



PRACTICAL WORK MANUAL

RURAL AGRICULTURAL WORK EXPERIENCE PROGRAMME



Under

STUDENT READY PROGRAMME

B.Sc. (Hons.) in Agriculture



I Semester of 2024-25

**DEPARTMENT OF AGRICULTURAL EXTENSION
COLLEGE OF AGRICULTURE, GKVK, BENGALURU – 560065
UNIVERSITY OF AGRICULTURAL SCIENCES, GKVK,
BENGALURU – 560065
AUGUST 2024**





UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE

MANUAL OF RURAL AGRICULTURAL WORK EXPERIENCE PROGRAMME (RAWEP)

Under

STUDENT READY PROGRAMME

B.Sc. (Hons.) in Agriculture

I Semester of 2024-25

Name :

I.D. No. :

Cluster No. :

RSK :

Village :



Dr. Y.N. Shivalingaiah
Professor & Head and RAWEP Co-ordinator

Dr. S. Ganesamoorthi
Dr. N. Manjula
Dr. C.M. Savitha
Dr. H.K. Pankaja
Associate Co-ordinators

Dr. Mutteppa Chigadolli
RAWEP Teacher

DEPARTMENT OF AGRICULTURAL EXTENSION
COLLEGE OF AGRICULTURE, GKVK, BENGALURU – 560065

August 2024



UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE

COLLEGE OF AGRICULTURE, GKVK, BENGALURU – 560065



FOREWORD

The student READY (Rural Entrepreneurship Awareness Development Yojana) programme was launched by the Hon'ble Prime Minister Sri. Narendra Modi Ji on 25th July 2015. It is an initiative of Indian Council of Agricultural Research, which aims to provide rural entrepreneurship awareness, and practical experience in a real-life situation in rural agriculture, and create awareness to undergraduate students about practical agriculture and allied sciences. The programme will help in building confidence, skills, and acquiring Indigenous Technical Knowledge (ITK) of the locality and aims at providing opportunities to the students in acquiring hands-on experience and entrepreneurial skills. Hence, it was felt necessary introduce this program in all the Agricultural Universities of the country as an essential prerequisite for the award of degree to ensure hands-on experience and practical training.

The Rural Agricultural Work Experience Programme (RAWEP) is one of the component of the Student Ready, being implemented by the University of Agricultural Sciences, Bangalore. RAWEP provides an opportunity to expose the students to work in the natural setting of the villages, work with farm families, identify problems, enhance problem solving abilities, build confidence and utilize various extension tools to transfer the latest agricultural technologies.

I am very confident that the RAWEP manual (2024-25) brought by the Department of Agricultural Extension, College of Agriculture, GKVK will serve as guide and help the students in achieving the objectives set under the Student READY programme. I wish all the Best for the students in the successful completion of the Rural Agricultural Work Experience Programme.

(N.B. Prakash)
Dean (Agri.)



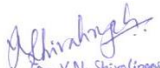
UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE
DEPARTMENT OF AGRICULTURAL EXTENSION
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PREFACE

The University of Agricultural Sciences, Bangalore offers a **Rural Agricultural Work Experience Programme (RAWEP)** as part of its curriculum during the VII semester for the B.Sc (Hon.) Agriculture, B.Sc (Hon.) Agri.-business Management and B.Tech. (Agricultural Engineering) students coinciding with the monsoon season. The RAWEP enables the students to develop competency in crop production interventions, crop protection interventions, social and allied interventions, extension and transfer of technologies, plant clinic/ Farmer Participatory Technology Demonstration Park establishment/ attachment to Raitha Samparka Kendras (RSKs)/Rural institutions/ Research institutions and other units and Agro- Industrial Attachments. It helps the students primarily to understand the rural situations, status of agricultural technologies adopted by the farmers, prioritize the farmer's problems and to develop communication skills and attitude of working with farm families for the overall development of rural areas. The students will be sound in theory in the first three years of their degree programme and in the final year, the students will be exposed to Student READY /RAWE programme, which provides an opportunity to have practical experience in the real rural life situation.

The RAWE practical manual brought out by the Department during 2024-25 is based on the revised curriculum in accordance with the V Deans Committee recommendations. This manual will serve as a guide for both the students and to the teachers for implementing the RAWE activities uniformly and effectively, I wish all the students an excellent and outstanding participation in RAWE programme under Student (READY) programme with a sense of belongingness for the benefit of farmers of Karnataka in the process of learning through participatory process.


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(Y.N. Shivalingaiah)
Professor and Head

**HEAD OF THE DEPARTMENT, RAWEP COORDINATOR, ASSOCIATE
COORDINATORS AND RAWEP TEACHER OF DEPT. OF AGRICULTURAL
EXTENSION, CoA, GKVK**



Dr. Y.N. Shivalingaiah

Professor and Head and RAWEP Coordinator

ASSOCIATE COORDINATORS & RAWEP TEACHERS



Dr. Ganesamoorthi, S.
Professor



Dr. N. Manjula
Professor



Dr. C.M. Savitha,
Assoc. Prof.



Dr. H.K. Pankaja
Asst. Prof.

RAWEP TEACHER



Dr. Mutteppa Chigadalli
Asst. Prof. of Agricultural Extension (C)



UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE

COLLEGE OF AGRICULTURE, GKVK, BENGALURU – 560 065

STUDENT READY PROGRAMME - RURAL AGRICULTURALWORK EXPERIENCE (RAWEP) 2024-25

INSTRUCTIONS TO STUDENTS

1. Students should stay only in the assigned ARS/KVK/AIA institution / Camp villages during the specified period of stays.
2. Students should not leave the camp even during holidays without official permission of the university.
3. During the village placements, the students should involve in organizing number of meetings, discussions, method demonstrations, campaign, field visits, etc., as specified in the plan of work.
4. Each student should have observation cum work diary where list of activities carried out throughout the placements should be recorded separately and submit to in-charge teacher / multidisciplinary teachers for evaluation.
5. Students should behave in an exemplary manner during their stay in the villages / KVK/ARS/AIs as worthy representatives of the UAS, Bangalore. Any misconduct or misbehaviour or indiscipline would be severely dealt with.
6. In the RAWEP placements, students are forbidden from swimming in village and using own motor vehicles.
7. Students should report immediately their illness to the camp leader and teacher in-charge who in turn will take necessary action.
8. Students should maintain cleanliness and ideal atmosphere in their places of stay and surroundings.
9. Students should not give room for any untoward incident to happen during RAWEP placements.
10. During the KVK/ARS/AIA placements, the students should involve themselves in observation, discussions and associate in organising method demonstrations, campaign, field visits, etc., as decided by the KVK / ARS.
11. All the students & their parents should mandatorily give the below undertaking and no objection certificate
12. All the activities of the RAWEP should be documented and submitted to the concerned teachers and the highlights should be published in the print, mass and electronic media including RAWEP website.

STUDENT DECLARATION AND PARENT'S CONSENT TO UNDERGO STUDENT READY PROGRAMME

II.D. No. S/o / D/o..... studying in final year B.Sc. (Hons.) Agri. / B.Sc. (Hons.) ABM / B.Tech. (Ag.Engg.) undertake the RAWEP as part of the course curriculum and shall abide to the following conditions.

1. I will adhere to schedule of RAWEP activities and in case if I miss/deviate from the scheduled programme I will be liable for any penalties/punishment as decided by the college/university.
2. I will not create any unpleasant or unhealthy situations during the Stay/Visit at KVK / ARS / Research Schemes / RSKs/villages and extend full co-operation for successful completion of RAWEP.
3. I or my parents/guardians will have no claim with University if I lose my personal belongings of any kind/cash or fall ill/drive bike/scooter/car and met with an accident/indulge in swimming.
4. **I have informed my parents/guardians about my participation in the RAWEP Programme and parents are not permitted to visit the students in the placement areas.**
5. **The contents collected by me during RAWEP will be published in University approved social media channels only with approval of the cluster teacher.**

Place : _____
Student's Mob. No. : _____

Date : _____
Father/Mother Mob. No : _____

I have no objection for my ward for attending RAWEP programme and he/she will be taking care of his/her health and safety.

Signature of the Student's Parent / Guardian
Name, Address and Contact Number of Parents

Signature of the Student

RAWEP TEACHERS FOR 2024-25

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	Dr. Sagar	Asst. Professor	8123877472	298	ghodkesagar05@gmail.com
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	Dr. K.J. Sowmya	Technical Assistant	9964444612	290	sowmyaseed@gmail.com
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	Dr. K.N. Srinivasappa	Professor	9845774509	338	suhaskns@gmail.com
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	Dr. S.K. Prithviraj	Asst. Professor	8904595414	286	prithvi.gkvk@gmail.com
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	Dr. B. Gayathri	Asst. Professor	9740488330	293	gayi3087@gmail.com
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	Dr. Vinoda, K.S.	Asst. Professor	9481243080	292	vinoda.shankarappa@gmail.com

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INTRODUCTION

About Student READY

The Student READY (Rural Entrepreneurship Awareness Development Yojana) programme aims to provide rural entrepreneurship awareness, practical experience in real-life situation in rural agriculture and creating awareness to undergraduate students about practical agriculture and allied sciences. The programme will help in building confidence, skill and acquire Indigenous Technical Knowledge (ITK) of the locality and thereby, preparing the pass-out for self-employment. It also aims to provide opportunities to acquire hands-on-experience and entrepreneurial skills. To reorient graduates of agriculture and allied subjects for ensuring and assuring employability and develop entrepreneurs for emerging knowledge intensive agriculture, it was felt necessary to introduce this program in all the AU's as an essential prerequisite for the award of degree to ensure hands on experience and practical training.

The Fifth Deans committee has given detailed curriculum of student READY programme for all the disciplines in agriculture and allied sciences. The course curricula have been restructures to develop much needed skills and entrepreneurial mind-set among the graduates to take up self-employment, contribute to enhanced rural livelihood and food security, sustainability of agriculture and be propeller for agricultural transformation. The following components are proposed for carrying out one year Student READY programme in all the Under graduate (UG) disciplines:

1. Experiential Learning on Business model / Hands on Training.
2. Experiential Learning on Skill Development.
3. Rural Agricultural Work Experience (RAWEX).
4. Internship / In-Plant Training / Industrial attachment.
5. Students Projects.

The students required to have any three of the five components listed above depending on the requirement of their graduate education and implemented for one complete year. All the above mentioned components are interactive and are conceptualized for building skills in project development and execution, decision-making, individual and team coordination, approach to problem solving, accounting, quality control, marketing and resolving conflicts, etc. with end to end approach.

Experiential Learning is an opportunity for the students to develop high quality professional competence, skill development and confidence to step towards "Earn while learn". Experiential Learning aims towards Practical Work Experience in Real Life Situation among the undergraduate students and therefore it helps student become "*Job Providers rather than Job Seekers*".

Rural Agricultural Works Experiential enable the students to gain rural experience, give them confidence and enhance on farm problem solving abilities in real life situations, especially in contact with farmers, growers, etc.

Student Project is essential for students who are interested in higher education. Through this they will gain expertise for identification of research problem, planning and setting up experiments and writing of reports, etc.

EL provides the students an excellent opportunity to develop analytical and entrepreneurial skills and knowledge through meaningful hands on experience, confidence in their ability to design and execute project work. The main objectives of EL are:

- To promote professional skills and knowledge through hands on experience.
- To build confidence and ability to work in project mode.
- To acquire enterprise management capabilities.

Rural Agricultural Work Experience

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 and attitude of working with farm families for overall development in rural area. The timings for RAWE can be flexible for specific regions to coincide with the main cropping season.

The main objectives of RAWE are:

- To provide opportunity to the students to understand the rural situation in relation to agriculture and allied activities.
- To make the students familiar with socio-economic conditions of the farmers and their problems.
- To impart diagnostic and remedial knowledge to the students relevant to real field situations through practical training.
- To develop effective communication skills of students with farmers using latest extension methodologies in transfer of technology.
- To develop confidence and competence among students to solve complex agricultural problems.
- To acquaint students with on-going extension and rural development programmes.

Semester VII: Rural Agricultural Work Experience (RAWE) and Agro-Industrial Attachment (AIA)

This programme will be undertaken by the students during the VII semester for a total duration of 21 weeks with a weightage of 0+20 credit hours in two parts viz., RAWE and AIA. It will consist of general orientation and on campus training by different faculties followed by village attachment/unit attachment in University/College/KVK or a Research station. The students will be attached with the agro-industries to get an experience of the industrial environment and working. Weightage in terms of credits hours will be given depending upon the duration of stay of students in villages/agro-industries. At the end of RAWE/AIA, the students will be given one week for project report preparation, presentation and evaluation. The students would be required to record their observations in field and agro-industries on daily basis and will prepare their project report based on these observations.

REGISTRATION AND GUIDANCE

Registration

Students who have successfully completed all the scheduled courses till the end of the 6th Semester are eligible to register for Rural Agricultural Work Experience Programme (RAWEP). They should not register for any other courses on the campus during the 8th semester. The students shall register for the following 20 credits of RAWEP during the 8th semester. The details of credit hours for each group of subjects are as follows.

Sl. No.	Course No. & Credit Hrs.	Title	Weeks	Concerned Departments for monitoring and evaluation
A		RAWEP / Subject Orientation	1 Week	
B		Village Attachment	12	
1	SRA 411 (0+4)	Crop production and crop improvement interventions		Agronomy, Horticulture, Soil Science & Agril. Chemistry, Seed Science & Technology, Genetics and Plant Breeding, Agril. Microbiology, Crop Physiology, Plant Biotechnology
2	SRA 412 (0+3)	Crop protection interventions		Plant Pathology, Agril. Entomology, Sericulture and Apiculture
3	SRA 413 (0+3)	Social and allied science interventions		Agril. Economics, Agril. Marketing, Cooperation & BM, Agril. Engineering, Food Science & Nutrition, Animal Science, Forestry & Environmental Science
4	SRA 414 (0+4)	Extension and Transfer of Technologies		Agril. Extension
5	SRA 415 (0+2)	Plant clinic / Information Centre/ Crop Museum (Farmers Participatory Technology Development Park)		Coordinator/Associate Coordinator along with agronomist, horticulturist and plant protection Specialists
C	SRA 416 (0+2)	Attachment to KVVs/Research stations and other units	2	RAWEP Coordinator & Assoc. Coordinators
D	SRA 417 (0+2)	Agro-Industrial Attachment	3	Concerned teacher of the respective departments
E		Project report preparation, presentation and evaluation	2	Coordinators / Concerned Teachers
Total No. of Credits : 20 credits			20	

Advisory Committee

There shall be an Advisory Committee headed by the Dean (Agri.), College of Agriculture as the Chairman and all the Heads of the Departments of the College, the Co-ordinator and Associate Co-ordinator of RAWEP as the members. The Committee is responsible to guide the teachers in-charge of RAWEP and students for effective implementation. The Committee shall meet periodically to review and monitor the programme.

Co-ordinator

The teachers from the Department of Agricultural Extension will be designated as Co-ordinator and Associate Co-ordinators to co-ordinate the entire RAWEP.

Supervision and Guidance

The designated RAWEP teachers from all the departments of the college are responsible to monitor, supervise and guide the students to attend to their allotted work by different departments. The students will be evaluated on their performance in different courses throughout the RAWEP.

Attendance and Discipline

All the components of RAWEP are compulsory for all the students who have registered for RAWEP. They should get a minimum of **80 per cent attendance** in all disciplines of RAWEP courses as in the case of other courses. The students shall maintain good discipline during the placement in villages and Agro-Industrial Attachment and prove themselves to be worthy students of the University of Agricultural Sciences, Bangalore. The behaviour in the villages should be exemplary. Any student who wants to leave the placement on official work of the university like participation in sports and other co-curricular activities or in the event of illness or unforeseen circumstances should obtain **prior written permission** from the Dean (Agri.). Further, a student may be permitted to leave the placement with the written permission of the designated teachers of the camp. However, the student should make up the curricular requirement for the period of their absence and to make up the days lost by doing extra work. Any misconduct of the student in the village will be viewed very seriously and such students shall be expelled from the RAWEP/ liable for the disciplinary action as decided by the university.

Work Diary

The students should write the individual daily work in diary during the placement in villages and agro industries and KVKs. The diary will be **checked by the designated RAWEP teachers** of different departments periodically and during their visit to the villages.

Reports

The students should write the **detailed report on completion of each assignment** and it will be evaluated by the concerned RAWEP teachers of different departments.

Evaluation

The performance of the students will be evaluated as specified separately for each of the RAWEP course by the identified group leaders with the support of designated RAWEP teachers.

