

RURAL AGRICULTURAL WORK EXPERIENCE PROGRAMME

Under Village attachment

‘Haslata’(BOKARO)

Submitted by-

Sonali Kumari
(BA/16/045)



Under the guidance of-

Dr. Alok Kumar (Asst. professor department of Agriculture)

In partial fulfillment of requirements for the award of the

Degree Bachelor of Science (Hons.) Agriculture

(2016-2020)

DECLARATION

I the undersigned solemnly declare that the report of the project work entitled Rural Agriculture Work Experience(RAWE)is based on my work carried out during the course of my study under the supervision of Dr. Alok Kumar ,Assistant professor,Department of agriculture,Jharkhand Rai University .

I assert that the statement made and conclusion drawn are an outcome of the project work.I further declare that to be best of my knowledge and belief that the project report does not contain any part of any work which has been submitted for the award of any other degree/ diploma/certificate in this University or any other University.

Place: Ranchi
Date: 28/05/2020

Signature of student/ ID No.

CERTIFICATE OF ORIGINALITY

This is to certify that the project report entitled **RAWE Programme.**

Submitted to **JHARKHAND RAI UNIVERSITY** in the partial fulfillment of the requirement for the award of the degree of **BACHELOR OF SCIENCE (HONS.) AGRICULTURE**, is an authentic and original work carried out by Sonali kumari (BA/16/045).

Under my guidance, the matter embodied in this report is genuine work done by the students and has not been submitted whether to this university or to any other university Institute of the requirements of any course of study.

.....
Signature of the student

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ACKNOWLEDGEMENT

We the students of Jharkhand Rai University have completed our village attachment RAWE Programme, in which we got the opportunity to have firsthand experience of rural life and to gain practical experience in promoting technologies in agriculture among farmers. First and foremost, our utmost gratitude to **Prof. Hemlata Kumari** (HOD) Department of Agriculture, **Jharkhand Rai University** for encouraging us.

We express deep indebtedness to **Dr. Piyush Ranjan, (Registrar) Jharkhand Rai University** for providing necessary facilities to complete this work.

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We would also like express our gratitude and thanks to our family and friends who helped us and supported us in completing the RAWE Programme by making all the necessary arrangement.

PREFACE

Socio-economic survey is an important part of education to know the status of the people of various societies. The sole aim of socio-economic planning of our country is to transform the socio-economic condition of the people living in the rural areas, since the independence of our country.

Hence, it is the need of the hour to analysis the socio-economic condition of the rural areas and put forward the suggestion for the step to be taken in order to solve the problems prevailing in the rural areas

This survey report is a modest attempt to develop an awareness and insight to socio-economic study of the various Social, Cultural, Environmental and economic aspects of the population residing at “HASLATA VILLAGE”

This report contained the analytical study of socio-economic factors with practical approach. while conducting the survey we studied the socio-economic and cultural aspects, living organisms, health and hygiene, educational status, transport and communication facilities, water supply and the problem faced by the people of the village,

The information obtained where the analyses are interpreted to prepare a report on the survey conducted in the village.

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INTRODUCTION TO RAWE PROGRAMME

The **Rural Agricultural Work Experience (RAWE)** is a compulsory course offered in Vital Semester to B. Sc. (Hons.) Agriculture students primarily to understand the rural situations, status of Agricultural technologies adopted by farmers, prioritize the farmers problems and to develop skills & attitude of working with farm families for allround development in rural area.

The Rural Agricultural Work Experience (RAWE) helps the students primarily to understand the rural situations, status of Agricultural technologies adopted by farmers, prioritize the farmer's problems and to develop skills & attitude of working with farm families for overall development in rural area.

Agricultural Sciences attempt to provide a systematic understanding of the agricultural phenomena in order to make the cultivation of plants and rearing of animals a profitable endeavor. Agricultural graduates are prepared to acquire knowledge of the fundamental principles of Plant Breeding and Genetics, Plant Pathology, Plant Physiology, Entomology, Soil Science, Agronomy, Horticulture etc. and their relevance to crops and Animal Husbandry. Agricultural graduates are among the professionally oriented human resources of the country. Therefore, the education and training imparted through Agricultural Universities bear special significance.

In the curricula developed for undergraduate degree programs, all the courses specially have practical content based laboratory exercises, field practical, visits to villages, agro-industrial attachment and skill oriented training courses etc.

