41.17)	20(80.00)	87(47.02)
Multiple response					

Constraints faced by the respondents during In-plant training :

Data regarding constraints faced by the respondents during In-plant training exhibits that majority of the respondents reported that duration of the training was very short (89.73 %) as it was job oriented training and professional skills could not be developed in such a short period of time. Further respondents pointed out that high fee structure of some organizations was also a burden on their family and if they are placed outside Ludhiana or their home town transportation for reaching the organization and to find accommodation for such a short period were also a major problem. Another constraints reported by 48 per cent students was lack of supervision and follow up by the teacher in charge (Table 4).

Suggestions given by the respondents to make RAWE more effective :

A perusal of data given in Table 5 clearly indicates

that most of the respondents suggested that more exposure to transfer of technology programme is required (78.91%) and 77.83 per cent suggested that adequate stipend should be given at proper time because stipend is usually given to the students after the end of semester. Data further shows that 68.64 per cent respondents suggested that Orientation should be done properly and remaining 29.18 per cent suggested that more collaboration with NGO's and line departments. In a study conducted by Mahadik *et al.* (2011) and Sanjeev and Gowda (2013) was found that majority of the students had suggested the adequate stipend should be given at proper time (64.48%) and report writing should be most advantageous to save the time and money (46.73%).

Suggestions given by the respondents to make In-plant training more effective :

Suggestions given by the respondents for making In-plant training programme more effective are

Sr. No.	Constraints	B.Sc. (n ₁ =92)	M.Sc. (n ₂ =68)	Ph.D. (n ₃ =25)	Total
		f (%)	f (%)	f (%)	f (%)
1.	Lack of supervision and follow up by the teacher in charge	47(51.08)	24(35.29)	18(72.00)	89(48.10)
2.	Duration was very short	81(88.04)	64(94.11)	21(84.00)	166(89.73)
3.	Transportation problem	53(57.60)	31(45.58)	14(56.00)	98(52.97)
4.	High fee structure	30(32.60)	22(32.35)	9(36.00)	61(32.97)
5.	Long and strenuous working hours per day	25(27.17)	14(20.58)	12(48.00)	51(27.56)
6.	Adjustment problem with organization's staff	17(18.47)	12(17.64)	8(32.00)	37(20.00)
7.	Accommodation problem	39(42.39)	27(39.70)	13(52.00)	79(42.70)
Multiple response					

Sr. No.	Suggestions	B.Sc. (n ₁ =92)	M.Sc. (n ₂ =68)	Ph.D. (n ₃ =25)	Total
		f (%)	f (%)	f (%)	f (%)
1.	Adequate stipend should be given at proper time	68 (73.91)	53 (77.94)	23 (92.00)	144 (77.83)
2.	More collaboration with NGO's and line departments	26 (28.26)	19 (27.94)	9 (36.00)	54 (29.18)
3.	Teachers with genuine interest in RAWE should be given charge	72 (78.26)	57 (83.82)	18 (72.00)	147 (79.45)
4.	Orientation should be done properly.	62 (67.39)	47 (69.11)	18 (72.00)	127 (68.64)
5.	More exposure to transfer of technology programmes is required	73 (79.34)	51 (75.00)	22 (88.00)	146 (78.91)
Multiple response					

Sr. No.	Suggestions	B.Sc. (n ₁ =92)	M.Sc. (n ₂ =68)	Ph.D. (n ₃ =25)	Total
		f (%)	f (%)	f (%)	f (%)
1.	Duration should be increased	83 (90.21)	55 (80.88)	22 (88.00)	160 (86.48)
2.	Regular supervision and follow up by the teacher in charge	56 (60.86)	42 (61.76)	15 (60.00)	113 (61.08)
3.	To facilitate trainers, guideline should be provide to placement organizations	59 (64.13)	46 (67.64)	17 (68.00)	122 (65.94)
4.	Stipend should be given in advance	74 (80.43)	37 (54.41)	19 (76.00)	130 (70.27)
5.	Students should not be placed in their home towns	42 (45.65)	29 (42.64)	14 (56.00)	85 (45.94)
6.	Modern technology should be provided by the organisation	78 (84.78)	44 (64.70)	21 (84.00)	143 (77.29)
Multiple response					

presented in Table 6. Majority (86.48%) of the students reported that the duration of the In-plant training was very short. Another suggestion given by the respondents was training institute should use modern technology for giving training to the trainees (77.29%) followed by stipend should be given in advance (70.27%), sixty one per cent suggested that regular supervision during internship and follow up by the teacher in charge should be done. Almost 45.94 per cent respondents suggested that students should not be placed in their home towns. The findings of the study are in conformity with those of Godawat and Upadhyay (2011) who found that students felt that the duration of the internship was very short. Internship for period of one semester was suggested by the respondents.

Conclusion :

On the basis of findings of the study it can be concluded that RAWE programme is helpful to a great extent in developing essential qualities required for good extension worker and In plant training helped the students to gain practical experience related to their field of study. Students suggested that for making these programmes more effective stipend should be increased for RAWE programme as very limited amount was paid to them as stipend for RAWE and for IN plant training they felt that duration of these trainings should be increased.

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