Group Leaders and Associates for the courses approved under each group

Group	Course No.	Group Leaders	Associate Leaders
<i>IV B.Sc. (Hons.) Agriculture</i>			
Village Attachment			
I. Crop Production/ Improvement Interventions	SRA-411 (0+4)	Professor & Head (Agronomy)	Dr. Y.N. Shivalingaiah
II. Crop Protection Interventions	SRA-412 (0+3)	Professor & Head (Agril Entomology)	Dr. C.M. Savitha
III. Social and Allied Science Interventions	SRA-413 (0+3)	Professor & Head (Forestry and Environmental Science)	Dr. H.K. Pankaja
IV. Extension and Transfer of Technologies	SRA-414 (0+4)	Professor & Head (Agril. Extension)	Dr. N. Manjula Dr. Mutteppa Chigadolli
V. Plant Clinic / Information Centre / Crop Museum (Farmers Participatory Technology Development Park)	SRA-415 (0+2)	Professor & Head (Agril. Extension)	Dr. Ganesamoorthi, S. Dr. N. Manjula
VI. Attachment to KVKs/Research stations and other units	SRA-416 (0+2)	Professor & Head (Agril. Extension)	Dr. C.M. Savitha
VII. Agro-Industrial Attachment	SRA-417 (0+2)	Professor & Head (Agril. Extension)	Dr. H.K. Pankaja Dr. Mutteppa Chigadolli
<i>IV B.Sc. (Hons.) ABM</i>			
I. Attachment to KVK / Research Station	SRG-412 (0+3)	Professor & Head (Agril. Extension)	Dr. C.M. Savitha Dr. M.S. Ganapathy
II. Practical Extension Work in Villages	SRG-413 (0+4)	Professor & Head (Agril. Extension)	Dr. H.K. Pankaja Dr. M.S. Ganapathy
<i>IV B.Tech. (Ag. Engg.)</i>			
I. Practical Extension Work in Villages	SRE-414 (0+2)	Professor & Head (Agril. Extension)	Dr. Y.N. Shivalingaiah Dr. Dronachari Manvi

SCHEDULE OF EVENTS

The RAWEP will be for a period of one full semester (21 weeks) during 2024-25. The break-up of 21 weeks for various components of RAWEP is as follows:

<i>Period</i>	<i>Item of work</i>	<i>Duration</i>
05.08.2024 to 11.08.2024	Student READY Programme orientation	1 week
12.08.2024 to 10.11.2024	Placement in RSKs and Villages for practical experience	13 weeks
11.11.2024 to 01.12.2024	Agro-Industrial Placement/Attachment	3 weeks
02.12.2024 to 15.12.2024	Placement in Krishi Vignana Kendras (KVK)/ Agricultural Research Station (ARS) and Other Units	2 weeks
16.12.2024 to 30.12.2024	Project report preparation, Presentation, Exam and Evaluation	2 weeks
Total		(21 weeks)

On Campus Orientation

The students registered for the RAWEP will be oriented on background, importance and objectives of RAWEP, different activities to be conducted in villages, Programme planning, method of data collection, types of leaders and their identification in villages, maintenance of work diary, using different extension teaching methods and use of different teaching aids etc. Further, orientation will be given to the students on various subject matter areas related to important crops and enterprises of the RAWEP villages.

Village and RSK attachment

i. Data Collection from Villages and Analysis

The students will collect the data, analyse the situation and identify the problems. Based on the problems identified they will prepare plan of work and calendar of operation and accordingly execute the extension programmes for the allotted villages.

ii. Placement in villages/RSKs

The placement in villages is intended to facilitate the students to work with the farmers under village situation. Students will identify the local leaders and work with the contact farmers. Students will use various communication skills using different extension teaching methods like general meeting, farm and home visit, group discussion meeting, method demonstration, result demonstration, farmers training programmes, campaigns, exhibition, field visits, field days and other community work. It is mandatory for all the teachers offering RAWEP courses to visit in the identified RAWEP villages. Further, students have to work in concerned RSKs and should provide advisory services to the farmers by establishing crop museum (Farmers Participatory Technology Development Park), plant clinic, information centres in villages and RSKs.

COURSE SYLLABUS FOR GROUP OF SUBJECTS

Group I: SRA 411 (0+4): Crop Production Interventions

Agronomy

Collection of meteorological data, production of organic manures- selection of site for FYM/ compost pit, FYM, different methods of compost production, vermi-compost, liquid manures, oil cakes, green manuring in dry land agriculture, fertilizer management including secondary and micronutrients, integrated nutrient management, site specific nutrient management, integrated weed management, Watershed management, soil and water conservation, integrated farming system, water management including micro irrigation, aerobic rice production, non-cash and low-cost inputs for crop production.

Soil Science and Agril. Chemistry

Collection and preparation of soil and water samples for analysis and recommendation based on results of analysis; STCR based methods of fertilizer application; Identification and amelioration of saline, sodic and acidic soils; Identification of nutrient deficiency/toxicity symptoms in crops and recommendations to rectify the problems, Utilization of organic wastes; Integrated nutrient management; Enhancement of fertilizer use efficiency, preparation of slow release fertilizers by using neem cake coated and gypsum blended urea; Scientific methods of enrichment of FYM by using weeds, rock phosphate and micronutrients.

Agril. Microbiology

Biofertilizers usage in different crops: a) *Rhizobium* inoculation in leguminous crops b) *Azotobacter* inoculation in cereals c) *Azospirillum* inoculation in paddy and ragi d) *Gluconobacter* inoculation in sugarcane e) Use of phosphorus solubilizing microorganisms in crop production f) Azolla and its cultivation, its importance in agriculture and animal husbandry g) PGPR microorganisms, AM fungi and their importance in agriculture. Use of biofertilizers in horticulture and sericulture crops. Mushroom cultivation, fast decomposers and compost enriching microbes. Microbial bio-control agents like *Trichoderma* spp, *Pseudomonas* spp. and *Bacillus* spp.

Horticulture

Preparation of seed beds, sowing, planting/transplanting of vegetables and flower crops. Use of growth regulators, weedicides, harvesting, packing, storage and transportation of vegetables and flowers. Pinching, pruning and training in flower crops. Planting operation - opening of pits, filling the pits and planting; Propagation of plants by budding, grafting, air layering, cutting with the use of growth regulators. Top working and pruning in mango; Nutrition management, Post-harvest handling including picking, packing and use of ripening treatments in fruits; Selection of coconut mother palms and nuts. Sowing of nuts in the nursery. Selection and storage seed rhizomes of ginger and turmeric with seed treatment and planting; recommended cultivation practices of major dry land horticultural crops; Preparation of jam, jelly, squash, nectar, pickle *etc.*

Seed Science and Technology

Different sources of seed and their characteristics (BS, FS, CS and TL seeds). Status of Seed replacement in RAWE villages (cereals, pulses, millets and oil seed crops). Involvement of seed producing organization in seed production: Government sector, Private sector, Co-operative sector. Techniques followed in seed production: Hybrids, High yielding varieties and vegetable crops. Post-harvest technology followed in seed crops: Method of harvest, Method of threshing. Method of pre-cleaning, Method of drying and packing, Analysis of post-harvest losses at various levels. Analysis of seed quality of farmers saved seed: Collection of seed from farmer, Subjecting for seed quality parameters like G, P, M, Result communication. Demonstration of different class of seed and their identification: Breeder seed, Foundation seed, certified seed, Truth fully labelled seed. Visit to seed processing unit: Study various activities, involving in processing operations like grading, cleaning, storage, treating, packaging *etc.* Seed treatment techniques. Seed marketing and seed distribution system

Genetics and Plant Breeding

Plant selection techniques. Creating awareness about techniques of saving seed for raising subsequent crops considering mode of pollination and type of cultivar (pure-line variety/open pollinated cross-pollinated variety/hybrid). Creating awareness about Farmers' rights under PPV & FR 2001 Act. Creating awareness about released crop varieties/hybrids relevant to particular region, their adoption levels and eliciting feedback on the adopted varieties/hybrids

Crop Physiology

Nutrient elements and their importance in growth and development of crops. Deficiency and toxicity symptoms and their identification in the field and corrective measures. Foliar nutrition. Plant growth regulators and their role in plant growth and development. Use of plant growth regulators in agriculture, horticulture, forestry and industry. Demonstration of use of plant growth regulators to induce rooting of cuttings, induction of regular flowering prevent/reduce flower and fruit drops, increase in fruit size breaking seed, dormancy, fruit ripening. Importance of seed hardening and demonstration.

Plant Biotechnology

Tissue culture technologies to farmers and Nano-technologies.

Group II: SRA 412 (0+3): Crop Protection Interventions

Agri. Entomology

Identification of local pest situations and pest management practices; Different types of non-chemical inputs used in pest management, Seed treatment with pesticides; Storage practices of farm produces to prevent insect damage; Local and traditional practices of pest management; Assessment of pest and natural enemy densities; Surveillance of pest and natural enemies, Importance of keeping record of purchases of the insecticides; Sources of information available for plant protection practices; Preparation of spray solutions: Calculation of spray volume; Harvesting and processing local plants and their products for Pest management practices; Preparation of NSKE, vegetable oils and other plant sources and NPV; Use of pheromone traps for pest monitoring; Safe handling and field release of

parasites and predators; Use of nylon nets in nurseries; Root feeding and / or stem Injection of pesticides; fumigants; rodent management.

Plant Pathology

Plant disease details for major crops – a) Important diseases and their severity, b) Collection of diseased plants and plant parts; Disease management practices and their frequency; Use of fungicides, bactericides, antibiotics; Different types of non-chemical inputs used; Sources of information on plant protection practices. Information regarding storage practices; Information on conventional or local practices of disease management; storage practices; Types of sprayers/ dusters and their availability; Preparation of Bordeaux mixture; Cultural and biological management of soil borne disease; Seed treatment with fungicides/ antibiotics; Preparation of spray solutions, proprietary fungicides and their applications; Calculations of spray volume requirement – Preparation of NSKE and vegetable oils for spraying; Use of nylon nets in nurseries; Use of biological agents; Root feeding of fungicides; Hot water treatment and furadon or thimet application against nematodes.

Sericulture

Improved cultivation practices of mulberry; Improved silkworm rearing practices; Advantages of V-I mulberry variety; Preservation of mulberry leaves for chawki rearing: Egg incubation; Chawki silkworm rearing: Silkworm rearing on mulberry shoots; Application of bed disinfectants against silkworm diseases; Cocoon harvesting and grading.

Apiculture

Identification of bees; floral calendar by including major and minor sources of nectar and pollen for the year; Hiving of bee colonies: Bee-hive products.

Group III: SRA 413 (0+3): Social and Allied Science Interventions

Agril. Economics

Introductory economic principles of practical application in micro level problems faced by farmers in agriculture; Introductory economic principles of practical application in macro level issues of the village economy; Cost effectiveness of different agricultural technologies; Costing / Valuing inputs including natural resources used in agriculture; Relative profitability of crops, livestock, horticulture, fishery enterprises; Risks and uncertainties involved in cultivation and marketing and mitigation strategies; Economic efficiency; Gaps in efficiency, productivity and how to address them.

Problem statement in lay person's terms. Problem restated in Economic terminology or economic parlance. The broad subject matter area which best describes the economic problem (classification of the problem) Gaps between targets and achievement and factors facilitating (Ex. Access to quality inputs and markets) Solutions at farm Solutions at program / policy levels. Appraising the selected farmers regarding the economic solutions to the problems identified covering economic efficiency, pricing, marketing, group marketing, backward and forward linkages, new enterprises, synergies, diversification, and risk aversion strategies.

Agril. Marketing and Cooperation

Concept of Agricultural Marketing, Significance of Marketing, Marketing functions, Physical, Exchange and facilitative, Different types of Agricultural Markets, Methods of Sales of Agricultural Commodities, APMC & their objectives, Different Government Schemes in Agricultural Marketing, Marketing Institutions. Grading of Agricultural Commodities, Importance, Types, Scientific Marketing of Agricultural Commodities, Standards for Manufacture Products, and Recent Advances in Agricultural Marketing.

Food Science & Nutrition

Balanced diets for different age groups; Supplementary foods for children; Micronutrient rich food preparation; Establishment of nutritional / kitchen garden; Preparation of beverages from cereals and pulses; Processing of fruits and vegetables; Value addition in local staples; Sanitation and hygiene.

Forestry and Environmental Science

Biofuel crops. Nursery techniques of tree species. Bio-degradable waste. Renewable / Non-conventional energy sources. Solid waste Management.

Agril. Engineering

Study on improved primary and secondary tillage implements, improved seed drill, seed-cum-fertilizer drill, planters and transplanters, improved intercultural implements like hoes, hand weeder and ridger, high-tech plant protection equipment like sprayers and dusters, improved sickles, harvester and reapers; power operated winnowers, threshers, dryers, cleaners, graders and improved storage bins, coconut climbers, coconut de-husker, groundnut decorticators, arecanut decorticators and maize shelter, soil and water conservation structures. Renewable / Non-conventional energy sources.

Animal Science

Enrichment of dry fodder, Preparation of balanced cattle feed, Management of animals, Fodder production and selection of animals, Preparation of balanced Cattle feed, Backyard poultry, Importance of Goat and Sheep farming.

Group IV: SRA 414 (0+4): Extension and Transfer of Technologies

Agril. Extension

Extension programme planning and Execution, Leadership in rural areas and identification of leaders to use in Extension work, Participatory Rural Appraisal (PRA) techniques for efficient extension work, Extension teaching methods like General meeting, Farm and Home Visit, Group discussion meeting, Method Demonstration, Result Demonstration, Campaign, Farmers Training, Exhibition, Field Visits, Field days, Community work etc.

Group V: SRA 415 (0+2): Plant Clinic / Information Centre / Crop Museum (Farmers Participatory Technology Development Park) Establishment

The students shall be given an opportunity to establish plant clinic at RSK and Plant Clinic cum Information Centre along with Crop Museum (Farmers Participatory Technology Development Park) at allotted villages as part of village stay practical. Activities of Plant Clinic include Soil and Water sample collection and analysis. Display of specimens or objects related to nutrient deficiency, pest and disease problems, weeds etc., at RSK and in the information centre in the village. Further, they have to establish Information Centre depicting village information, farming system, major crops/enterprises, problems identified and plan of work in the centre. In addition to this, they are supposed to establish crop museum (Farmers Participatory Technology Development Park) using latest varieties of local important crops, some skill teaching activities like seed germination test, vermi compost preparation, detection of fertilizer adulteration etc., apart from providing advisory service to farmers.

Group VI: SRA 416 (0+2): Attachment to KVKs/Research stations and other units.

Under this Group, the students shall be given an opportunity to work in KVKs, Research Stations and other Units to study the objectives, activities, staffing pattern, plan of work of institute funding, challenges and constraints etc.

Group VII: SRA 417 (0+2): Agro-Industrial Attachment

The placement in Agro Industrial Attachment is intended to provide an opportunity to the students to get acquainted with the day to day activities of the Agro Industrial Attachment related to agriculture. The 16 departments of the college shall arrange for the placement in identified Agro Industrial Attachment related to their subject matter areas. The students shall be placed in these Agro Industrial Attachments.

PROCEDURE FOR EVALUATION OF THE PERFORMANCE OF STUDENTS

For Group-I, II, III, IV, V, VI & VII

The performance of the students in each Group will be evaluated by the multidisciplinary team during their scheduled visit to the villages as per the weekly evaluation format. The students should submit the practical record, project report / assignments and work diary to the concerned teacher of the identified Departments. The identified group leader along with other RAWEP teachers of identified Departments will conduct the group discussion, presentation and final examination and finalise the grades. The performance of the students will be evaluated as follows:

Sl. No.	Criteria	Marks
1.	Attendance & Diligence	05
2.	Initiation & Creativity	10
3.	General conduct & Discipline	10
4.	Work experience	55
	• Performance in Village Placements / Plant Clinic / KVK/AIA Attachments	35
	• Final Examination	20
5.	Presentation, Group discussion and evaluation of detailed reports	20
	Total	100

- Multi-Disciplinary team would evaluate the weekly performance of individual student for 60 marks (Attendance and Diligence – 5 Marks, Initiation and creativity – 10 marks, General conduct and Discipline – 10 marks and performance in village – 35 marks). Proforma will be provided to the multi-disciplinary team for evaluation.
- Multi-Disciplinary team would submit the weekly performance evaluation to the Coordinator/Assoc. Coordinator, RAWEP for Compilation and forwarded to the group leaders for finalization of grades.

Details of Agro-Industrial Attachment (AIA) - 3 Weeks

The placement in Agro Industrial Attachment is intended to provide an opportunity to the students to get acquainted with the day to day activities of the Agro Industries related to agriculture. The 16 departments of the college namely Plant Pathology, Agricultural Entomology, Seed Science and Technology, Horticulture, Sericulture, Agricultural Engineering, Apiculture, Agricultural Marketing, Co-operation and Business Management, Agricultural Microbiology, Soil Science and Agricultural Chemistry, Agronomy, Plant Bio-technology, Forestry and Environmental Sciences, Agricultural Economics, Food Science and Nutrition and Agricultural Extension will arrange for the placement in identified Agro Industrial Attachment related to their subject matter areas including the animal science.

Placement in Agro-Industries

The following are the tentative subject matter areas identified by different departments for placement in concerned Agro Industrial Attachment.