The RAWE programme comprises of nine components as under:

- **Survey of Village**
- **Agronomical Interventions**
- **Plant Protections**
- **Soil Improvement Interventions (Soil sampling and testing)**
- **Fruit and Vegetable production interventions**
- **Food Processing and Storage interventions**
- **Animal Production Interventions**
- **Extension and transfer of technology activities.**

OBJECTIVE

- To develop the understanding of rural community life and the different situations prevailing in villages with special reference to agriculture.
- To familiarize with the socio-economic conditions of farmers and their problems with reference to agricultural development.
- To provide an opportunity to the students for practical training in crop production through work experience.
- To develop communication skills among students using extension teaching methods in transfer of technology.
- To develop the understanding regarding agricultural technologies being followed by farmers and to prepare alternate farm plans to suit to the local situation in consultation with the farmers.
- To develop confidence and competence in students for solving problems related to agriculture.
- To acquaint the students with on going thrust on rural development and programmes related to transfer of technology.
- To make students understand the role of men and women in agricultural and allied fields.
- To explore and to develop understanding regarding high-tech agricultural technology and factors affecting the adoption of modern methods of agriculture by the farmers.
- To explore the awareness, understanding & skills among the students with special reference to scientific model of “ Integrated Development of Agriculture” which includes crop husbandry, horticulture, agro forestry ,animal husbandry, fisheries, poultry, dairying, agro-based industries processing, marketing etc.
- To develop the techniques / know how among the students for preparing and development of package through collection of data based from grass root level for rural areas.

DAY WISE ACTIVITY**ORIENTATION****DAY-1ST**

ACTIVITY- Orientation class of Dr. Alok Kumar.

- Give us brief introduction about the RAWA (Rural Agriculture Work Experience) Programme which impart practical and production- oriented education for agricultural degree.
- Also brief us about Do's and Don'ts in the village and how to pursue the village attachment programme.

DAY- 2nd

ACTIVITY- Orientation class of Dr. Hemlata kumari.

- She made us aware about the different Government scheme's which were very important for the Indian farmers.
- She also told us how to aware the farmers from all this scheme's so that they can also get the benefits of this schemes.
- We also enlisted some of the Government scheme's in our notebooks and discussed with our classmates which were very advantageous for the farmers.
- She also aware us from the villagers intentions, livelihood, rules and rigidity toward their traditional farming method.
- She also told us to deal the farmers with a very polite manner.
- Also shared her experience with the rural people during her RAWA Programme.

DAY -3rd

ACTIVITY- Orientation class of Sushma Priya madam.

- Ma'am gives us brief introduction about the PRA tools related to agriculture extension.
- Also brief us about how to conduct the PRA activities during RAWA Programme.
- She explained us what is PRA tools and its types and also taught how to prepare PRA maps like Resources map, social mapping, etc.
- Guided us how to collect information genuinely.

DAY- 4th

ACTIVITY- Orientation class of Dr. Neeraj.

- Give us brief introduction about the Post- Harvest Technology of fruits and vegetables.

-
- Also gave some important information regarding storage structure and shelf – life of different crops and its marketing.
 - She also gave us a brief lecture about the different steps related to food processing and discussed the merits of food processing and also discussed about food preservatives.

DAY- 5th

ACTIVITY- Orientation class of Shailly madam

- Discussion on different horticultural crops and its varieties.
- She gave a different example related to RAWE Programme. She also told us that farmers should be aware to choose the correct crops and its varieties according to soil and its region.
- She also told us about the hybrid varieties of different crops which give high yield and good quality crops.
- She also told us that while taking survey or interacting with any farmers then we should aware them about those varieties.

DAY -6th

ACTIVITY-

- Form filled up by all the students for RAWE Programme.
- Decided in which village we will do our RAWE Programme.
- Meeting with Prasenjeet Kumar sir under whom we have to work during RAWE Programme.

VILLAGE- HASLATA

- **Village-Haslata**
- **Village code-362492**
- **Gram panchayat name-Dantu**
- **Block name-Kasmar**
- **District-Bokaro**

surveys were carried out in different tolas of the village Haslata of district Bokaro.

All the students were divided into 8 groups during surveys and each group consisted of 3-4 students.

We have collected all the information about the farmer and their livelihood from each house in Haslata.

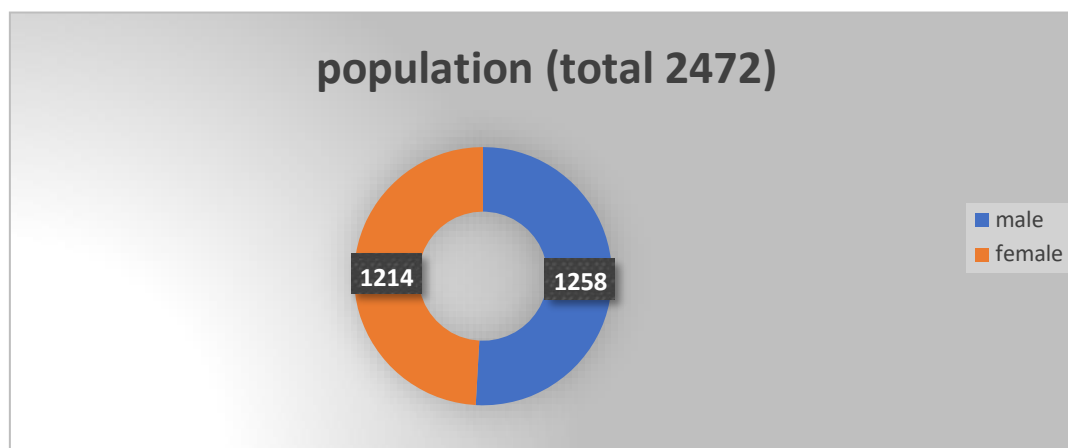
Different tolas of village Haslata were: -

1.	KOLAGUJU	A total of 120 houses were present
2.	BAGBINDHWA	This tola resides just beside the khanjo river with around 46 houses.
3.	POORABTAND	This tola comprises of people mainly involved in brick kiln .93 houses were there.
4.	MANJIDIH	It was present at the arrival of village Haslata. a total of 37 houses are there in this tola.
5.	UPERHIL	This was the largest tola in that village comprising of 200 houses.