S. No.	Departments	Subject Matter Areas
1	Agricultural Microbiology	<ul style="list-style-type: none"> • Bio-technology Centre, Dept. of Horticulture Hulimavu (for mushroom cultivation & Bio-fertilizers) • KCDC, Haralakunte, Singasandra Post (Compost making Bio-fertilizers production) • Rhizobium Laboratory, KSDH, Hebbal, Bengaluru.
2	Seed Science and Technology	<ul style="list-style-type: none"> • NSC and KSSC, Hebbal. • KSSCA, Hebbal. • STR / NSP, GKVK.
3	Agronomy	<ul style="list-style-type: none"> • Cattle Feed Plant, Rajanukunte, Bengaluru. • Tropical Agro Industries, Gouribidanur.
4	Plant Pathology	<ul style="list-style-type: none"> • Cryogen
5	Agril. Entomology	<ul style="list-style-type: none"> • Pest Control of India, Sriramanahalli, Rajanukunte • National Bureau of Agricultural Important Insects (NBAII), Hebbal, Bangalore
6	Horticulture	<ul style="list-style-type: none"> • Horticulture Garden - BEL Factory, Bengaluru • Hitakari Nursery, Attur Layout, Yelahanka New Town, Bangalore
7	Sericulture	<ul style="list-style-type: none"> • Chawki Rearing Centre and Silkworm • Grainage Techniques, Chikkaballapur
8	Agricultural Engineering	<ul style="list-style-type: none"> • Kissan Craft Mission Tools Pvt. Ltd., No. 32/5, Dasarahalli Village, HA Farm Post, Hebbal, Bangalore-24 • Sujay Irrigation Pvt. Ltd., No. 86, Main Road, Petechannappa Industrial Estate, Kamakshipalya, Bangalore-79 • Mahendra Tractor Training Centre, Dept. of Agril. Engineering, UAS, GKVK Bangalore
9	Institute of Agri-Business Management	<ul style="list-style-type: none"> • Placement in Marketing Institutions, Cooperative Institution and Financial Institutions
10	Soil Science & Agricultural Chemistry	<ul style="list-style-type: none"> • Placement in STL Dept. of Agricultural Zuari Agro Research Centre and KCDC
11	Apiculture	<ul style="list-style-type: none"> • Karnataka Apiaries, Hiriyyur • KVIC, Bangalore
12	Forestry and Environment Sciences	<ul style="list-style-type: none"> • Karnataka Remote Sensing Application Centre (KRSRAC)
13	Agricultural Economics	<ul style="list-style-type: none"> • Agricultural Finance Institutions • Agricultural Input Supply Institutions • Agricultural Marketing Institutions (APMC) • Agricultural Machineries Implements Enterprises • Dairy Enterprise • HOPCOMS, Lalbaugh, Bengaluru • Processing Enterprise
14	Food Science and Nutrition	<ul style="list-style-type: none"> • Bakery Training Unit, Hebbal
15	Animal Science	<ul style="list-style-type: none"> • Inland Fisheries Unit, MRS, Hebbal • Dairy Unit, GKVK, Bengaluru
16	Agricultural Extension	<ol style="list-style-type: none"> 1. Training Institutes – RUDSETI, DATC 2. Multimedia Development Institutes 3. Event Management Institutes 4. Mass Media Agencies– Print & Electronic media 5. NGOs

AGRICULTURAL EXTENSION

PROGRAMME PLANNING

Programme is a broad outlay of things to be done and planning is designing in advance what is to be done in future. Planning is essential for any systematic attempt to achieve desired goals. Planning helps to identify the educational objectives, facilitates the selection of learning experience to attain these objectives and evaluation of the results in relation to objectives. Programme planning involves the series of actions / steps which culminate in the accomplishment of a goal. In the process, the students will get the first-hand knowledge and experience of developing and implementation of useful programmes for the benefit of farmers. Also, they will be exposed practically on how to collect data, how to identify the needs / problems of farmers and how to develop objectives and selection of technology to solve the problems. Further, Extension programme is a statement of situation, objectives, problems and solutions which are relatively permanent but requires constant revision. However, the steps in programme planning are: (1) Collection of facts, (2) Analysis of situation, (3) Identification of problems, (4) Decide on objectives, (5) Develop plan of work, (6) Execute plan, (7) Evaluation and (8) Reconsideration.

LEADERSHIP

Leadership is defined as the role and status of one or more individuals in the structure and functioning of group organisations which enable these groups to meet a need or purpose that can be achieved only through the co-operation of the members of the group.

Types of leadership in rural areas

- (1) **Operational leader:** The person who actually initiate action within the group, regardless of whether or not he holds an effective office.
- (2) **Popularity leader:** The popular person is elected to a position of leadership because he is well-liked by the members.
- (3) **Assumed leader:** The person selected to work with a committee or other leaders because the latter have assumed that he represents another group they desire to work with. He may or may not be a leader of the group.
- (4) **Prominent talent leader:** The person who exhibits an outstanding ability and accomplishment in respective fields. It may include experts and intellectual leaders. Example: Artists, Musicians etc.
- (5) **Professional leader:** The professional leader is one who has received specific specialized training in the field in which he works full time as an occupation and is paid for his work. Example: Extension worker.
- (6) **Lay leader:** The lay leader may or may not have received special training and is not paid for his work and generally works part time with local group organisations. Lay leaders also called as volunteer leaders or local leaders or natural leaders. Example: Youth club President.
- (7) **Autocratic leader:** The autocratic leader operates as if he cannot trust people. He thinks his sub-ordinates are never doing what they should do, that the employee is paid to work and therefore, must work.
- (8) **Democratic leader:** The democratic leader shares with the group members about the decision making and planning of activities. The participation of all is encouraged. He works to develop a feeling of responsibility on the part of every member of the group. He attempts to understand the position and feelings of the employee.
- (9) **Laissez-faire leader:** The laissez-faire leader believes that if workers left alone the work will be done. He seems to have no confidence in himself. If at all possible, he puts off decision making.

Roles of leadership and qualities of leaders

(1) Group spokesman, (2) Group harmonizer, (3) Group planner, (4) Group executive, (5) Group educator or teacher, (6) Symbol of group ideals, (7) Group discussion chairman, (8) Group supervisor. However, the leaders should have qualities like (1) Physical fitness, (2) Mental ability (intelligence), (3) Sense of purpose (having definite ideas regarding the aims of the group), (4) Social insight (sensitivity to other person's position, problems or points of view), (5) Communication (including good listening and speaking), (6) Love for people (friendliness without favouritism or without giving scope for indiscipline), (7) Democracy (giving members equal opportunities for participation etc.), (8) Initiative, (9) Enthusiasm, (10) Authority (based upon mastery of knowledge and skills in a particular field), (11)

Decisiveness (ability to make good and prompt decisions or judgment), (12) Integrity or character, (13) Teaching ability, (14) Convictions and faith.

Opinion leadership

Opinion leadership is the degree to which an individual is able to influence informally other individual's attitudes or overt behaviour in a desired way with relative frequency. Further, opinion leader is a person / individual who lead in influencing others opinions in informal ways. They are also known as fashion leaders, information leaders, influencers etc. However, the characteristics of opinion leaders are like **(1) External communication:** Opinion leaders have greater exposure to mass media than followers because they attend to mass media channels more compared to others. They are more cosmopolite than their followers. They have greater change agent contact than followers. **(2) Accessibility:** Opinion leaders to relay their personal messages about innovations; they must have direct dialogue with their followers. Therefore, the opinion leaders must be accessible one such indicant is social participation. Opinion leaders have greater social participation than their followers. **(3) Social status:** Opinion leaders have better social status than their followers. **(4) Innovativeness:** Opinion leaders are more innovative than their followers because they adopt new ideas earlier than their peers.

Identification of opinion leaders

(1) Socio-metric method: It involves asking questions to the members as to whom they sought for information or advice about a given topic, issue etc. So, opinion leaders are those members of a system who receive the greatest number of socio-metric choices. Further, it is the most valid method of identifying the opinion leaders as it is measured through the eyes of the followers. But, it necessitates interrogating a large number of respondents in order to locate a small number of leaders. And this is most applicable if all the members of a social system are interviewed rather than few in the social system. However, the advantages are like questions are easy to administer and adoptable to different types of settings and issues and the disadvantages are analysis of socio-metric method data is often complex, requires large number of respondents to locate a small number of opinion leaders. Not applicable to sample designs where only a portion of the social system is interviewed.

(2) Key informants rating: Here the judges or key informants are asked to identify the opinion leaders for a given topic(s). Key informants are especially knowledgeable about the patterns of influence in a system. However, the advantages are like advantages: A cost and time saving method as compared to socio-metric method and disadvantages are each informant must be thoroughly familiar with the system.

(3) Self designating technique: This technique asks the members to indicate the tendency to regard them as influential. The questions like, do you think people come to you for information or advice more often than to others? will be asked to the members to identify the opinion leaders. This technique depends upon the accuracy with which respondents can identify and report their self-images. However, the advantages are measures the individual perceptions of his opinion leadership, which influence his behaviour and disadvantages are dependent upon the accuracy with which respondents can identify and report their self-images.

Types of opinion leaders and their role in agriculture

(1) Polymorphic opinion leaders: Here opinion leaders act as a leader for a variety of topics. **(2) Monomorphic opinion leaders:** The tendency of an individual to act as an opinion leader for only one topic. Further, opinion leaders play important role in agricultural development process like (1) in diffusion of innovations, (2) build the confidence among the followers about any practice, and (3) Stimulation of the co-ordinated action, which is beneficial for the society or the system.

PARTICIPATORY RURAL APPRAISAL (PRA)

Participatory Rural Appraisal, on the other hand, is a family of approaches and methods, which enable the local people to analyze their situation to plan and act. It is a methodology for interacting with rural people, understanding and learning from them. Thus, PRA can be defined as an intensive and systematic learning experience carried out in a

community by a multi-disciplinary team of researchers and / or, development personnel including local people. The method nets, in a relatively short time, people's views about their world, along with their felt needs in addition to providing valuable insights in to the dynamics of rural life. PRA as a research development methodology has primarily been evolved to appraise the rural resources, problems and requirements by the rural people themselves under the facilitation of research and development workers.

PRA Techniques: PRA methodology offers a basketful of tools and techniques for one to choose a best combination depending on the purpose, objectives and resource availability for conducting development research. There are many PRA techniques, which can be employed for understanding and analyzing various facets of rural life. Further, before embarking on doing the PRA proper, it has to be ensured that an appointment for the purpose with the village key stakeholders such as village headman (Sarpanch / Pradhan), village accountant, village development officer, officials of other development departments posted in the village, a cross section of farmers, etc. is fixed and accordingly carried out. Freely and frankly share the objectives of the exercise to gain the confidence and willing cooperation of the stakeholders. Use these contacts to quickly build the rapport with the villagers at large. Then start the PRA using the following techniques in the same sequence as below.

1. **Collection of basic information of the village:** This technique enables to document in a relatively short time the basic data of a village such as demographic, socio-economic, agriculture and animal husbandry, pollution problems etc. In doing a PRA within a reasonable time frame, the PRA team has to collect the basic information of the village by referring to the records available in the village panchayat office and also by interacting with the Key Informants (KIs). For this, ideally select official members of panchayat / school and such organizations of the village as Key Informants.
2. **Village transect:** It is also known as general transect. Transect is making a long walk inside the village and locating the various items that are found therein like soil, crops, animals, problems, etc. To start with a transect walk, decide the route with varied features, take at least three routes, two along both the sides of village and one passing through the village. Ensure participation of villagers. Discuss while conducting transect walk. Identify topography (agro ecological niches) like upland, medium land, low land, road, residential area, field bunds, ponds, stream, hillock marshy land, common land, forest land, orchards, arable land, non-arable land, etc. Write down above transect lines in local language along with translation in English. Mention one niche once only, no matter how often it occurs. Transect is not an imaginary line passing through the village. General convention is to put uplands on left and lowlands on right. Put pictorials of niches on top. Now fill up the transect matrix with reference to following variables in each of the agro-ecological niches: soil type, water resources, crops, vegetables, trees, forests, agro forestry, forages, animals, interventions, problems and opportunities. While listing the species, also list species not available at present, but grown in other seasons.
3. **Agro-ecology map:** Agro -ecology map depicts the relation between agriculture and environment which includes average temperature, average rainfall, fragmentation of holdings, natural vegetation, drainage system, weeds, etc. Encourage farmers to draw this map. Identify major land marks. Identify systems (village) and sub systems (crop land, orchards, common land etc.) boundaries, show the neighbouring villages or other features like river, hillocks, government land, forests etc., where the boundary of village ends. Depict crops, animals, natural resources like soil type, water resources (wells, river, channel, ponds etc.), forest, common property resources (CPRs), use of locally available resources or whatever stake holders observe during the walk. Write in local language along with English translation. It differs from village map.
4. **Resource map:** This indicates both the natural resources and manmade resources needed for development of agriculture. Ensure the participation of all stakeholders (male, female, old, young and children). Depict main crops, trees, animals, houses, schools, farm implements, luxury items, communication means, social resources like women groups, self-help groups (SHG), local self-government, etc.
5. **Social map:** This is a simple drawing or map drawn without scale to understand and simplify location and structure of houses and other social facilities. It depicts the various social issues of the village such as social structure,

stratification, social facilities, conflicts, cooperation, value systems, leadership pattern, housing pattern, social evils, etc.

6. **Mobility map:** This indicates the mobility pattern of rural people in terms of the places visited, purpose, mode of transport, cost and time involved, etc. In a way, this technique helps us to analyze the cosmopolite behaviour of people.
7. **Time line and time trend:** Time line indicates the major remembered events in the history of a village life that have direct or indirect bearing on the rural life. Time trend, on the other hand, reveals the changes / fluctuations that have occurred over a period of time in the variables influencing village life. Time trend also hints at the coping behaviour of villagers during adversities.
8. **Seasonal analysis:** This indicates the month-wise abnormalities with regard to agriculture and animal husbandry.
9. **Impact / consequence diagram:** This indicates the changes that have occurred either for individual or for the society due to adoption of technology.
10. **Wealth ranking:** It refers to placing villagers along a wealth continuum described in terms of a set of criteria identified by the villagers themselves.
11. **Livelihood analysis:** It indicates the way in which villagers belonging to different wealth categories manage their livelihood in terms of income-expenditure dynamics including crisis management.
12. **Farm household map:** This map depicts the way in which the surroundings of a typical household appear without going in to the details of its inside structure.
13. **Bio-resource flow diagram:** This indicates the degree to which village household members utilize and recycle the various resources in and around their settings to suggest remedial measures.
14. **Venn diagram:** This is also known as chapatti diagram. It indicates the importance of various individuals and institutions in and outside the village with regard to a phenomenon related to rural life, e.g., getting loan for agricultural purposes. It reflects on the linkages and the stakeholders of the village with respect to the phenomenon studied.
15. **Daily routine diagram:** This diagram depicts the way in which rural people manage their daily time.
16. **Indigenous technical know-how (ITK) map:** This map depicts the pictorial instructions on the indigenous technologies found in village with reference to agriculture.
17. **Technology map:** The technology map indicates the technology decision behaviour of the farmers in terms of adoption, rejection and discontinuance with reference to the agricultural technologies.
18. **Matrix ranking:** Matrix ranking indicates the reasons for technology decision behaviour of the farmers.
19. **Preference ranking:** This technique helps to identify and prioritize various agricultural problems in a village.
20. **Problem tree:** The problem tree indicates various causes responsible for the specific problem related to agriculture. This also hints at possible intervention for the various causes which will help in problem identification related to a discipline.
21. **Solution tree:** It is a modification of the problem tree, wherein for each level of problem cause, solutions are indicated to solve that particular problem.
22. **Action plan:** It refers to the plan of action prepared in a participatory way taking the viewpoints of all the concerned stakeholders to solve the top most researchable problem. It tries to answer a few basic questions like what, how, when, where and by whom relating to course of action to solve the identified and prioritized problem.

Assignment: Use PRA Techniques for data collection in villages & finalise the problems, thrust areas and extension activities in a week time of placement and present them to the farmers through information centres.

GENERAL MEETING

General meeting is a mass contact method wherein a large number of heterogeneous people meet together with some purpose to share their knowledge and experience to satisfy a natural desire for social contact. Generally meeting includes such of the meetings, which are conducted to inform and to create personal contact with large number of people.

Purpose: General meeting is employed to introduce students to the villagers and to inform them about the future educational activities in the villages.

Procedure: There are three phases viz., planning, conducting and follow up.

a) Planning :(1) Selection of topic / theme. (2) Identification of suitable time. (3) Selection of place. (4) Selection of speakers, chairman, etc. (5) Give adequate publicity. (6) Physical arrangement.

b) Conducting: Conducting a meeting is the actual running of a meeting. The two aspects to be considered are programme procedure and audience participation. Programme procedure like (1) Start the meeting on time. (2) State the purpose and programme of the meeting. (3) Make brief introduction at the beginning of the meeting. (4) Focus attention on central theme. (5) Keep meeting moving on schedule. (6) Use appropriate audio-visual aids. Audience participation like (1) Watch reactions of audience, encourage audience participation. (2) Close meeting on time with brief summary by the Chairman. (3) Give recognition to the individuals who have actively participated. (4) Handover relevant folders or pamphlets at the time of break-off. (5) Take names of those interested for further information or follow up.

c) Follow up: A meeting should never be regarded as an end in itself. The process of meeting should be an integral part of the whole educational activities i.e., your extension activities in the villages. A printed summary of the talks should be given at the end of the meeting.

Assignment :(a) Follow the above procedure and conduct the general meeting in your allotted village and a check list of the questions for the students to evaluate are given below.

- | | |
|---|----------|
| 1. Whether the time and place was most suitable? | Yes / No |
| 2. Whether the physical arrangements comfortable? | Yes / No |
| 3. Did the meeting begin on time? | Yes / No |
| 4. If the meeting was a long one, were there suitable intervals in between? | Yes / No |
| 5. Did the audience show interest in the meeting? | Yes / No |
| 6. Was the agenda over-crowded? | Yes / No |
| 7. Was the business of the meeting well conducted? | Yes / No |
| 8. Did the speaker make a good impression on the audience? | Yes / No |
| 9. Could every one hear all that was said? | Yes / No |
| 10. Was the subject matter made easily understandable? | Yes / No |
| 11. Whether the teaching aids used were adequate? | Yes / No |
| 12. Was the discussion stimulating? | Yes / No |
| 13. Was it constructive and to the point? | Yes / No |
| 14. Did the audience participate fully? | Yes / No |
| 15. Was the discussion summarized adequately? | Yes / No |
| 16. Were any useful conclusions reached? | Yes / No |
| 17. Did the meeting lead to positive results ? | Yes / No |
| 18. Whether improvements could be made for the next meeting | Yes / No |
| 19. If yes, what improvements? | |
| (a)..... | |
| (b)..... | |
| (c)..... | |

FARM AND HOME VISIT

Farm and home visit is a direct contact by the extension worker with the farmer or the members of the family at his / her home or on his / her farm for a specific purpose.

Purpose: (1) To get acquaintance and get confidence of the farmer and to give a courtesy call. (2) To discuss individual problems. (3) To find out problems. (4) To obtain or give information. (5) To teach skills.

Procedure: (1) It should be made with a definite purpose. (2) Punctuality and consideration of the time of the farmer should always be borne in mind. (3) Schedule of visits should be worked out to save time. (4) Remote and unfrequented farms and homes should always be kept in view. (5) Use this method to reinforce other methods.

During the farm and home visit the following points are to be followed

(1) Develop conversation on interested topics. (2) Let the farmer do most of the talking and do not interrupt him / her. (3) Speak only when he / she is willing to hear. (4) Talk in terms of he / she has interest. (5) Use natural and easy language, speak slowly and cheerfully. (6) Be accurate in your statement. (7) Don't prolong arguments. (8) Let the farmer take the credit for good things. (9) Be sincere in learning as well as teaching. (10) Record the visit - date, purpose, accomplishments and commitments. (11) Handover a folder or leaflet etc. pertaining to the topic discussed, if necessary. (12) Follow up the visit.

Assignment: Follow the above procedure in employing the farm and home visits during your RAWEP. Document all the farm and home visits of RAWEP.

GROUP DISCUSSION MEETING

Group discussion meeting is a method of democratically arriving at certain decisions by group of people by taking into consideration the views of members.

Purpose: (1) To prepare a favourable climate for discussion and help in better understanding of the problem by pooling. (2) To facilitate in-depth discussion by involving a number of participants. (3) To generate new ideas and methods and select the rational ones through group interaction. (4) To develop a favourable attitude and commitment for action through group involvement. (5) To act as a safety valve for reducing tension.

Procedure

a) Planning : (1) Select the topic based on the needs of the people. (2) Collect enough technical information on the topic. (3) List out and collect objects, specimens, models and other materials required. (4) Prepare the teaching materials (slides, charts, flannel graphs etc.). (5) Decide the effective speakers for the meeting. (6) Decide the place, time and venue of the meeting in consultation with the villagers. (7) Give wide publicity for the meeting. (8) Make physical arrangements for the meeting.

b) Conducting: (1) Start the meeting on time. (2) Physical arrangements should be proper. (3) Logical way of presentation of the topic and initiation of discussion, involvement of the farmers at each and every stage. (4) Use effective teaching aids to support teaching. (5) Employ models, specimens and samples during presentation. (6) Encourage farmers to participate in discussions. (7) Identify the shy farmers and encourage them to participate in meeting actively. (8) Avoid arguments with the farmers. (9) Present the cost of the new practice discussed. (10) Use local language during the presentation. (11) Distribute relevant literature at the end of the meeting. (12) Thank the audience.

c) Evaluation: (1) Counting the farmers present in the meeting. (2) Active participation of the audience. (3) Counting the number of persons who accepted the matter / technical know-how discussed.

Assignment: (1) Follow the procedure given for conducting group discussion meeting. (2) Conduct the group discussion meetings based on needs and interests of the farmers. (3) Record the following information after completion of every group discussion meeting.

- a) Topic title
- b) Date, place and time.
- c) Number of audience participated
- d) Speakers.
- e) Specialists (if any).
- f) Questions asked by the farmers.
- g) Answers to questions by students.
- h) Suggestions of farmers.
- i) Teaching aids used.

METHOD DEMONSTRATION

Method Demonstration is a short time demonstration before a group to teach as how to carry out an entirely new practice or an old practice in a better way. This is a skill teaching method.

Purpose: (1) To teach skill and to stimulate people for action. (2) To build up learner’s confidence and satisfaction on the practice.

Points to be considered while conducting method demonstration

- (1) Method demonstration should be timely. (2) Give advance publicity to build up the interest and secure wide participation. (3) Use materials that are easily available to the rural people. (4) Clarify doubts, but avoid arguments. (5) Appreciate the methods already in use by the group.

Procedure

a) Planning : (1) Analyse the skills required. (2) Inform well in advance about the time, place and date of conducting method demonstration. (3) Ensure the materials required for conducting method demonstration well in advance. (4) Select the place where all the farmers could be able to see the method demonstration.

b) Conducting: (1) Be at the spot early to check up equipment and materials required for conducting method demonstration. (2) Extension worker has to practice by himself before carrying out method demonstration. (3) Make proper arrangements to facilitate all the participants to have a clear look at demonstration and to take part in the discussion. (4) Conduct demonstration step by step. (5) Give opportunity to individuals to practice the skill. (6) Distribute leaflets or any other literature related to the demonstration.

c) Evaluation : (1) List out the number of participants with names. (2) Get the names of the participants who come forward to take up a particular skill shown in the method demonstration. (3) Publish the news story on the demonstration. (4) Follow up the participants who have practiced skills. (5) Entrust the leaders with the task of watching the adoption of new practice.

Assignment: (1) Follow the above procedure in conducting any method demonstration. (2) In each village, conduct 5 - 6 method demonstrations based on the important skills that farmers should learn. (3) Record the following information at the end of each method demonstration.

- a. Topic
- b. Date, place and time.
- c. Name of the student(s) conducted the demonstration
- d. Specialists participated
- e. Number of audience participated.
- f. Questions asked by the farmers.
- g. Answers to questions by students.
- h. Teaching aids used.

RESULT DEMONSTRATION

Result demonstration is a demonstration conducted to show the worth of the new practice over the existing one at a particular point of time in a given place and this will be conducted by the farmer himself / herself under the direct supervision of extension worker. It needs careful planning, substantial time and record keeping. Further, the result demonstration can be used when (a) the technology is new to the area and (b) the extension worker fails to convince the farmers about the technology by using other methods.

Purpose: (1) To show the worth of new technology over the existing one. (2) To create confidence about the technology in the farmer as well as extension worker. (3) To educate the other farmers about the technology.

Procedure: (1) Analyse situation and determine the need for demonstration. (2) Decide upon specific purpose and write down the statement of objectives. (3) Work out the design of the demonstration i.e., plan the result demonstration.

(a) Select the demonstrator: (a) Consult with local leaders and select a demonstrator who commands the confidence and respect of his/her neighbours and who is interested in improving his /her practices (He / She should be typical farmer of the area). Select the demonstrator in a meeting. (b) Visit the prospective demonstrator to make sure that all conditions for success of demonstration are available. (c) The demonstrator should be convinced of his/her responsibility for the successful completion of the demonstration and its effect upon the community. (d) The demonstrator should be willing for the use of demonstration for teaching purpose through publicity, pictures, meetings, tours etc. (e) The demonstrator should secure the necessary physical equipment, supplies and materials to carry out the demonstration in successful way. (f) Explain and agree upon procedure with the demonstrator and leave written instructions preferably.

(b) Select the plot: (1) The plot should be located preferably in a road side for easy accessibility and publicity. (2) The field should be representative of the farmers in the village (neither too rich nor too poor).

(c) Start the demonstration: (1) Give wide publicity before starting the demonstration. (2) Get all the materials ready. (3) Have written plan of work indicating specific tasks. (4) Start the demonstration in the presence of the villagers. (5) Arrange for a method demonstration where a skill may be involved in the beginning of the demonstration. (6) Mark the demonstration plots with large signs, so that all can see.

(d) Use of demonstration: (1) Farmers should be taken to field during the growth of the crop to explain the difference. (2) Conducting result demonstration meeting at the time of the harvest and yields should be compared with reference to cost. (3) Photographs and slides should be taken for further use (educational use).

Assignment: Initiate the result demonstration on the following technologies. (1) Improved varieties of crops. (2) Mushroom cultivation. (3) Any other new technology. Further, record the following information after initiation of each result demonstration.

- a) Name of the village
- b) Name of the technology introduced.
- c) Name of the farmer with his / her particulars.
- d) Teaching aids / methods used to convince the farmers to take up the technology.
- e) When the results of the new technology can be seen by the farmers.
- f) Agencies / persons involved in introduction of the technology.
- g) Follow-up arrangements made.

CAMPAIGN

Campaign is a well organised plan for bringing about widespread adoption of a particular practice. It is a concerted teaching effort for a set period of time. People are repeatedly motivated to adopt a solution to a problem.

Hints for successful campaign

(1) Give an appropriate solution to problems recognized by people. (2) Deal with a problem that affects large number of people. (3) Offer solution that the people can and will accept. (4) Emphasize one idea at a time.

(a) Procedure Planning (local people be involved in planning) (1) Analyse the situation. (2) Select the practice to promote. (3) Set objectives. (4) Plan for evaluation. (5) Decide how to involve people. (6) Prepare the schedule of events. (7) Arrange for equipment and supplies.

(b) Conducting: (1) Give publicity. (2) Conduct meetings. (3) Make farm and home visits. (4) Launch your campaign. (5) Give opportunity to individuals to practice the skill. (6) Demonstrate recommended practice through exhibits, contests, slogans, signs, posters, wall newspaper, radio and television.

(c) Ending campaign dramatically :(1) Set a definite time to end the campaign. (2) Feature the final day so that the people can share the satisfaction of completing the project. (3) Encourage all the people who took part in the campaign to come and rejoice its success. (4) Invite important persons. (5) Recognize community leaders for their work. (6) Report results to the people.

(d) Evaluation: (1) Counting the people who have participated. (2) Measure what changes were expected either in the knowledge or in skills or in attitudes or in the adoption after the campaign. (3) What evidences can be noticed with respect to changes. (4) Who is adopting recommended practice after the campaign? However, Evaluation is a continuous process, but the final evaluation is necessary to provide adequate guide lines for future programmes.

Assignment: (1) Organise a campaign in your allotted villages by following the above procedure and (2) Record the following information after conducting the campaign.

- a. What is a problem?
- b. Solution suggested
- c. Specialist participated
- d. Practice promoted.
- e. Date, time and place.
- f. Number of people participated.
- g. Results of the campaign.

FARMERS TRAINING

Farmers' training is an intensive educational activity with a focus on the development of selected manual or managerial skills based on adequate background understanding and facilitating systematic preparation and application of new technology.

Purpose: (1) To build upon the interest of farmers to lead them to action. (2) To enable farmers to learn the new technology unhurriedly, its background, its application and its consequences. (3) To enable farmers to learn and practice the technology under comparable or stimulated conditions. (4) To make use of group dynamics for reinforcing learning and facilitate horizontal learning. (5) To make use of progressive farmers and facilitators in future extension work.

Procedure (training consists of three phases)

(a) Pre-training: (1) Understand the situation. (2) Delineate the task of people who perform it i.e., task group. (3) Efforts to motivate the participants and giving more publicity.

(b) Training: (1) Put it in a way more convincing to the participants. (2) Incorporate demonstrations to improve the skills. (3) Trainers should visualise the actual work situations of farmers and should tailor it accordingly. (4) Provide an opportunity to the participants to clear their doubts regarding the subject.

(c) Post-training: (1) Assess the effectiveness of training. (2) Ensure conditions for improved performance by participants in their fields. (3) Plan follow-up action.

Assignment: (1) Follow the above procedure in conducting farmers training programme. (2) Conduct the farmers training programmes in your allotted villages by involving the scientists of different subject matter areas from the university. (3) Record the following information after conducting the farmers training programme.

- a. Subject
- b. Date, place and time.
- c. Name of the scientists participated.
- d. Number of audience participated.
- e. Questions asked by the farmers.
- f. Answers to questions by scientists.
- g. Teaching aids used.
- h. Feedback of scientists
- i. Farmers' opinion (feedback)

EXHIBITION

Exhibition is a systematic display of models, charts, photographs, maps, specimen or any other materials in a pre-decided place and time.

Points to organise an exhibition

- a. The objectives of the exhibition must be clear and specific.
- b. Decide the theme of exhibition based on situations and problem.
- c. As far as possible local materials need to be used for exhibition.
- d. The place, date and time of exhibition should be announced well in advance.
- e. All the items should be labelled in the local language.
- f. Arrange the exhibition in logical sequence.
- g. Use three dimensional materials.
- h. At the end of the exhibition furnish participants with relevant literature.
- i. Ascertain the opinion of the visitors to exhibition to know the effectiveness of exhibition.

Assignment

(1) Follow the above procedure, plan and organise one exhibition in each batch of the RAWEP at main village based on the local situation and problems and (2) Record the following information after the exhibition.

- a. Date and place of exhibition conducted.
- b. Number of stalls in the exhibition.
- c. Type of stall exhibited
- d. Important guests participated in the exhibition.
- e. Number of specialists participated
- f. Number of audience visited.
- g. Exhibitors opinion (feedback)
- h. Farmers opinion (feedback)
- i. Camp teacher's opinion (feedback)

FIELD VISITS

It is a small group of interested farmers led by the extension person who visits the plots / sites to study some current problems, differences in local production practices etc. It is a powerful teaching device, which provides scope to observe, analyse and infer under the guidance of the extension person, specialists or experienced farmers.

Purpose

(1) To elicit the information from the farmers. (2) To inform and convince the farmers about the problems existing in the field. (3) To educate the other farmers about the demonstrated technology. (4) To diagnose the technical problems.

Procedure (the procedure varies according to the purpose)

(1) If it is for the identification of field problem, the field visit may be either pre-planned or spontaneous. (2) If it is to observe the difference between farmers, an element of surprise and impartiality can be achieved by a visit without pre-planning. (3) If it is to study the impact of new technology, proper preparatory work is helpful. (4) In all these cases, (a) Protracted deliberations must be ensured on the points observed, lessons to be drawn and utilisation of these lessons. (b) Preparedness and advance thinking on these points are necessary. (c) Follow-up action is an integral part of the method.

Assignment: (1) Organise field visits of interested farmers to nearby demonstration units and (2) Record the following information at the end.

- a. Purpose of field visit
- b. Name of the farmers visited
- c. Date, place and time.
- d. Specialist participated
- e. Solution given to solve problem
- f. Number of farmers participated.
- g. Feedback of participants (Specialists)
- h. Farmers Opinion (feedback)

FIELD DAY

Field day is an educational opportunity, planned and organised to involve interested farmers, farm leaders and organisational representatives. Focus of attention is on the recommended new technology to highlight its impact, as well as to facilitate an exchange of views and opinions among the participants, leading to the formation of firm attitudes and opinions regarding adoption of the new technology.

Purpose

(1) To observe the new technology in its application and to evaluate its suitability and benefits. (2) To facilitate discussion among groups of participants resulting in firm views on the recommended technology. (3) To create a favourable atmosphere for a rapid diffusion of the technology. (4) To build up opinion leaders and facilitators.

Procedure: A field day is usually organised around a result demonstration

(a) Planning: (1) Select an impressive result demonstration and schedule the field day at an appropriate stage. (2) Select the participants of the field day including farmers, farm leaders, organisations and extension specialists and give the advance intimation to them. (3) Decide and plan the events of the day. (4) Arrange the necessary banners, posters, support literature and teaching aids. (5) The concerned demonstrator-farmer should be briefed and guided to conduct the activity. (6) Ensure the local support for the field day.