TOTAL GEOGRAPHIC AREA OF VILLAGE: HASLATA(in hectare)

Cultivated agricultural land	427.82ha
Non agricultural land	47.64 ha
Cultivable waste land	20.59 ha
Forest area	83.08 ha
TOTAL AREA	579.13 ha

■ POPULATION AS PER CENSUS



■ Data which was collected from village Haslata

Farmer's status	People were involved in daily activities of farming & their household activities
Agricultural land	Majority of land were involved in agriculture and allied activities.
Cultivated crops	Mostly cultivated crops were paddy, mustard, onion, pea, potato etc.
Farm equipments	Spade, khurpi etc. were used in their daily farming activities
Sources of irrigation water	Wells, handpumps, pokhars were the source of irrigation water
Livestock population	Animals which were being reared are goats, ox, cows, hens.
Sources of income	Daily wages, farming.
Reasons for avoiding farming	<ul style="list-style-type: none"> ➤ Water scarcity ➤ Low farm income ➤ Insufficient rainfall ➤ Weather fluctuations ➤ Lack of agriculture knowledge ➤ Illiteracy ➤ Lack of finance ➤ Unaware of government schemes.

DAY 7th

ACTIVITY-

- Village transect walk was done.
Village-Haslata, Tola-Kulagaju, panchayat-Dantu
- A systematic walk along with prasenjeet sir, few local people where we observed the location of resources, features and landscape of the village.
- It gives us a rough blueprint of village e.g.- distance of water resource.



Fig- khanjo river

DAY 8th

ACTIVITY-

- Village survey was done.
- Survey consisted
 - head of family name
 - his land area
 - cultivated land area
 - fallow land crops grown
 - source of irrigation
 - Problems faced by them.
- Village survey helps us to know the common problem faced by a community.



Fig- survey

S. No.	Name of farmer	Crop	Area (in aha)	Yield (in kg)	Remarks	Remarks	Remarks
1.
2.
3.
4.
5.
6.
7.
8.

fig- survey report

DAY 9th

ACTIVITY-

- Visit to the field
- Radish, mustard, garlic, pea tomatoes were planted.



Fig- uprooting radish

DAY 10th

ACTIVITY-

- Stevia uprooting was done. Precaution was taken not to damage its roots.
- Stevia uprooted -> cut -> tied in bunches -> transplanted.



Fig- cutting and tying of stevia plants



Fig- transplanting

DAY 11th

ACTIVITY-

- Nursery bed preparation was done.
- Weeding was done in aloe vera beds.
- Ripened mustard was cut.
- Watered Noni and Sinduri plants.



Fig- weeding



Fig-nursery bed preparation

DAY 12th
ACTIVITY-

- Meeting was held with farmers regarding bora bandh
- Explaining the importance of bora bandh to farmers & convinced them to support our work.



Fig- meeting held in village



DAY 13th

ACTIVITY-

- Collection of bora for bora bandh
- Approximately 70 boras were collected from the village

DAY 14th

ACTIVITY-

- Continuation of collection of bora.
- 80 bora were collected from the village. Total 180 bora were collected.

DAY 15th

ACTIVITY-

- Weeding
- Field preparation
- Loosening of soil was done.



Fig- weeding

DAY 16th

ACTIVITY-

- Planning was done regarding bora bandh.

- We decided the suitable structure for making of bora bandh.

DAY 17th

ACTIVITY-

- Area was selected near the khanjo river for bora bandh.

DAY 18th

ACTIVITY-

- Making of bora bandh on khanjo river.
- With the help of others villagers and students bora bandh was made on the river.



Fig- filling of bora with sand



Fig bora bandh.

DAY 19th

ACTIVITY-

Survey of the village

- Survey was done on Bagbindhwa tola of village Haslata.
- collected information from villagers regarding their livelihood, problems, agriculture, irrigation facilities etc.
- Surveying the village, we concluded that their major problem is scarcity of water.



Fig- survey of village

DAY 20th

ACTIVITY-

Visit to a banana orchard, poultry farm and survey of the village.

- Visit to a banana orchard managed by Jagdish Mahto at Ormo.
- Survey was done and poultry farm was visited on Poorabtand of Hasalata village.



Fig- Banana orchard

DAY 21st

ACTIVITY-

Work at Prasenjeet sir kitchen garden.

- We have done weeding, sloughing and there after field leveling for the preparation of stevia nursery bed.



Fig-Weeding

DAY 22nd

ACTIVITY-

survey of the village

- Collected information about the head of the family , their income source, total cultivated area, uncultivated area, source of irrigations, problem related to their village.