(b) Conducting: (1) Start the activity on time. (2) The objectives of the demonstration should be explained by the extension worker. (3) The demonstrator-farmer should explain the procedure followed in the demonstration step by step. (4) The participants in small groups should be taken around the demonstration plot. (5) If possible, arrange for sample harvest. (6) Arrange the systematic discussion on all relevant aspects including the economics with the demonstrator-farmer and the extension specialists. (7) The main conclusions should be summarised for all to know.

(c) Follow-up: (1) Identify the farmers interested in the new technology for follow-up. (2) Encourage the demonstrator-farmer and others to help other interested farmers. (3) Initiate further educational work using the evidence built up. However, record the following information.

- a. Name of the technology
- b. Name of the farmers field
- c. Date, place and time.
- d. Important guests participated
- e. Number of audience participated
- f. Opinion of the farmers participated.
- g. Opinion of the quests participated.

COMMUNITY WORK

Community work is an intensive activity involving the people of a community with a common goal for overall development.

Examples of community work:

- (1) Tree planting. (2) Construction / repair of roads (3) Village sanitation with special focus on parthenium and plastics.
- (4) Desilting of tank / pond (5) Educating the School Children on agriculture

Steps to be followed while conducting community work:

- (1) Conduct group meeting to identify the topic / need. (2) Identify the local leaders who are interested in community work. (3) Give wide publicity about the programme to involve the people as much as possible. (4) Mobilise the resources needed for the community work. (5) Fix the responsibilities to the individuals to complete work in time. (6) Start the programme in time on scheduled date as published earlier.

Assignment :(1) Plan the community work depending upon the need and execute it properly in the allotted villages. (2) Record the following information at the end of community work.

- a. Name of the community work conducted.
- b. Date, place and time.
- c. Collaborated Departments.
- d. Number of audience participated.
- e. Amount spent (Rupees)
- f. Feedback of village leaders
- g. Farmers opinion (feedback)
- h. Camp teacher’s opinion (feedback)

- 1. Collection of meteorological observations of the placement site:** The students should collect the rainfall, temperature, relative humidity and other available weather data. Analyse data with respect to rainfall distribution pattern, temperature fluctuations and relative humidity. Suggest the crops based on the length of the growing period. Prepare cropping plan and cropping scheme for the area.
- 2. Study of the cropping pattern and agro-techniques followed by farmers:** The students should study the sowing time, seed rate, seed treatment, method of sowing, fertilization, irrigation practices, weeding and post-harvest practice and also have to identify the extent of adoption of technologies. Student should study agricultural, horticultural, mulberry and forest trees also in the study area.
- 3. a) Preparation of farm yard manure / compost:** The students should involve in collection of biomass / residue available in farmer's field. Demonstration of Pit / Vat method of composting - steps like filling the pit, addition of microbial cultures, enrichment materials and measures to prevent nutrient losses during composting. Students should also demonstrate vermi-composting and use of locally available crop residues. **b) Green manuring practices - in situ and green leaf manuring:** The students should identify the sources of green manure crops / plants and demonstrate the practice. Student should identify locally available green manuring crops and try to impress the farmers with respect to use of green manure crops. **c) Recycling of wastes in agriculture, tank silt application etc.:** The students should collect the data on amount of agricultural wastes on farm and educate its usefulness. The benefits of usage of tank silt should be highlighted in terms of improving soil fertility.
- 4. Preparation of detailed contingency crop plan:** The students should prepare the detailed contingency plan for the selected farmers for efficient utilization of available resources and market facilities. Student should also give stress on dry land and rain fed agriculture and mid-season correction for aberrant weather.
- 5. Soil and moisture conservation:** Demonstrate contour ploughing, ploughing across the slope, formation of dead furrows, small section bunds, live bunds using khus grass etc. The Students should also impress the farmers with respect to construction of farm ponds and water harvesting structures.
- 6. Seed treatment:** Seed hardening in ragi, overnight soaking of sunflower seeds and preparing of seeds for aerobic rice should be done.
- 7. Preparation of raised nursery beds:** Demonstrate the technique of preparation of raised nursery beds for ragi and paddy, nursery techniques for raising seedlings for mechanized transplanting (paddy transplanter), drum seeding of paddy, aerobic rice and SRI method can be demonstrated, if water facility is available.
- 8. Fertilizer management:** Educate the farmers about time and method of fertilizer application with respect to various crops, selection of fertilizer material, methods for improving fertilizer use efficiency, balanced fertilization, etc. The farmers can also be guided with fertigation technology for high value crops.
- 9. Weed management:** Demonstrate herbicide application for the major crop (preparation of herbicide spray solution, method and time of application, precautions to be taken). Bad effects of parthenium and control of parthenium and other noxious weeds can be demonstrated.
- 10. Management practices under aberrant weather conditions:** Thinning excess plant population, mulching and inter-cultivation in dry land ragi. Selection of short duration varieties etc.
- 11. Water management:** Scheduling of irrigation based on critical stage approach for the major irrigated crops-emphasize the ill effects of over irrigation, suggest practices to improve water use efficiency (lining channels with polyethylene sheet etc.). Drip irrigation system and recharging bore wells should be highlighted.
- 12. Alternate land use systems for class IV and above:** Students should identify the land falling in class IV and above and demonstrate alternate land use for such lands.
- 13. Integrated farming systems (IFS):** Students should collect information on existing Integrated Farming Systems with contact farmers and include its sustainability in the report. Combining of different enterprises which are locally suitable and viable should be highlighted to farmers to improve the financial conditions.

14. Watershed Management: Scope of watershed in improving overall development of farmer should be highlighted. Conduct demonstration on different components of watershed to the farmers.

SOIL SCIENCE AND AGRICULTURAL CHEMISTRY

1. Conduct method demonstrations on collection and preparation of soil and irrigation water samples for analysis.
2. Collect the soil and water samples from the fields of the contact farmers.
3. Arrange for analysis of soil and water samples from the nearest soil testing laboratories / other laboratories.
4. Collect the results from the STL and make necessary interpretations of the results.
5. Based on the results, educate the farmers regarding application of fertilizers / adoption of reclamation measures, suitability of water for irrigation etc. as and when necessary.
6. Educate the farmers on the adoption of STCR based method of fertilizer application.
7. Educate the farmers about amelioration of saline soils with suitable drainage and irrigation with good quality water; sodic soils with gypsum application; and acid soils with lime application.
8. Identify the nutrient deficiency / toxicity symptoms in crops and suggest suitable corrective measures.
9. Educate the farmers regarding importance and use of micronutrients in different crops.
10. Educate the farmers regarding utilization of farm, city and industrial organic wastes as such or by composting for nutrient recycling and improvement of organic matter status of the soil, suitability of wastes for use and possible adverse effects.
11. Conduct the following demonstrations on Integrated Nutrient Management and enhancement of Fertiliser Use Efficiency strategies:
 - a. Benefits of slow release of nutrients from fertilizers by using tar coated, neem cake coated, gypsum blended urea.
 - b. Scientific methods of enrichment of FYM by using microbial cultures, rock phosphate, glaucomite, weeds etc.

AGRICULTURAL ENGINEERING

1. Conduct demonstrations on use of improved implements for primary and secondary tillage.
2. Conduct demonstrations on use of improved seed-cum-fertilizer drills, multi-furrow openers, improved soil crust breakers and improved equipment for inter-cultural operations.
3. Conduct demonstrations on use of improved sickles, hand weeders, harvesters, threshers, power operated winnowers and improved storage bins.
4. Conduct demonstrations on maintenance of equipment used for application of plant protection chemicals.
5. Conduct demonstrations on simple methods of contouring for soil and water conservation and construction of farm ponds.

AGRICULTURAL MICROBIOLOGY

1. Collect the information on use of bio-fertilisers in different crops of the selected villages.
2. Educate the farmers on use of microbial inoculants for efficient degradation of complex polymers in compost preparation.
3. Conduct demonstrations on :
 - a) Use of Rhizobium inoculant to legume seeds.
 - b) Root dipping treatment of seedlings with suitable biofertilizer.
 - c) Soil application of biofertilizers.
 - d) Azotobacter for sugarcane.
 - e) Azospirillum for paddy.
 - f) Application of Phosphorus Solubilising Bacteria (PSB).
 - g) Cultivation of Azolla.
4. Initiate result demonstrations on mushroom cultivation.
5. Conduct demonstrations on use of Trichoderma - Bio control agent.

HORTICULTURE

1. Identify the important horticultural crops grown in the selected villages.
2. Conduct demonstrations on planting operation - opening of pits, filling the pits and planting.

3. Conduct demonstrations on propagation of plants by budding, grafting, air layering, cuttings with the use of growth regulators. Preparation of growth regulators viz., Indole Butyric Acid and Naphthalene Acetic Acid at different concentrations and use in propagation of plants.
4. Conduct demonstrations on top working and pruning in mango.
5. Conduct demonstrations on nutrition management including fertilizer mixture preparation and application in fruit crops.
6. Educate the farmers on use of growth regulators for fruit set and development in grapes, mango and other horticulture crops.
7. Conduct demonstrations on post-harvest handling including picking, packing and use of ripening treatments.
8. Selection of coconut mother palms and nuts. Sowing of nuts in the nursery and method of planting coconut in the pits.
9. Selection and storage of seed rhizomes of ginger and turmeric with seed treatment and planting.
10. Educate the farmers regarding recommended cultivation practices including selection of seeds, seed treatment, nursery practices, fertiliser application, plant protection etc. of major horticultural crops of the selected villages.
11. Conduct demonstrations on use of growth regulators, training, pruning, plant protection, seed extraction, drying and storage in vegetable crops of the selected villages.
12. Harvesting and storage of tomato, cauliflower, potato, cabbage etc.
13. Conduct demonstrations on preparation of seed beds, sowing, planting, pinching, pruning, use of growth regulators, harvesting, packaging, storage and transportation in flower crops of the selected villages.
14. Conduct demonstrations on preparation of jam, jelly, squash, nectar, pickle etc. using locally available fruits and vegetables.
15. Educate the farmers regarding Hi-tech horticulture - Cultivation of commercial cut flowers (rose, anthurium, carnations, gerbera, etc.) and vegetables (capsicum, pole beans, tomato, etc.).

SEED SCIENCE AND TECHNOLOGY

1. Collect the information regarding variety-wise yield of different crops of selected villages.
2. Collect the information on source of seeds (self-saved, certified and non-certified).
3. Identify the seed organizations (public and private) involved in production of seeds in the area of selected villages.
4. Collect the information on seed production of different crops undertaken in the area, seed production practices followed (crop variety wise).
5. Collect the information on harvest and post-harvest handling of seeds (method of harvesting, threshing, drying, cleaning, grading, storage, treatment, marketing etc.).
6. Conduct demonstrations on seed quality testing, germination testing, enhancement technique like seed hardening etc.
7. Collect the specific problems related to seeds, if any.

GENETICS AND PLANT BREEDING

1. Germplasm collection with passport data of given crops (10 samples) (use passport Proforma given).
2. Study of Bio-diversity in the area (use the Proforma given).
3. Display of HYVs and hybrids.

PLANT BIOTECHNOLOGY

1. Assess the potentials and risks of biotechnology.
2. Impart the knowledge to the farmers on bio-safety regulations for testing and release of genetically modified organisms.
3. Collect the feedback of farmers towards biotechnological inputs and products

CROP PHYSIOLOGY

1. Collect the information on use of growth regulators / micro-nutrient formulations by the farmers.
2. Collect the information on availability of different growth regulators and micro-nutrient formulations and their trade names with local input agencies.
3. Conduct the demonstrations on application of different growth hormones for
 - a) Rooting of stem cuttings/seedlings.
 - b) Preventing dropping of nuts, flowers / flower buds.
 - c) Increasing size of fruits.
 - d) Increasing tuberisation in tuber crops.
 - e) Regular bearing in of fruit crops.

AGRICULTURAL ENTOMOLOGY

The course involves two major components of activities.

- a) Learning local conditions and practices and
- b) Demonstration of pest management activities.

A) Learning Exercises:

1. Recording local pest situations: The students should record the details of crops grown; local agronomic practices and their variation; densities of different pests encountered on different crops and nature and extent of damage by different pests; develop the pest damage herbaria to demonstrate the damage pattern of different pests; classify different pests encountered according to their taxonomic affiliations and according to the nature of damage.

2. Recording local pest management practices: The students should record in detail the various existing local practices of pest management according to crop; according to pests; according to type of practices such as mechanical, physical, chemical, agronomic (cultural), biological etc.

3. Comparison of local practices with recommended practices of pest management: To identify the lacunae in practices and adoption rates of recommended practices of pest management, students should develop comparative tables of local and recommended practices to evaluate this aspect.

4. Recording the local pesticide consumption: The students should visit the nearby pesticide shops and collect the availability and sale of different pesticides in the nearby market. Using this information, they should make a comparison with the farmers' practices to see whether there is any discrepancy and make efforts to understand the reasons for the discrepancy. This exercise is expected to provide insights into the input market for plant protection practices.

5. Recording different types of non-chemical inputs used in pest management: The students should prepare an inventory of non-chemical inputs used in pest management such as use of resistant varieties, adjustment of sowing dates, cultural practices, etc. in different crops grown in the area and integration of these practices under different cropping systems to evaluate effective IPM module for sustainability.

6. Recording sources of information for plant protection practices: The students should collect the information from the farmers to understand the most important source of information for plant protection practices.

7. Recording storage practices of farm produces to prevent insect damage: The students should record the various practices followed for storing agricultural produces and assess the extent of damage due to different pests under farmer storage practices with a clear documentation on the nature of storage practice.

8. Recording information on local and traditional practices of pest management: The students should explore the prevalence of local and traditional practices exist among the farming community to prevent pest damage to crops.

9. Recording pest management tools prevalent in the area: The students should record the details of difficulties or the ease with which the farmers are able to access pest management tools such as sprayers, dusters etc., for pest management practices.

B) Demonstration Exercises:

The students should demonstrate various basic methods of pest management, with a view to educate farmers on methods of pest management.

1. Assessment of pest and natural enemy densities: The students should record the pest population and their natural enemies on different crops along with a thorough record of pest management practices and educate the farmers on these aspects of differentiating the pest insects and their natural enemies.

2. Training farmers on the need for surveillance of pest and natural enemies: The students should make regular farm visits and record the population of pests and their natural enemies so that during successive phases of visits the changing pattern of pest and natural enemy densities can be documented and the farmers' be demonstrated about the importance of natural enemies. The relevance of these data to pest management decisions need to be conveyed to the farmers.

3. Educating farmers on the importance of keeping record of purchases of the insecticides: The students should accompany the farmers during the purchases of insecticides and other pest management inputs. Basic requirements of obtaining the bills checking on the dates of manufacture, expiry dates, costs, packaging sizes and decisions on the quantity to be purchased etc. are to be conveyed to the farmers about handling purchases of pest management inputs. The exercise also includes educating farmers on the sources of pest management inputs.

4. Seed treatment with pesticides: Conduct demonstrations on treatment of seeds for protecting the seedlings from pests and diseases in selected crops.

5. Preparation of spray solutions: Conduct demonstrations on preparation of spray solutions / dusts.

6. Calculation of spray volume requirement: Demonstrate simple methods of calculating the spray volume required for proper coverage at different stages of the crop.

7. Harvesting and processing local plants & their products for pest management practices: Many local plants such as neem, annona, pongamia, heddumbe, mukkadaka, etc. are excellent sources of insecticides. Crude preparations of these can be effectively used to replace synthetic insecticidal input. However, these inputs have the inherent dangers of variable performances. To overcome such variability, the plant or their products have to be properly handled. The students should train the farmers in their proper handling to reduce the synthetic insecticidal inputs.

8. Preparation of NSKE, vegetable oils and other plant sources for spraying: Conduct demonstrations on preparation of neem seed kernel extract (NSKE) and vegetable oil spray solution and precautions to be taken for high efficacy.

9. Preparation of NPV for spraying: Conduct demonstration on preparation of NPV along with the necessary adjuvants for spraying.

10. Use of pheromone traps for pest monitoring: Conduct demonstration on procurement, handling and interpretation of pheromone trap catches for monitoring pests like *Helicoverpa armigera*, *Spodoptera plutella*, etc.

11. Safe handling and field release of parasites and predators: Conduct demonstration on safe handling and field release of natural enemies in selected crops.

12. Use of nylon nets in nurseries: Conduct demonstration on the type of net and the method of using them to exclude disease vectors and other pests to reduce the insecticidal input.

13. Root feeding and / or stem injection of pesticides for the control of pests and diseases: Conduct demonstration on the correct procedure to be adopted for root feeding / stem injection for the management of pests and diseases in palms like coconut.

14. Use of fumigants for the control of storage pests: Conduct demonstration on safe and effective utilization of fumigants against storage pests.

15. Techniques in rodent management: Conduct demonstration on physical and chemical methods of rodent managements.

PLANT PATHOLOGY

The details of the activities under the component of Plant Pathology are as follows:

Learning Exercises

1. Recording the plant disease details for major crops of the village: Assessment of the disease situation on crops grown in the village by recording the information on all major crops. This exercise will have the following two components:

a) Recording important diseases and their severity: Record the incidence / severity of diseases on major crops, the crop stages attacked and note the severity of the disease either by qualitative or quantitative estimation.

b) Collection of diseased plants and plant parts: Collect the soil samples of diseased plants or plant parts and diagnose the prevailing diseases on major crops of the village and classify or group them based on group of pathogen, symptoms / damage and nature of transmission.

- 2. Recording disease management practices and their frequency:** Collect information on the prevailing disease management practices being followed by the farmers in the village. Collect the information according to crop, disease and nature of management practice (cultural, biological, chemical etc.).
- 3. Recording the fungicides, bactericides and antibiotics used:** Collect the information regarding use of fungicides, bactericides, antibiotics etc. with chemical names, trade names and manufacturers, formulation (EC, WP, Dust), concentration or quantity used, method of application, stage of application etc., to learn about the range of chemicals available for plant protection and the level of awareness among farmers about plant protection chemicals.
- 4. Recording different types of non-chemical inputs used:** Collect the information regarding the use of non-chemical inputs like use of resistant varieties, adjustment of sowing date, cultural practices, etc. for disease management.
- 5. Recording sources of information on plant protection practices:** Collect the information to learn about the channels of information used by the farmers to obtain and seek advice on plant protection and thereby understand the working of the extension agencies.
- 6. Recording information regarding storage practices:** Collect the information on storage practices of agricultural produce like grains, seeds, fruits and vegetables including fodder and the associated diseases of such produce to identify problems of diseases encountered by the farmers in the post-harvest stages of all major crops.
- 7. Recording information on conventional or local practices of disease management:** Collect the information about traditional / local practices of disease management, if any, followed by the farmers.
- 8. Recording types of sprayers / dusters and their availability:** Collect the information on availability of various types of plant protection equipment in the village and plant protection equipment used by the farmers.
- 9. Preparation of Bordeaux mixture:** Use of good quality copper sulphate and lime in preparation of Bordeaux Mixture for management of important crop diseases.
- 10. Cultural and biological management of soil borne disease:** Collect the information on practicing deep ploughing, soil solarisation, application of organic amendments, mixed cropping etc. in the management of soil borne diseases.

Demonstrations to be conducted

- 1. Seed treatment with fungicides / antibiotics:** Conduct demonstration on treatment of seeds or propagating material for protecting the seedling from diseases in selected crops.
- 2. Preparation of spray solutions, proprietary fungicides and their applications:** Conduct demonstration on correct way of preparation of spray solution / dusting and other methods of application.
- 3. Calculation of spray volume requirement:** Conduct demonstration on simple methods of calculating the spray volume required for proper coverage at different stages of the crop.
- 4. Preparation of NSKE and vegetable oils for spraying:** Conduct demonstrations on the correct way to prepare neem seed kernel extract and vegetable oil spray solution for vector management and precautions to be taken for high efficacy.
- 5. Use of nylon nets in nurseries:** Conduct demonstrations on the type of nylon net and the method of using them to exclude pathogen vectors to prevent virus infection.
- 6. Use of biological agents:** Conduct demonstrations on multiplication and use of biological agents such as *Trichoderma* spp. for disease management.
- 7. Root feeding of fungicides for the control of diseases:** Conduct demonstration on the correct procedure to be adopted for root feeding for the management of soil borne diseases in coconut, banana etc.
- 8. Hot water treatment and furadon or thimet application against nematodes:** Conduct demonstration on rhizome treatment in banana.

SERICULTURE

1. Collect the information on details of mulberry cultivation and silkworm rearing practices.
2. Educate the farmers about the improved cultivation practices of mulberry.
3. Educate the farmers about the improved silkworm rearing practices.

4. Educate the farmers regarding the advantages of V-I mulberry variety.
5. Conduct the demonstrations on preservation of mulberry leaves for chawki rearing.
6. Conduct the demonstrations on egg incubation.
7. Conduct the demonstrations on chawki silkworm rearing.
8. Conduct discussion meetings / demonstrations on silkworm rearing on mulberry shoots.
9. Conduct the demonstrations on application of bed disinfectants against silkworm diseases.
10. Conduct the demonstrations on cocoon harvesting and grading.

AGRICULTURAL ECONOMICS

1. Appraisal of situation and identification of needs and problems: Collection of information through the interview and observation method on land use pattern, land holdings, source and extent of irrigation, season-wise crop production, socio-economic information, demographic features, livestock population, infrastructure and institutional facility of the village.

2. Resource appraisal and farm inventory: The inventory of the resources on the farm viz., land, well, trees on the farm, farm machinery and equipment, farm animals, family labour, distance to the nearest market, credit institutions, availability of public transport etc. need to be ascertained to facilitate in planning for various production activities on the farm.

3. Economics of farm enterprises: The cost-return structure of economically important crop and other enterprises on the farm needs to be ascertained for preparation of alternate farm plans considering the resource inventory and the institutional support available.

4. Procurement of farm inputs: The availability of requisite farm inputs such as seed and plant, production and protection inputs, farm machinery and equipment, sources, distance from the farm, quantity and quality of input availability, prices of inputs need to be recorded to facilitate planning for different production activities.

5. Agricultural credit: The information on the sources of credit, terms and conditions of borrowing, quantum and method of repayment, the nature and magnitude of overdue and the causes for the same should be sought from the contact farmers to judge the performance of institutional credit.

AGRICULTURAL MARKETING, CO-OPERATION AND BUSINESS MANAGEMENT

1. Grading of farm produce: Collection of information on the grading aspects of the farm produce.

2. Marketing of farm produce: Collection of information on the marketing aspects from the household in respect of the marketable and marketed surplus, the market where the output is sold, the prices received, the cost of marketing etc.

FOOD SCIENCE AND NUTRITION

1. Demonstration of supplementary foods for children: Conduct demonstrations on the preparation of weaning foods like kichidi, malted ragi porridge, wheat payasam, kheer etc. from locally grown ingredients with the combination of cereals (wheat, ragi, rice), pulses (grams / dais), nuts and oilseeds (groundnut, sesame), oils, sugar, jaggery etc.

2. Demonstration of vitamin A and iron rich food preparation for pre-schoolers: Conduct demonstrations on the preparation of low cost nutritious snacks like poustikrotis, poustikladoo to overcome the problem of vitamin A and iron deficiency in the diets of pre-school children.

3. Group discussion meetings on balanced diets for adult women: Conduct group discussion meetings on balanced diets for adult women.

4. Demonstration on preparation of beverages from cereals and pulses: Conduct demonstrations on the preparation of beverages from cereals and pulses like ragi malt, malt beverages, amaranth milk etc. to provide energy, protein, vitamin and minerals.

5. Establishment of nutritional / kitchen garden: Initiate result demonstrations on the establishment of kitchen garden in the backyard of contact farmers by giving preference to the perennial plants followed by seasonal crops.

6. Processing of fruits and vegetables: Conduct demonstrations on the preparation of processed produces like tomato chutney, grated mango chutney, tomato rice, mango juice etc.

7. Value addition in ragi and soybean: Conduct demonstrations on value addition in ragi and soybean.

8. Promotion of sanitation and hygiene: Educate the farmers regarding sanitation and hygiene in villages.

FORESTRY AND ENVIRONMENTAL SCIENCES

1. Conduct the survey of the major forest tree crops grown by farmers.
2. Elicit the information on the purpose for which forest trees are grown from the contact farmers.
3. Collect the information on the use of renewable (Bio-gas, solar, bio-fuel etc.) and non-renewable (kerosene, LPG gas, electricity, fuel wood, agricultural residues, cow dung etc.) sources of energy by the farmers.
4. Measure the volume of merchantable wood of different species and estimate their approximate value at a known age of the trees.
5. Recommend the suitable tree species for community area, roadside and other areas in the village.
6. Document the bio-diversity wealth and rare species in the village.
7. Conduct demonstrations on nursery practices and planting practices to improve survival of seedlings under unfavourable conditions.
8. Workout the income and expenditure of farm forestry of the farmers and compare with the income of agricultural crops.
9. Collect the information on beneficial and harmful effects of trees in agro-forestry.
10. Organise tree planting in community area.
11. Create awareness on environmental pollution.

APICULTURE

1. Conduct group discussion meeting on apiculture.
2. Help the farmers to identify bees.
3. Prepare a floral calendar by including major and minor sources of nectar and pollen for the year through interaction with farmers.
4. Locate bee colonies and demonstrate to the farmers about the hiving of such colonies with the help of apiary.
5. Organise meetings of motivated farmers to educate them more about bee-keeping.
6. Conduct demonstrations on hive products.

ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಬೆಂಗಳೂರು

ಕೃಷಿ ಮಹಾವಿದ್ಯಾಲಯ, ಗಾ.ಕೃ.ವಿ.ಕೇ., ಬೆಂಗಳೂರು - 65

ಸ್ನೂಡೆಂಟ್ - ರೆಡಿ ಕಾರ್ಯಕ್ರಮದಡಿ - 2024-25

ಅಂತಿಮ ವರ್ಷದ ಬಿ.ಎಸ್ಸಿ. (ಆನರ್ಸ್) ಕೃಷಿ, ಬಿ.ಎಸ್ಸಿ. (ಆನರ್ಸ್) ಕೃಷಿ ವ್ಯವಹಾರ ನಿರ್ವಹಣೆ ಮತ್ತು

ಬಿ.ಟೆಕ್. (ಕೃಷಿ ಇಂಜಿನಿಯರಿಂಗ್) ವಿದ್ಯಾರ್ಥಿಗಳ ಗ್ರಾಮೀಣ ಕೃಷಿ ಕಾರ್ಯಾನುಭವ ಕಾರ್ಯಕ್ರಮ - 2024-25

ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಕೃಷಿ ಆಯವ್ಯಯ ಪತ್ರ 2024-25 ರಲ್ಲಿ ನಿಗದಿಪಡಿಸಿರುವಂತೆ ಕೃಷಿ ಮಹಾವಿದ್ಯಾಲಯದ ಅಂತಿಮ ವರ್ಷದ ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮ ಗ್ರಾಮೀಣ ಕೃಷಿ ಕಾರ್ಯಾನುಭವ ಪಡೆಯುವ ಕಾರ್ಯಕ್ರಮದಡಿಯಲ್ಲಿ 13 ವಾರಗಳ ಕಾಲ ಮುಂಗಾರು ಹಂಗಾಮಿಗೆ ಸರಿಹೊಂದುವಂತೆ ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರ ಮತ್ತು ಅದರ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಹಳ್ಳಿಗಳಲ್ಲಿ ರೈತರೊಂದಿಗೆ ಕೃಷಿ ವಿಸ್ತರಣಾ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ನಡೆಸಲು ನಿಯೋಜಿಸಲಾಗಿದೆ. ಈ ವರ್ಷದ ಮೊದಲನೆಯ ಸೆಮಿಸ್ಟರ್ 05.08.2024ಕ್ಕೆ ಪ್ರಾರಂಭಗೊಂಡು 30.12.2024ಕ್ಕೆ ಮುಗಿಯುತ್ತದೆ. ಪ್ರತಿ ಗ್ರಾಮದಲ್ಲಿ ಸುಮಾರು 18 ರಿಂದ 22 ವಿದ್ಯಾರ್ಥಿಗಳು ದಿನಾಂಕ 12.08.2024 ರಿಂದ 10.11.2024 ರವರೆಗೆ ಆಯ್ದು 15 ಗ್ರಾಮಗಳಲ್ಲಿ ವಾಸ್ತವ್ಯ ಹೂಡಿ ರೈತರಿಂದ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಿ ಸಮಸ್ಯೆಗಳನ್ನು ಗುರುತಿಸಿ ಅದಕ್ಕೆ ಅನುಗುಣವಾಗಿ ವಿವಿಧ ವಿಸ್ತರಣಾ ಚಟುವಟಿಕೆ ಗಳನ್ನು ಕೈಗೊಳ್ಳುವುದಲ್ಲದೇ, ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರಕ್ಕೆ ಭೇಟಿ ನೀಡುವುದಕ್ಕೆ ನಿಯೋಜಿಸಲಾಗಿದೆ.

ಭಾಗ: 1 ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರದಲ್ಲಿ 12.08.2024 ರಿಂದ 10.11.2024 ರವರೆಗೆ ನಿರ್ವಹಿಸುವ ಕೆಲಸಗಳು
ಇಬ್ಬರು ವಿದ್ಯಾರ್ಥಿಗಳು ಪ್ರತಿದಿನ ಸರದಿಯ ಮೇರೆಗೆ ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರದ ಸಿಬ್ಬಂದಿ ಸೂಚಿಸುವ ಕೆಲಸಗಳನ್ನು ನಿರ್ವಹಿಸುವುದರ ಜೊತೆಗೆ ಅಲ್ಲಿಗೆ ಬರುವ ರೈತರಿಗೆ ತಾಂತ್ರಿಕ ಮಾಹಿತಿಯನ್ನು ಒದಗಿಸುತ್ತಾರೆ.

ಭಾಗ: 2 ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರ ಅಥವಾ ವಾಸವಿರುವ ಹಳ್ಳಿಯಲ್ಲಿ ಮತ್ತು ಸುತ್ತಮುತ್ತಲಿನ ಹಳ್ಳಿಗಳಲ್ಲಿ ಪ್ರತಿವಾರ ತೆಗೆದುಕೊಳ್ಳುವ ಕೆಲಸಗಳು