DAY 23rd

ACTIVITY-

Discussion among the group members for “nukkad natak”.

- We decided to do a nukkad natak as an awareness programme regarding agriculture. Grading of stevia leaves for packaging.
- Preparation of ayurvedic medicine from aloe vera, gulab, palash, lotus, shimmer flowers.



Fig -preparation of ayurvedic medicine

DAY 24th

ACTIVITY-

Visit to a vegetable farm

- The owner of the farm was Krishna Mahto and cultivation was done mainly for commercial purpose.
- On his farm, he had grown different vegetables like cauliflower, brinjal, coriander, etc.



Fig- vegetable farm

DAY 25th

ACTIVITY-

Visit to a mango orchard and health care centre.

- Visit to mango orchard whose owner was Santosh Mahto.
- We have visited health and wellness centre of Dantu panchayat.



DAY 26th

ACTIVITY-

- A transect walk was done in Panchayat Dantu and noted some major problems.

DAY 27th

ACTIVITY-

Meeting with mukhiya and up- mukhiya

- A meeting was arranged with the mukhiya of panchayat Dantu whose name was 'Manju Bala Devi'.
- Discussed problems related to villages which come under panchayat Dantu and the status of agriculture.



DAY 28th

ACTIVITY-

Kisan mela

- Visited a District level kisan mela which was organized in the village high school ground of Beldih, Jaridih prakhand.
- We got the chance of witnessing rare and unique varieties of crops and fruits which were exhibited by farmers at kisan mela exhibition



Fig – vegetable exhibition at kisan mela



DAY 29th

ACTIVITY-

Visit to KVK, Petarwar

- Our group visited KVK which was located at Petarwar.
- The senior scientist of KVK, Mr. Vinay Kumar gave lecture on the importance and diversity of agriculture, problems faces in that particular area, etc.
- Discussed on the topic like PRA tools, water management, soil improvement, agriculture implements, vegetable production.
- We saw different modern agricultural tools which were used there.



Fig- KVK Bokaro



fig-prof. Vinay kumar



Fig- types of sickles

DAY 30th

ACTIVITY-

Mushroom cultivation

- At morning, we made a solution of bavistin(fungicides) and formalin(disinfectant) and dipped a paddy straw in it for mushroom production for 8 hours.
- Later on, at evening we took out all the straw from drum and spread in a PVC plastic for drying.



Fig- Dipping and drying of paddy straw

DAY 31st

ACTIVITY- Packaging

- Packaging was done with our group members.

DAY 32nd

ACTIVITY- Visit to nursery

- A visit was organised to be familiar with the flowering, fruiting and ornamental plants.
- We have taken to 'Bokaro nursery' which was setup by Deepak Kumar at Petarwar, Bokaro.
- I came to know about different flowering plants and their suitable growth condition.



Fig- rose plant



fig- kale



fig- white hibiscus



Fig- filling the plastic bags with soil

DAY 33rd

ACTIVITY-

Kisan mela

- Again, on 3rd March I visited district level kisan mela with my group members which was organized by KVK Bokaro at Petarwar.
- There were various stalls of important agricultural commodities such as:
 - Hybrid seed varieties
 - Organic fertilizers
 - Vegetables
 - Medicinal plants
 - Livestock animals cow, goats.
- Speech of all guest members.



DAY 34th

ACTIVITY -

Rehearsal for nukkad natak was done.

- Our speech regarding natak was prepared and we also practiced dance which was a part of it.

DAY 35th

ACTIVITY-

Visited 'prahri mela' at Kheracattar' on 14th March.

- We performed dance and nukkad natak as an 'agriculture awareness program' in front of villagers.
- A poem was presented by 'Sameer sir' related to agriculture and farmers.
- Media persons were also present there who later on appreciated our work and gave an inspirational speech regarding agriculture and its importance.



Fig- prahri mela

DAY 36th

ACTIVITY-

- The mushrooms were fruiting from the mushroom bags so, we harvested them.
- A total of 700g of mushrooms were harvested.
- We packed the best quality of mushrooms and sold it to nearest household.

DAY 37th

ACTIVITY-

- We had planned for soil testing techniques and methods to be performed.

Due to pandemic Covid-19, it was cancelled.

DAY 38th

ACTIVITY-

- A meeting was planned with a veterinary doctor 'Dr. Vikash Kumar' regarding livestock, its maintenance and importance as a business.

Due to pandemic Covid-19, it was cancelled.

DAY 39th

ACTIVITY-

- An awareness program was to be done in a primary school at Dantu panchayat.

Due to pandemic Covid-19, it was cancelled.

DAY 40th

ACTIVITY-

- We planned a visit to layer poultry farming and piggery farming in the Bandhdih tola of Haslata village.

Due to pandemic Covid-19, it was cancelled.

DAY 41st

ACTIVITY-

Certificates were prepared to be given to each and every group members.

PARTICIPATORY RURAL APPRAISAL PRA TOOLS

WHAT IS PARTICIPATORY RURAL APPRAISAL?

- **PARTICIPATORY**- means people are involved in the process of giving opinion and contribute in decision making.
- **RURAL** – countryside area /far away from towns and cities.
- **APPRAISAL**- estimate of the true value or worth.

Participatory rural appraisal is a method of techniques and approaches to enable rural people to share, enhance & analyze their knowledge of life, their conditions to plan and execute

OBJECTIVES OF PRA

- For better and greater involvement of villagers by learning, perception, experiences and capabilities.
- To generate information and collection of data for immediate and future use.
- For validation and cross-checking of collected data from other sources.
- For learning about the impacts of earlier on outgrowing policies and programmes and to frame new ones.
- For studies on research on the use of PRA and to suggest improvement by its methodology.

PRA TOOLS AND TECHNIQUES

A. SPACE ANALYSIS:

- **Social mapping**
- **Resource mapping**
- **Transect walk**
- **Use of ITK (indigenous Technical knowledge)**

B . TIME ANALYSIS

- **Timeline diagram**
- **Seasonality analysis**

C. FLOW ANALYSIS:

- Demographic chart
- Venn diagram
- Wealth ranking

D. GENDER ANALYSIS:

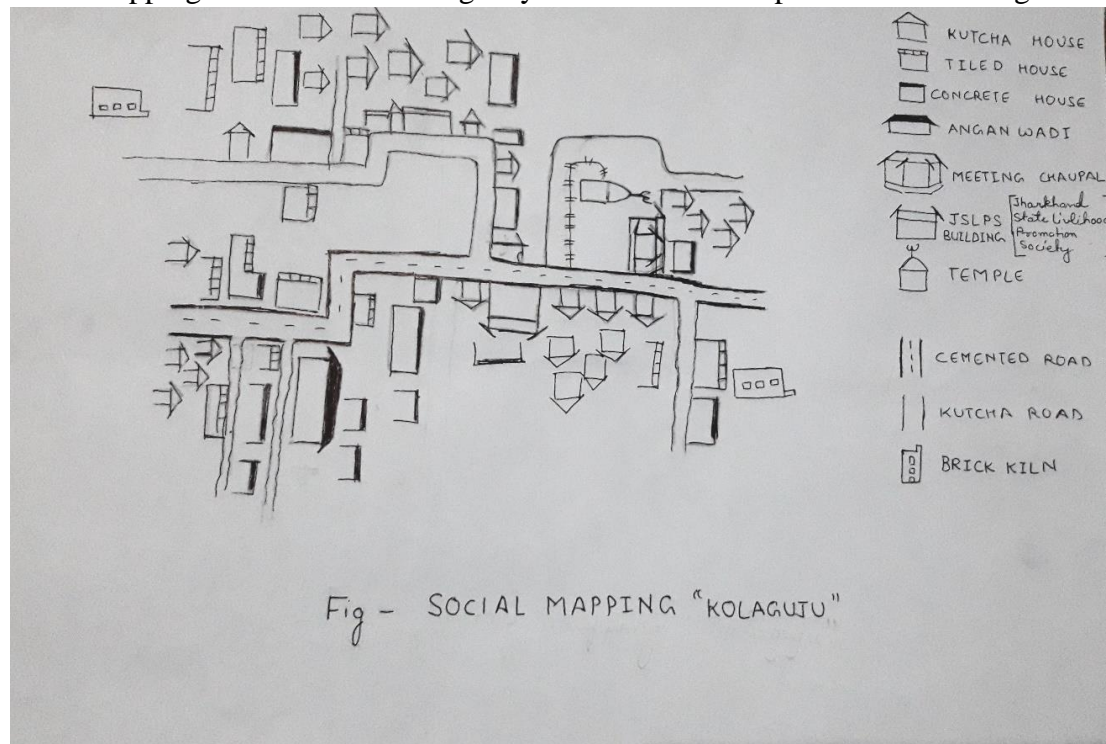
- Activity analysis
- Drudgery analysis

E. DECISION MAKING:

- Problem ranking
- Problem solution

A. SPACE ANALYSIS – to understand the spatial arrangement /distribution of the village ecosystem, their socio demographic profile and existing natural resources.

- Socio mapping- to understand village layout and institution present in the village.



- Resource mapping-it focuses on the natural resources in the locality and depicts land, hills, rivers etc.



Fig:-Resource map

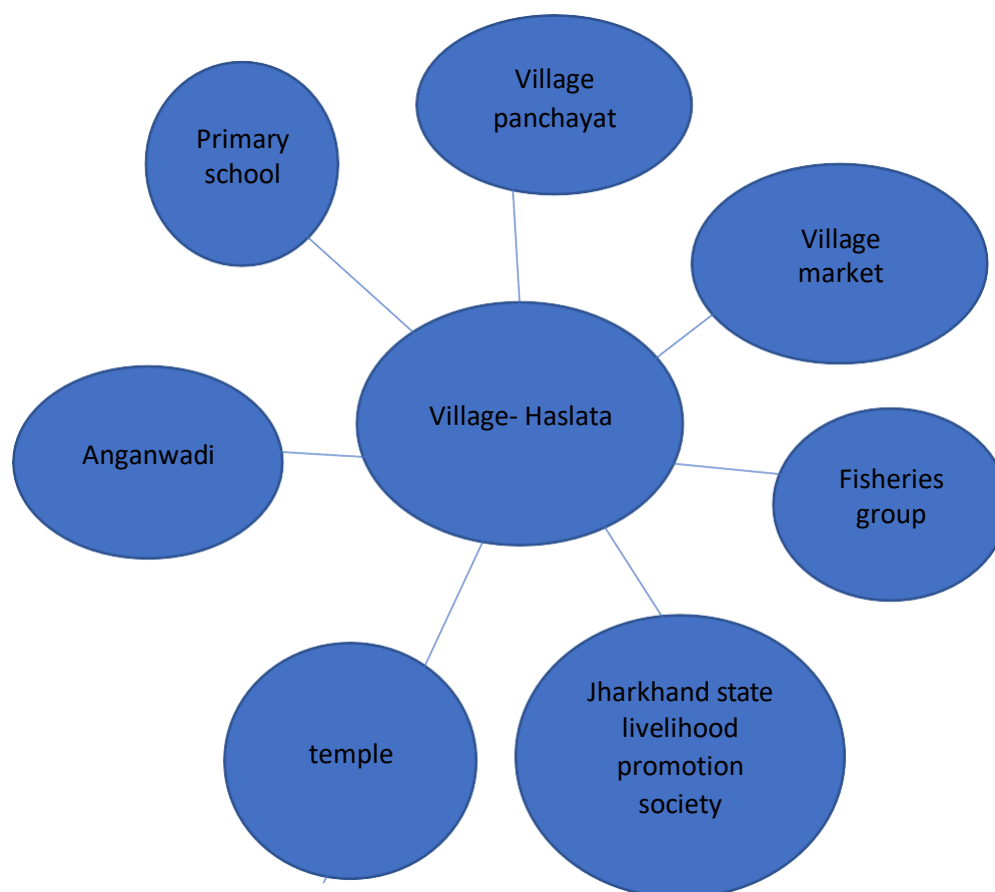
- Transect walk- observatory walks to study the natural resources, topography, soils and vegetation, farming practices and opportunities.

B. Time analysis

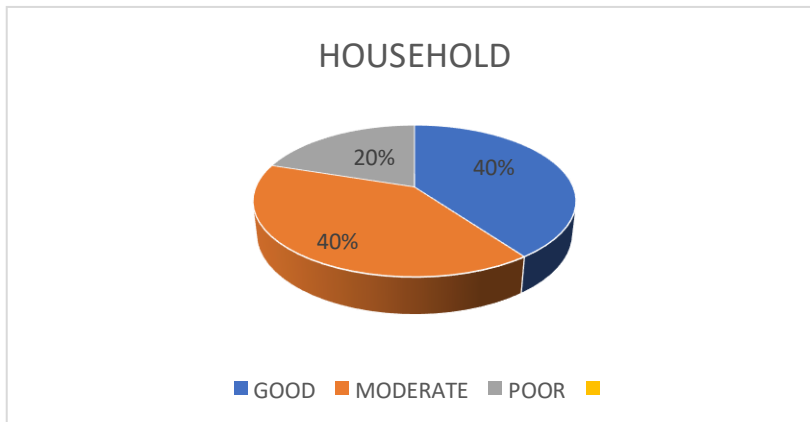
- Timeline diagram-captures the chronology of events as recalled by local people.

**C. Flow analysis-**

- Venn diagram-it is used to depict key institutions, organizations and their relationship with the local community or others.



- **WEALTH RANKING-** it determines the economic attributes of households in a village which helps to classify the households accordingly. It helps in determining the social and economic status of households in a village.



- **DECISION MAKING PATTERN-**
Problem ranking- survey shows us the common problems faced by a community.
 - a. Water scarcity
 - b. Small land holdings
 - c. Illiteracy
 - d. Weather fluctuations
 - e. Low farm income
 - f. Lack of finance
 - g. Unaware of government

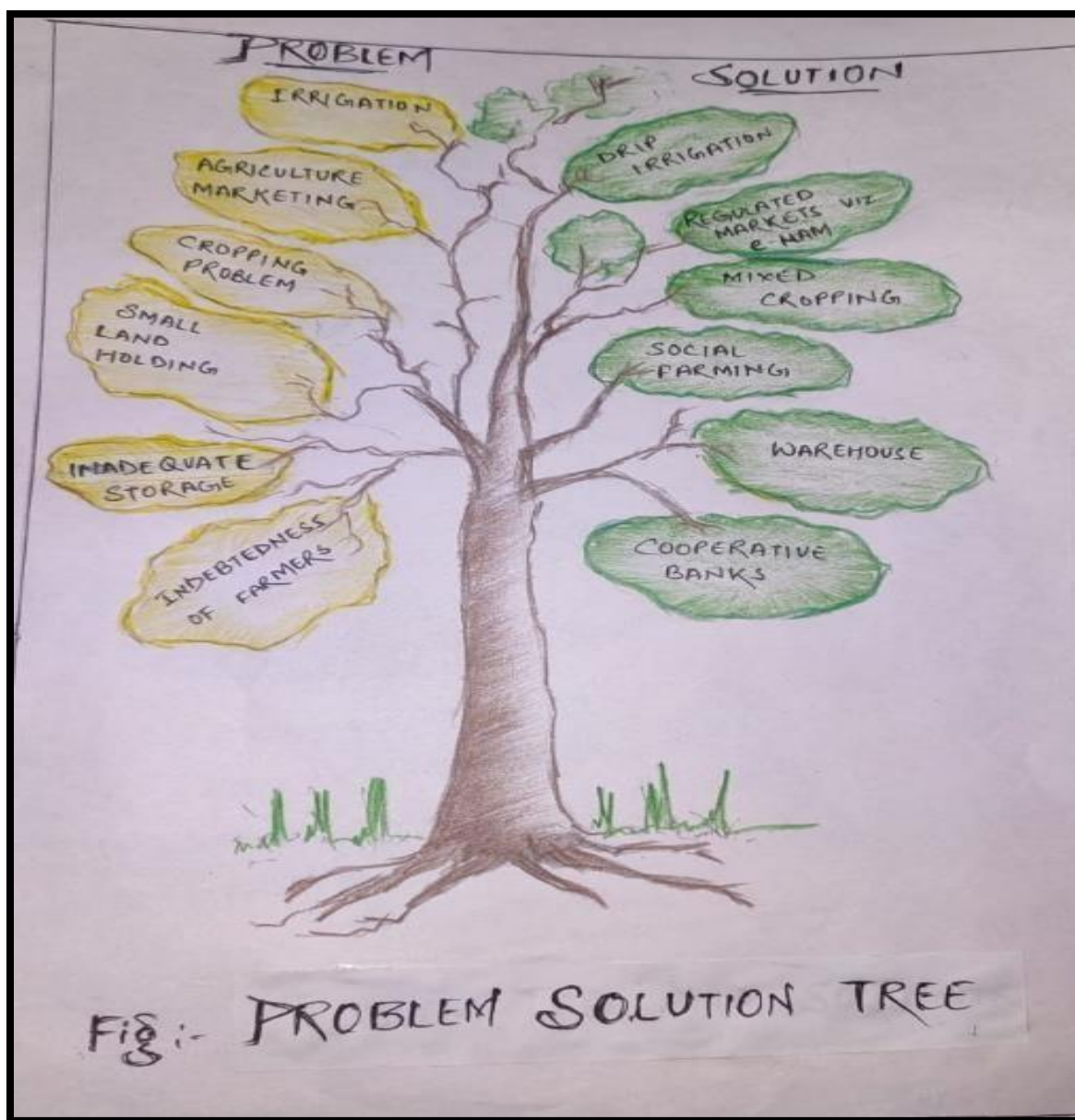


Fig:-Problem solution tree

MEDIA COVERAGE

हंसलता में किया स्टीविया का पौधरोपण



कसमार के हंसलता में स्टीविया के पौधे के साथ प्रशिक्षु.

कोटी। प्रभात खबर

कसमार. बनो किसान संगठन की ओर से शुक्रवार को कसमार प्रखंड के हंसलता में किसान आय वृद्धि योजना के तहत स्टीविया (मीठी तुलसी) का रोपण किया गया. कार्यक्रम में किसान मुकेश कुमार मल्लो की जमीन पर झारखंड राय यूनिवर्सिटी के कृषि स्नातक के छात्र छात्राओं ने स्टीविया का पौधरोपण किया. सभी पौधे बनो किसान के सचिव आकांक्षा कुमारी ने निःशुल्क उपलब्ध करवाया. सभी छात्र व छात्राएं अगले दो

माह तक हंसलता गांव में ही खेती किसानों की समृद्धि और किसानों की आजीविका पर विशेष कार्य व पहल करेगा. इसके अलावा किसानों को खेती किसानों की उन्नत तकनीक की जानकारी देकर उन्हें स्वावलंबी बनाने में मदद करेगा. मौके पर राय यूनिवर्सिटी के रजिस्ट्रार पीयूष रंजन, प्रशिक्षक प्रसेनजीत कुमार, बनो किसान के प्रवक्ता समीर कुमार, शंकर मल्लो व छात्र आशीष कुमार के नेतृत्व में आये प्रशिक्षु व ग्रामीण मौजूद थे.

विवि के छात्रों ने खांजो नदी में बनाया बोरा बांध



कसमार। बनो किसान संगठन व झारखंड राय विश्वविद्यालय के कृषि स्नातक छात्रों के संयुक्त प्रयास से प्रखंड के हंसलता स्थित खांजो नदी में बोरा बांध बनाया गया। गांव को बनो किसान संगठन ने खेती किसानों में समृद्धि को लेकर गोद लिया है। इस योजना से क्षेत्र के किसानों को सिंचाई में सुविधा के साथ-साथ गर्मी के मौसम में ग्रामीणों के नहाने और पशुओं के लिए पीने के पानी के लिए सहूलियत होगी। बनो किसान के प्रधान सेवक प्रसेनजीत कुमार ने बताया कि इस क्षेत्र को हरा-भरा बनाने के लिए पहले पानी की उपलब्धता आवश्यक है। बोरा बांध निर्माण कार्यक्रम में संस्था की सचिव आकांक्षा कुमारी, झारखंड राय विश्वविद्यालय के श्रीकांत सागर, देवयानी, आशीष कुमार, सुष्टि सुंडी, स्नेहा कुमारी, अभिषेक कुमार, संदीप कुमार, सतरूपा, अमरजीत गुप्ता, रवि कुमार, श्याम व अन्य शामिल रहे।

बोकारो

कसमार : प्रहरी मेला में कृषि जागरूकता पर कार्यक्रम



सरथा के सदस्य व झारखंड राय यूनिवर्सिटी के कृषि स्नातक स्टूडेंट्स.

- बनो किसान व राय यूनिवर्सिटी के बच्चों ने पेश किया कार्यक्रम प्रतिनिधि

खैराबाद में भूतपूर्व सरपंच स्वर्गीय सुरेश जायसवाल की पुण्यतिथि पर आयोजित आठ दिवसीय 20वें प्रहरी मेला के पांचवें दिन शनिवार को रात को कृषि जागरूकता पर आयोजित कार्यक्रम हुआ. इसके तहत बनो किसान संस्था तथा दो माह के प्रशिक्षण के लिए आये झारखंड राय यूनिवर्सिटी के कृषि स्नातक के छात्र-छात्राओं ने कृषि का सफर हरित से हरियाली तक सीपक जादूक एवं गीत-नृत्य की शानदार प्रस्तुति की. इस दौरान बनो किसान के प्रधान सेवक प्रसेनजीत कुमार ने कहा : हमें खेती की ओर लौटने और खेती-किसानी की समृद्ध परंपरा को देश में मजबूती से स्थापित करने की जरूरत है. कहा : किसान बनना गवर्नर की बात

है, क्योंकि खेती के बिना देश की सम्पन्नता की कल्पना भी नहीं की जा सकती. बनो किसान के प्रवक्ता सह अपराधशास्त्री समीर कुमार ने किसानों के लिए स्वावलंबी कविता में किसान अन्नदाला पेश किया. कार्यक्रम में खराब मौसम के बावजूद काफी संख्या में दर्शक मौजूद थे. कार्यक्रम की शुरुआत विद्यार्थियों के स्वागत गीत से हुई. इस दौरान मेला के व्यवस्थापक रामसेवक जायसवाल, समाजसेवी शुद्धदेव राम, सीपक जायसवाल, सीरम राय, अमित जायसवाल, मिथिलेश मल्लो तथा कार्यक्रम पेश करने वाली में राय यूनिवर्सिटी के विद्यार्थी देव्यानी, मयंक, श्रीकांत, सतरूपा, सुष्टि, रंभा, प्रियंका, प्रशांत, अभिषेक, ध्रुवराज, सुमित, अमरवीर, संदीप, रवि, श्याम, आकांक्षा, स्नेहा, सोनाली, देवानंद, रोशन, अजय आदि मौजूद थे.



आज दिनांक 26/02/2020 को बनो किसान संस्था के अंतर्गत आये RAWE (RURAL AGRICULTURE WORK EXPERIENCE) प्रशिक्षण हेतु झारखंड राय विश्वविद्यालय के कृषि स्नातक छात्र एवं छात्राओं द्वारा कृषि विज्ञान केंद्र, पेटरवार में भ्रमण किया गया। जिसमें छात्रों ने कृषि वैज्ञानिक विनय जी से कृषि विज्ञान केंद्र एवं उसके कार्यों की वृहत जानकारी ली तथा साथ ही KVK भ्रमण भी किया। मौके पर बनो किसान संस्था के प्रधान सेवक/निदेशक प्रसेनजीत कुमार, राय विश्वविद्यालय के कृषि स्नातक छात्र श्रीकांत कुमार, देव्यानी, श्याम, सतरूपा, मयंक, अमरजीत, मनीष, रवि, आशीष, प्रियंका, सोनाली, आकांक्षा, राहुल, देवानंद, सुमन, ध्रुव, प्रशांत, संदीप, अभिषेक, स्नेहा, रंभा, सुष्टि, सुमित एवं अन्य शामिल रहे।

CONCLUSION

The RAWWE programme exposed us to different situations which helped to develop the right kind of perspective about the knowledge expertise and experiences of farmers and the biophysical endowments of the environment in which they are operating.

The RAWWE programme was instrumental in molding us as true Agriculture professionals beaming with self-confidence. It has equipped us with the necessary amour to face the challenges of the farming community and for the rural development as a whole. It has also helped in creating professionalism with a humane tinge.

The course provided us the opportunity for studying the rural situation and gaining direct farm experience. We gained experience about the different activities being followed by the farmers of HASLATA to balance their economy. We got to know about different extension activities running over there both governmental and non-governmental

This programme provided us data on demographic features, rainfall, climatic and economic condition of the village, this course us helped us to develop many extension qualities like being flexible, being adaptive developing skill relevant to the current context anticipating and coping with changes etc.