ಕ್ರ. ಸಂ.	ಚಟುವಟಿಕೆಗಳು	ಬಳಸುವ ವಿಸ್ತರಣಾ ಪದ್ಧತಿ
1ನೇ ವಾರ (12.08.2024 - 18.08.2024)		
1.	ಆಯ್ದ ಗ್ರಾಮಗಳಲ್ಲಿ ಕೃಷಿ ಸ್ಥಿತಿಗತಿಗಳನ್ನು ತಿಳಿಯಲು ಮಾಹಿತಿ ಸಂಗ್ರಹಣೆ, ವಿಶ್ಲೇಷಣೆ ಹಾಗೂ ಕೃಷಿ ಸಮಸ್ಯೆಗಳನ್ನು ಗುರುತಿಸುವುದು. ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿ ಐದು ಜನ ರೈತರನ್ನು ಆಯ್ದು ಮಾಡಿ (ಅವರಲ್ಲಿ ತಲಾ ಇಬ್ಬರು ದೊಡ್ಡ, ಸಣ್ಣ ಹಾಗೂ ಒಬ್ಬ ಅತಿ ಸಣ್ಣ ರೈತರು ಇರಬೇಕು) ಅವರಿಂದ ಕೃಷಿಗೆ ಸಂಬಂಧಿಸಿದ ವಿವರವಾದ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸಿ, ವಿಶ್ಲೇಷಿಸಿ ಅವರಿಗೆ ಸರಿಹೊಂದುವಂತಹ ಪರ್ಯಾಯ ಬೆಳೆ ಯೋಜನೆಗಳನ್ನು ರೂಪಿಸಬೇಕು	ಸಹಭಾಗಿತ್ವದ ಮುಖೇನ ಗ್ರಾಮೀಣ ಸಮೀಕ್ಷೆ (ಪಿ.ಆರ್.ಎ.)
2.	ವಿದ್ಯಾರ್ಥಿಗಳು ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರದ ಸಿಬ್ಬಂದಿ ಜೊತೆ ಬೆರೆತು ಕೈಗೊಳ್ಳಬೇಕಾಗಿರುವ ಚಟುವಟಿಕೆಗಳ ಬಗ್ಗೆ ಚರ್ಚಿಸಿ ಅಂತಿಮಗೊಳಿಸುವುದು ಹಾಗೂ ರೈತರಿಗೆ ಆಧುನಿಕ ತಾಂತ್ರಿಕತೆಗಳ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸಲು ವಿವಿಧ ವಿಸ್ತರಣಾ ಪದ್ಧತಿಗಳ ಬಳಕೆ ಮಾಡಲು ಹಾಗೂ ವಾಸ್ತವ ಸ್ಥಿತಿಯನ್ನು ತಿಳಿಯಲು ಯೋಜನೆಯನ್ನು ರೂಪಿಸಲಾಗುವುದು	ಸಾಮಾನ್ಯ ಸಭೆ, ಚರ್ಚೆ, ಭೇಟಿ
2ನೇ ವಾರ (19.08.2024 - 25.08.2024)		
3.	ಆಯಾ ಭಾಗದ ಪ್ರಮುಖ ಬೆಳೆಗಳಲ್ಲಿ ಗುರುತಿಸಿದ ತಾಂತ್ರಿಕ ಸಮಸ್ಯೆಗಳು ಹಾಗೂ ಅವುಗಳ ಸುಧಾರಣೆಗೆ ಇರುವ ಅವಕಾಶಗಳು ಮತ್ತು ವಿಧಾನಗಳು	ಸಾಮಾನ್ಯ ಸಭೆ ಗುಂಪು ಚರ್ಚಾಸಭೆ
4.	ಮಣ್ಣಿನ ಹಾಗೂ ನೀರಿನ ಮಾದರಿಗಳನ್ನು ತೆಗೆದು ಪರೀಕ್ಷೆಗೆ ಕಳುಹಿಸುವುದು	ಮಾದರಿ ಸಂಗ್ರಹಣೆ/ಪದ್ಧತಿ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
5.	ಬೆಳೆಯುಳಿಕೆ/ ತ್ಯಾಜ್ಯ ವಸ್ತುಗಳನ್ನು ಬಳಸಿ ಉತ್ತಮ ಸಾವಯವ ಗೊಬ್ಬರ (ಎಫ್‌ವೈಎಂ/ಕಾಂಪೋಸ್ಟ್) ತಯಾರಿಸುವುದು	ಗುಂಪು ಚರ್ಚಾಸಭೆ ಮತ್ತು ಪದ್ಧತಿ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
6.	ಆಯಾ ಭಾಗದ ಪ್ರದೇಶದಲ್ಲಿ ಬೆಳೆಯುವ ಬೆಳೆಗಳಿಗೆ ಬೇಕಾಗಿರುವ ಪರಿಕರಗಳು, ಅವುಗಳ ಪ್ರಮಾಣ, ದೊರೆಯುವ ಸ್ಥಳ, ಬೆಲೆ, ಇತ್ಯಾದಿಗಳ ಬಗ್ಗೆ ತಿಳಿಯುವುದು	ಗುಂಪು ಚರ್ಚಾಸಭೆ
7.	ಲಭ್ಯವಿರುವ ಆಧುನಿಕ ಹಾಗೂ ಸೂಕ್ತ ಕೃಷಿ ಸಲಕರಣೆಗಳು/ಯಂತ್ರೋಪಕರಣಗಳು, ಉಪಯೋಗಗಳು.	ಗುಂಪು ಚರ್ಚೆ
8.	ವಿವಿಧ ಬೆಳೆಗಳ ಬೇಸಾಯಕ್ಕೆ ತಗಲುವ ಖರ್ಚಿನ ಅಂದಾಜು ಹಾಗೂ ಹಣ ಕ್ರೋಢೀಕರಿಸುವಿಕೆಗೆ ಇರುವ ಅವಕಾಶಗಳು	ಗುಂಪು ಚರ್ಚೆ
9.	ಮಾಹಿತಿ ಕೇಂದ್ರ ಮತ್ತು ರೈತ ಸಹಭಾಗಿತ್ವ ತಾಂತ್ರಿಕತೆ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ ತಾಕು ಆಯೋಜನೆ	
3ನೇ ವಾರ (26.08.2024 - 01.09.2024)		
10.	ವಿವಿಧ ಇಲಾಖೆಗಳಿಂದ ದೊರೆಯುವ ಸೌಲಭ್ಯಗಳ ಬಗ್ಗೆ ಪರಿಚಯ	ಗುಂಪು ಚರ್ಚಾಸಭೆ
11.	ಬಿತ್ತನೆಗೆ ಬಳಸುವ ಬೀಜಗಳ ಗುಣಮಟ್ಟ ನಿರ್ಧರಿಸಲು ಕೈಗೊಳ್ಳಬಹುದಾದ ವಿಧಾನಗಳು (ಉದಾ. ಮೊಳಕೆಯೊಡೆಯುವಿಕೆಯ ಮಟ್ಟ/ಕಲಬೆರಕೆ)	ಪದ್ಧತಿ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
12.	ಮುಂಗಾರು ಹಂಗಾಮಿನ ಬೇಸಾಯಕ್ಕೆ ಬೇಕಾಗಿರುವ ಪರಿಕರಗಳು, ಪ್ರಮಾಣ ಮತ್ತು ಅವುಗಳನ್ನು ಪಡೆಯುವ ಸಮಯ ಹಾಗೂ ಇರುವ ಅವಕಾಶಗಳು	ಗುಂಪು ಚರ್ಚಾಸಭೆ
13.	ಸ್ಥಳೀಯವಾಗಿ ದೊರೆಯುವ ಅರಣ್ಯ/ ತೋಟಗಾರಿಕೆ/ ತರಕಾರಿ ಬೆಳೆಗಳ ಬೀಜ ಸಂಗ್ರಹಣೆ ಮಾಡಿ ಸಸಿಗಳನ್ನು ಬೆಳೆಸುವುದು (ನರ್ಸರಿ)	ಗುಂಪು ಚರ್ಚಾಸಭೆ
14.	ಬೆಳೆಗಳಿಗೆ ಬೇಕಾಗಿರುವ ಪೋಷಕಾಂಶಗಳು, ಅವುಗಳ ಪ್ರಾಮುಖ್ಯತೆ ಹಾಗೂ ಅವು ದೊರೆಯುವ ಮೂಲ	ಗುಂಪು ಚರ್ಚಾಸಭೆ
15.	ಎರೆಹುಳುವಿನ ಗೊಬ್ಬರದ ಮಹತ್ವ ಹಾಗೂ ತಯಾರಿಕೆ	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
16.	ಮಣ್ಣು ಪರೀಕ್ಷೆ ಆಧಾರದ ಮೇಲೆ ವಿವಿಧ ಬೆಳೆಗಳಿಗೆ ಒದಗಿಸಬೇಕಾಗಿರುವ ಸಾವಯವ, ರಾಸಾಯನಿಕ ಹಾಗೂ ಇತರ ವಸ್ತುಗಳ ಪ್ರಮಾಣದ ನಿರ್ಧಾರ	ಗುಂಪು ಚರ್ಚಾಸಭೆ

17.	ಸಾವಯವ, ರಾಸಾಯನಿಕ ಹಾಗೂ ಜೈವಿಕ ಗೊಬ್ಬರಗಳ ಸಮರ್ಪಕ ಬಳಕೆಗಾಗಿ ಅಳವಡಿಸಬೇಕಾದ ಕಾರ್ಯತಂತ್ರಗಳು	ಗುಂಪು ಚರ್ಚಾಸಭೆ ಪದ್ಧತಿ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
18.	ರಸಗೊಬ್ಬರಗಳ ಕಲಬೆರಕೆ ತಿಳಿಯುವ ಸರಳ ವಿಧಾನಗಳು	ಪದ್ಧತಿ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
4ನೇ ವಾರ (02.09.2024 – 08.09.2024)		
19.	ಬೀಜೋಪಚಾರ ಮಾಡುವ ವಿಧಾನ-ಜೈವಿಕ ಗೊಬ್ಬರಗಳು/ರೋಗ ತಡೆಯುವ ರಾಸಾಯನಿಕಗಳು	ಪದ್ಧತಿ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
20.	ಬಿತ್ತನೆ ಬೀಜ ಬೆಳೆಯಲು ಇರುವ ಅವಕಾಶಗಳು ಹಾಗೂ ಆಸಕ್ತಿಯಿರುವ ರೈತರನ್ನು ಗುರುತಿಸುವಿಕೆ	ಗುಂಪು ಚರ್ಚಾಸಭೆ
21.	ಸಮಗ್ರ ಬೆಳೆ ನಿರ್ವಹಣೆ ಮಹತ್ವ ಹಾಗೂ ಅನುಸರಿಸಬೇಕಾದ ವಿಧಾನಗಳ ಪರಿಚಯ	ಗುಂಪು ಚರ್ಚಾಸಭೆ
22.	ಲಭ್ಯವಿರುವ ಆಧುನಿಕ ಯಂತ್ರೋಪಕರಣಗಳು/ಸಲಕರಣೆಗಳ ಬಳಕೆ ವಿಧಾನ	ಪದ್ಧತಿ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
23.	ಆಯಾ ಭಾಗದ ಬೆಳೆಗಳಿಗೆ ತಗಲುವ ರೋಗಗಳು ಹಾಗೂ ಕೀಟಗಳ ಪರಿಚಯ ಹಾಗೂ ಕೈಗೊಳ್ಳಬೇಕಾಗಿರುವ ಮುನ್ನೆಚ್ಚರಿಕೆ ಕ್ರಮಗಳು	ಗುಂಪು ಚರ್ಚಾಸಭೆ
24.	ಆಯ್ದ ಬೆಳೆಗಳಲ್ಲಿ ಬಿತ್ತನೆ ಬೀಜ ಬೆಳೆಯುವ ತಾಂತ್ರಿಕತೆಗಳ ವಿವರ	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
25.	ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿ ತಾನು ಆಯ್ದ ಐದು ಜನ ರೈತರು ಮುಂಗಾರು ಹಂಗಾಮಿನಲ್ಲಿ ಕೈಗೊಳ್ಳುವ ಕೃಷಿ ಚಟುವಟಿಕೆಗಳ ಅನುಷ್ಠಾನ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಭಾಗವಹಿಸಿ ಅವರಿಗೆ ಸರಿಹೊಂದುವ ಪರ್ಯಾಯ ಬೆಳೆ ಯೋಜನೆ ಅಳವಡಿಸಲು ಪ್ರೇರಣೆ ಮಾಡುವುದು	ವೈಯಕ್ತಿಕ ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪದ್ಧತಿ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
5ನೇ ವಾರ (09.09.2024 – 15.09.2024)		
26.	ಸಮಸ್ಯಾತ್ಮಕ ಮಣ್ಣು-ಕಾರಣಗಳು ಹಾಗೂ ಸುಧಾರಣೆ ವಿಧಾನಗಳು	ಭೇಟಿ, ಗುಂಪುಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
27.	ರೇಷ್ಮೆಹುಳು ಸಾಕುವ ಮನೆಯ ಮೂರು ಹಂತಗಳ ಸೋಂಕು ನಿವಾರಣೆ ಕ್ರಮಗಳು ಮತ್ತು ಚಾಕಿಹುಳು ನಿರ್ವಹಣೆ ಕ್ರಮಗಳು	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
28.	ಬೇಕರಿ ತರಬೇತಿ	ತರಬೇತಿ
29.	ವಿವಿಧ ಬೆಳೆಗಳ ಅನ್ವಹಿಸುವಂತಹ ಸಮಗ್ರ ನೀರು ನಿರ್ವಹಣೆ ಪದ್ಧತಿಗಳ ಅಳವಡಿಕೆ (ನೀರಾವರಿ ವಿನ್ಯಾಸ, ನೀರಾವರಿ ಪದ್ಧತಿ, ನೀರಿನ ಪ್ರಮಾಣ)	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
30.	ವಿವಿಧ ಬೆಳೆಗಳಿಗೆ ಅನ್ವಹಿಸುವಂತಹ ಸಮಗ್ರ ಪೋಷಕಾಂಶಗಳ ನಿರ್ವಹಣೆ ಪದ್ಧತಿಗಳ ಅಳವಡಿಕೆ (ಸಾವಯವ, ಜೈವಿಕ ಹಾಗೂ ರಾಸಾಯನಿಕ ಮೂಲ)	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
31.	ಬಿತ್ತನೆ ಬೀಜ, ತರಕಾರಿ, ಹೂ ಹಾಗೂ ಇತರೆ ಬೆಳೆಗಳ ತಾಕುಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ ಬೆಳವಣಿಗೆ, ರೋಗ, ಕೀಟಬಾಧೆ ಇತ್ಯಾದಿ ಗಮನಿಸುವುದು ಹಾಗೂ ಸಲಹೆಗಳನ್ನು ನೀಡುವುದು	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
32.	ಹವಾಮಾನದಲ್ಲಿನ ಏರುಪೇರು/ ಮಳೆ ವೈಫಲ್ಯದಿಂದಾಗುವ ಪರಿಣಾಮಗಳಿಗೆ ಸರಿಹೊಂದುವಂತಹ ಬೆಳೆಯೋಜನೆಗಳನ್ನು ರೂಪಿಸುವುದು	ಗುಂಪು ಚರ್ಚೆ, ಯೋಜನೆ ತಯಾರಿ
33.	ಕಳೆಗಳು, ಪೋಷಕಾಂಶಗಳು ಹಾಗೂ ನೀರು ಸಮಗ್ರ ನಿರ್ವಹಣೆ ಕ್ರಮಗಳು	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
34.	ರಸಗೊಬ್ಬರಗಳ ಬಳಕೆಯ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವ ವಿಧಾನಗಳು	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
6ನೇ ವಾರ (16.09.2024 – 22.09.2024)		
35.	ಕೃಷಿಯಲ್ಲಿ ಸಮರ್ಪಕ ನೀರು ನಿರ್ವಹಣೆ	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
36.	ತೋಟಗಾರಿಕಾ ಸಸಿಗಳ ಪಾಲನೆ, ಕಸಿ ಮಾಡುವ ವಿಧಾನ ಹಾಗೂ ಸಸ್ಯ ಪಾಲನಾ ಘಟಕಗಳ ನಿರ್ವಹಣೆ	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
37.	ಕೈತೋಟ/ಮನೆಯಂಗಳದಲ್ಲಿನ ತೋಟದ ಮಹತ್ವ ಹಾಗೂ ನಿರ್ವಹಣೆ	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
38.	ವಿವಿಧ ಬೆಳೆಗಳಲ್ಲಿ ರೋಗ/ಕೀಟ ಭಾದೆಯನ್ನು ಗಮನಿಸುವುದು, ಅವುಗಳ ತೀವ್ರತೆಯನ್ನು ಅಂದಾಜು ಮಾಡುವುದು, ಪರಭಕ್ಷಕಗಳ ಲಭ್ಯತೆಯನ್ನು ತಿಳಿದು ಸಮಗ್ರ ನಿರ್ವಹಣೆ ಪದ್ಧತಿಗಳ ಅಳವಡಿಕೆಗೆ ಮಾರ್ಗದರ್ಶನ	ತಾಕು ಭೇಟಿ, ವಿಶ್ಲೇಷಣೆ
39.	ಸಸ್ಯರಂಕ್ಷಣಾ ಸಿಂಪರಣಾ ದ್ರಾವಣ ಬಳಸುವಾಗ ಸುರಕ್ಷಿತ ಪದ್ಧತಿಗಳ ಅಳವಡಿಕೆ	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
40.	ಸಾಮಾಜಿಕ/ಕೃಷಿ ಅರಣ್ಯಕ್ಕೆ ಸೂಕ್ತ ಗಿಡಗಳ ಆಯ್ಕೆ ಹಾಗೂ ನೆಡುವುದು	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
41.	ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರ ಆವರಣ ಅಥವಾ ಹತ್ತಿರದ ಹಳ್ಳಿಯಲ್ಲಿ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಸೇರಿ ಆಯಾ ಪ್ರದೇಶಕ್ಕೆ ಸರಿಹೊಂದುವಂತಹ ಕೃಷಿ ಆಂದೋಲನವನ್ನು (ಕ್ಯಾಂಪೈನ್) ಏರ್ಪಡಿಸುವುದು (ಉದಾ: ಪಶು ಆರೋಗ್ಯ ತಪಾಸಣೆ/ ಗಿಡ ನೆಡುವಿಕೆ/ ಮಣ್ಣು ಆರೋಗ್ಯ ಸುಧಾರಣೆ, ಇತ್ಯಾದಿ)	ಸೂಕ್ತ ವಿಸ್ತರಣಾ ಸಾಧನಗಳನ್ನು ಬಳಸುವುದು ಹಾಗೂ ಸಂಬಂಧಪಟ್ಟ ಇಲಾಖೆಗಳ ಸಹಯೋಗದಲ್ಲಿ ಆಂದೋಲನ
42.	ಮಳೆ ನೀರು ಭೂಮಿಯಲ್ಲಿ ಹಿಂಗುವ ಕಾರ್ಯತಂತ್ರಗಳು ಹಾಗೂ ಭೂಮಿಯಲ್ಲಿ ತೇವಾಂಶ ಹಿಡಿದಿಟ್ಟುಕೊಳ್ಳಲು ಅನುಸರಿಸಬೇಕಾದ ವಿಧಾನಗಳು	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
43.	ಸಮಗ್ರ ಜಲಾನಯನ ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ವಿವಿಧ ತಾಂತ್ರಿಕತೆಗಳು ಅಥವಾ ಮಳೆ ನೀರು ನಿರ್ವಹಣೆ	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ ವಿಡಿಯೋ ಪ್ರದರ್ಶನ
7ನೇ ವಾರ (23.09.2024 – 29.09.2024)		
44.	ಬಿತ್ತನೆ ಬೀಜ, ತರಕಾರಿ, ಹೂ ಹಾಗೂ ಇತರೆ ಬೆಳೆಗಳ ತಾಕುಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ ಬೆಳವಣಿಗೆ, ರೋಗ, ಕೀಟಬಾಧೆ ಇತ್ಯಾದಿ ಗಮನಿಸುವುದು ಹಾಗೂ ಸಾಧ್ಯವಾದರೆ ಸಲಹೆಗಳನ್ನು ನೀಡುವುದು ಅಥವಾ ತಜ್ಞರ ಸಹಾಯ ಪಡೆಯುವುದು	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
45.	ಅವಶ್ಯಕತೆಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಸಸ್ಯ ಚೋದಕಗಳನ್ನು ಬಳಸುವುದು	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
46.	ಸಸ್ಯ ಸಂರಕ್ಷಣಾ ರಾಸಾಯನಿಕಗಳನ್ನು ಖರೀದಿ ಮಾಡುವಾಗ ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು, ಅವುಗಳನ್ನು ಬಳಸಿದ ವಿವರಗಳು ಇತ್ಯಾದಿಗಳ ದಾಖಲಾತಿ ಇಡುವ ಅವಶ್ಯಕತೆ ಮತ್ತು ದಾಖಲಿಸುವ ರೀತಿ	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ

47.	ಮಣ್ಣು ಮತ್ತು ನೀರಿನ ಸಂರಕ್ಷಣೆ, ಬೆಳೆಪದ್ಧತಿ ಹಾಗೂ ಇತರೆ ಕೃಷಿ ಚಟುವಟಿಕೆಗಳ ದೇಶೀಯ ಪದ್ಧತಿಗಳನ್ನು (ಇಂಡಿಜನಸ್) ಪಟ್ಟಿ ಮಾಡುವುದು	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ ಹಾಗೂ ದಾಖಲಾತಿ
48.	ರಸಗೊಬ್ಬರಗಳ ಬಳಕೆಯ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವ ಕಾರ್ಯತಂತ್ರಗಳು	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
49.	ಎರೆ ಹುಳುಗಳ ಸಮರ್ಥ ಪಾಲನೆ ಉಸ್ತುವಾರಿ	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
50.	ಅಣಬೆ ಬೇಸಾಯ ಕ್ರಮಗಳು	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
51.	ಆಹಾರ ಪದಾರ್ಥಗಳಲ್ಲಿ ಕಲಬೆರಕೆಯಾಗಿರುವುದನ್ನು ಗುರುತಿಸುವ ವಿಧಾನಗಳು	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
52.	ಹಾಲಿ ತೋಟದ ಬೆಳೆಗಳ (ಆರ್ಟ್‌ಪ್ಲಾಂಟ್/ಪ್ಲಾಂಟೇಷನ್) ಸಮರ್ಥ ನಿರ್ವಹಣೆ	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
53.	ವಿವಿಧ ಬೆಳೆಗಳಲ್ಲಿ ರೋಗ/ಕೀಟ ಭಾದೆಯನ್ನು ಗಮನಿಸುವುದು, ಅವುಗಳ ತೀವ್ರತೆಯನ್ನು ಅಂದಾಜು ಮಾಡುವುದು, ಪರಭಕ್ಷಕಗಳ ಲಭ್ಯತೆ/ತೀವ್ರತೆಯನ್ನು ತಿಳಿದು ಸಮಗ್ರ ನಿರ್ವಹಣೆ ಪದ್ಧತಿಗಳ ಅಳವಡಿಕೆಗೆ ಮಾರ್ಗದರ್ಶನ	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
54.	ಸಸ್ಯ ಸಂರಕ್ಷಣಾ ಸಿಂಪರಣಾ ದ್ರಾವಣ ಬಳಸುವಾಗ ಅನುಸರಿಸಬೇಕಾದ ಸುರಕ್ಷಿತ ಪದ್ಧತಿಗಳು ಹಾಗೂ ಪ್ರಥಮ ಚಿಕಿತ್ಸೆ ಬಗ್ಗೆ ಮಾಹಿತಿ	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
8ನೇ ವಾರ (30.09.2024 – 06.10.2024)		
55.	ಬಿತ್ತನೆ ಬೀಜ, ತರಕಾರಿ, ಹೂ ಹಾಗೂ ಇತರೆ ಬೆಳೆಗಳ ತಾಕುಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ ಬೆಳವಣಿಗೆ, ರೋಗ, ಕೀಟಬಾಧೆ ಇತ್ಯಾದಿ ಗಮನಿಸುವುದು ಹಾಗೂ ಸಾಧ್ಯವಾದರೆ ಸಲಹೆಗಳನ್ನು ನೀಡುವುದು ಅಥವಾ ತಜ್ಞರ ಸಹಾಯ ಪಡೆಯುವುದು	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
56.	ಜೇನುಕೃಷಿ ಮಹತ್ವ, ಜೇನು ಸಾಕಣೆ	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ, ಭೇಟಿ
57.	ಸಮಗ್ರ ಕೃಷಿ ನಿರ್ವಹಣೆ ಮಾಡುವುದು	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
58.	ವಿವಿಧ ಬೆಳೆಗಳಲ್ಲಿ ರೋಗ/ಕೀಟ ಭಾದೆಯನ್ನು ಗಮನಿಸಿ, ಅವುಗಳ ತೀವ್ರತೆಯನ್ನು ಅಂದಾಜು ಮಾಡಿ, ಪರಭಕ್ಷಕಗಳ ಲಭ್ಯತೆ/ತೀವ್ರತೆಯನ್ನು ತಿಳಿದು ಸಮಗ್ರ ನಿರ್ವಹಣೆ ಪದ್ಧತಿಗಳ ಅಳವಡಿಕೆಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡುವುದು	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
59.	ಬೋರ್ಡೋದ್ರಾವಣ ತಯಾರಿಕೆ ಹಾಗೂ ಬಳಕೆ	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
60.	ಸ್ಥಳೀಯವಾಗಿ ತಯಾರಿಸಬಹುದಾದ ಸಸ್ಯ ಸಂರಕ್ಷಕಗಳ ತಯಾರಿ ಹಾಗೂ ಬಳಕೆ (ಉದಾ: ಬೇವಿನ ಬೀಜದ ಕಷಾಯ, ಪಂಚಗವ್ಯ, ಬೀಜಾಮೃತ)	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
61.	ಹೈಟೆಕ್ ತೋಟಗಾರಿಕೆ-ಮಹತ್ವ, ಬೇಕಾಗಿರುವ ಪರಿಕರಗಳು, ಹಣಕಾಸು ನಿರ್ವಹಣೆ ಹಾಗೂ ಇತರೆ ಸಾದಕ ಬಾದಕಗಳು ಹಾಗೂ ತಾಂತ್ರಿಕತೆಗಳು	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ, ಭೇಟಿ
62.	ರಸಗೊಬ್ಬರಗಳ ಬಳಕೆಯ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವುದು	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
63.	ಸಸ್ಯಸಂರಕ್ಷಣಾ ಸಿಂಪರಣಾ ದ್ರಾವಣ ಬಳಸುವಾಗ ಅನುಸರಿಸಬೇಕಾದ ಸುರಕ್ಷಿತ ಪದ್ಧತಿಗಳು	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
64.	ಬಿತ್ತನೆ ಬೀಜಕ್ಕಾಗಿ ಬೆಳೆಯುವ ಬೆಳೆಗಳಲ್ಲಿ ಅನುಸರಿಸಬೇಕಾದ ತಾಂತ್ರಿಕತೆಗಳು – ಅಧಿಕ ಇಳುವರಿ/ಹೈಬ್ರಿಡ್/ತರಕಾರಿ ಬೆಳೆಗಳು	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
9ನೇ ವಾರ (07.10.2024 – 13.10.2024)		
65.	ಬಿತ್ತನೆ ಬೀಜ, ತರಕಾರಿ, ಹೂ ಹಾಗೂ ಇತರೆ ಬೆಳೆಗಳ ತಾಕುಗಳಿಗೆ ಭೇಟಿ ನೀಡಿ ಬೆಳವಣಿಗೆ, ರೋಗ, ಕೀಟಬಾಧೆ ಇತ್ಯಾದಿ ಗಮನಿಸುವುದು ಹಾಗೂ ಸಾಧ್ಯವಾದರೆ ಸಲಹೆಗಳನ್ನು ನೀಡುವುದು ಅಥವಾ ತಜ್ಞರ ಸಹಾಯ ಪಡೆಯುವುದು	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
66.	ಬಿತ್ತನೆ ಬೀಜಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಪಿಪಿವಿ ಹಾಗೂ ಎಫ್‌ಆರ್ 2001 ಕಾಯ್ದೆಗಳನ್ನು ರೈತರಿಗೆ ಮನವರಿಕೆ ಮಾಡುವುದು	ಗುಂಪುಚರ್ಚೆ
67.	ಸಂಗ್ರಹಣೆ ಮಾಡಿದ ದವಸ ಧಾನ್ಯಗಳಲ್ಲಿ ಪೀಡೆ ನಿರ್ವಹಣೆ	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
68.	ಬಿತ್ತನೆ ಬೀಜಗಳನ್ನು ಬದಲಿಮಾಡುವ (ರಿಪ್ಲೇಸ್‌ಮೆಂಟ್) ಸಮಯ/ಅಂತರ	ಗುಂಪುಚರ್ಚೆ
69.	ಮೌಲ್ಯವರ್ಧಿತ ಉತ್ಪನ್ನಗಳ ತಯಾರಿ ಹಾಗೂ ಮಾರಾಟ	ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
70.	ವಿವಿಧ ಬೆಳೆಗಳಲ್ಲಿ ರೋಗ/ಕೀಟ ಭಾದೆಯನ್ನು ಗಮನಿಸಿ, ಅವುಗಳ ತೀವ್ರತೆಯನ್ನು ಅಂದಾಜು ಮಾಡಿ, ಪರಭಕ್ಷಕಗಳ ಲಭ್ಯತೆ/ತೀವ್ರತೆಯನ್ನು ತಿಳಿದು ಸಮಗ್ರ ನಿರ್ವಹಣೆ ಪದ್ಧತಿಗಳ ಅಳವಡಿಕೆಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡುವುದು	ಭೇಟಿ, ಗುಂಪು ಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
71.	ಸ್ವಸಹಾಯ ಗುಂಪುಗಳು ಉದಾ: ಸ್ತ್ರೀಶಕ್ತಿ, ಸ್ವಸಹಾಯ ಗುಂಪು ಇತ್ಯಾದಿ ಕಮಾಂಡಿಟಿ ಇಂಟ್ರಿಸ್ಟ್ (ಉತ್ಪನ್ನ ಆಧಾರಿತ ಸಂಸ್ಥೆ) ಗುಂಪುಗಳ (ಉದಾ: ಬೈವೋಲೋಜಿ ರೇಷ್ಮೆ ಬೆಳೆಗಾರರ ಸಂಘ) ಮಹತ್ವ ಹಾಗೂ ರಚಿಸುವ ವಿಧಾನ	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಅನುವುಗಾರರ ಬಳಕೆ
10ನೇ ವಾರ (14.10.2024 – 20.10.2024)		
72.	ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರ ಆವರಣ ಅಥವಾ ಹಳ್ಳಿಯಲ್ಲಿ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಸೇರಿ ಕೃಷಿ ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ರೈತರಿಗೆ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮ ಏರ್ಪಡಿಸುವುದು	ತಜ್ಞರು, ಅನುಭವಸ್ಥ ರೈತರು, ಅನುವುಗಾರರು ಇಂತಹವರನ್ನು ಬಳಸಿ ತರಬೇತಿ ಕೊಡುವುದು
73.	ಅಜೋಲ ಉತ್ಪಾದನೆ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ ಏರ್ಪಡಿಸುವುದು	ಪದ್ಧತಿ/ಪರಿಣಾಮ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ

74.	ವಿವಿಧ ಬೆಳೆಗಳಲ್ಲಿ ರೋಗ/ಕೀಟ ಭಾದೆಯನ್ನು ಗಮನಿಸಿ, ಅವುಗಳ ತೀವ್ರತೆಯನ್ನು ಅಂದಾಜು ಮಾಡಿ, ಪರಭಕ್ಷಕಗಳ ಲಭ್ಯತೆ/ತೀವ್ರತೆಯನ್ನು ತಿಳಿದು ಸಮಗ್ರ ನಿರ್ವಹಣೆ ಪದ್ಧತಿಗಳ ಅಳವಡಿಕೆಗೆ ಉತ್ತೇಜಿಸುವುದು	ಭೇಟಿ, ಗುಂಪುಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
75.	ಸ್ಥಳೀಯವಾಗಿ ಲಭ್ಯವಿರುವ ಉತ್ಪನ್ನಗಳಿಂದ ಪೌಷ್ಟಿಕ ಆಹಾರ ತಯಾರಿ ಹಾಗೂ ವಿವಿಧ ವಯಸ್ಸಿನವರಿಗೆ ಸಮತೋಲನ ಆಹಾರ ತಯಾರಿ ವಿಧಾನಗಳು	ಗುಂಪು ಚರ್ಚಾಸಭೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ
11ನೇ ವಾರ (21.10.2024 – 27.10.2024)		
76.	ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರದ ಆವರಣ ಅಥವಾ ಹಳ್ಳಿಯಲ್ಲಿ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಸೇರಿ ಆಯಾ ಪ್ರದೇಶಗಳಿಗೆ ಸರಿಹೊಂದುವ ವಿಷಯದ ಬಗ್ಗೆ ವಿಚಾರ ವಿನಿಮಯ ಕಾರ್ಯಕ್ರಮ (ಇಂಟರ್ಯಾಕ್ಷನ್ ಸೆಷನ್) ಏರ್ಪಡಿಸುವುದು	ತಜ್ಞರು, ಅನುಭವಸ್ಥ ರೈತರು, ಅನುವುಗಾರರು ಇಂತಹವರನ್ನು ಬಳಸಿಕೊಳ್ಳುವುದು
77.	ಉತ್ಪನ್ನಗಳನ್ನು ವರ್ಗೀಕರಣ ಹಾಗೂ ಪ್ಯಾಕಿಂಗ್ ಮಾಡುವ ವಿಧಾನಗಳು	ಗುಂಪುಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ, ರೈತ ತರಬೇತಿ
78.	ವಿವಿಧ ಬೆಳೆಗಳಲ್ಲಿ ರೋಗ/ಕೀಟ ಭಾದೆಯನ್ನು ಗಮನಿಸಿ, ಅವುಗಳ ತೀವ್ರತೆಯನ್ನು ಅಂದಾಜು ಮಾಡಿ, ಪರಭಕ್ಷಕಗಳ ಲಭ್ಯತೆ/ತೀವ್ರತೆಯನ್ನು ತಿಳಿದು ಸಮಗ್ರ ನಿರ್ವಹಣೆ ಪದ್ಧತಿಗಳ ಅಳವಡಿಕೆಗೆ ಉತ್ತೇಜಿಸುವುದು	ಭೇಟಿ, ಗುಂಪುಚರ್ಚೆ, ಪ್ರಾತ್ಯಕ್ಷಿಕೆ, ಕೃಷಿ ವಸ್ತು ಪ್ರದರ್ಶನ / ಕ್ಷೇತ್ರೋತ್ಸವ ಹಾಗೂ ವಿಜ್ಞಾನಿಗಳ ಮತ್ತು ರೈತರ ವಿಚಾರ ಸಂಕಿರಣ
79.	ಕೇಂದ್ರ ಅಥವಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ವಿವಿಧ ಇಲಾಖೆಗಳ ಸಹಯೋಗದೊಂದಿಗೆ ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರ ಇರುವ ಹಳ್ಳಿಯಲ್ಲಿ ರೈತ-ವಿಜ್ಞಾನಿಗಳ ಸಂವಾದ / ಕ್ಷೇತ್ರೋತ್ಸವ ಹಾಗೂ ವಿಜ್ಞಾನಿಗಳ ಮತ್ತು ರೈತರ ವಿಚಾರ ಸಂಕಿರಣ ಏರ್ಪಡಿಸುವುದು	
12ನೇ ಹಾಗೂ 13ನೇ ವಾರ (28.10.2024 – 10.11.2024)		
80.	ಸ್ಥಳೀಯ ಉತ್ಪನ್ನಗಳಿಂದ ಮೌಲ್ಯವರ್ಧಿತ ಆಹಾರ ತಯಾರಿ, ಬಳಕೆ ಹಾಗೂ ಮಾರಾಟ ಮಾಡುವಿಕೆ	
81.	ವಿವಿಧ ಬೆಳೆಗಳ ಕೊಯ್ಲು ಹಾಗೂ ಕೊಯ್ಲಿನೋತ್ತರ ತಾಂತ್ರಿಕತೆಗಳು	
82.	ಕೃಷಿ ವಸ್ತು ಪ್ರದರ್ಶನ / ಕ್ಷೇತ್ರೋತ್ಸವ ಹಾಗೂ ವಿಜ್ಞಾನಿಗಳ ಮತ್ತು ರೈತರ ವಿಚಾರ ಸಂಕಿರಣ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಆಯೋಜಿಸುವುದು	
83.	ಬೆಳೆದ ಉತ್ಪನ್ನಗಳ ಮಾರಾಟ ಮಾಡಬಹುದಾದ ಪ್ರಮಾಣದ ನಿರ್ಧಾರ, ಮಾರಾಟ ಮಾಡಬಹುದಾದ ಸ್ಥಳಗಳು ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ವಿಷಯಗಳು	
84.	ಕೇಂದ್ರ ಅಥವಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ವಿವಿಧ ಇಲಾಖೆಗಳ ಸಹಯೋಗದೊಂದಿಗೆ ರೈತ ಸಂಪರ್ಕ ಇರುವ ಹಳ್ಳಿಯಲ್ಲಿ ಕೃಷಿ ವಸ್ತು ಪ್ರದರ್ಶನ / ಕ್ಷೇತ್ರೋತ್ಸವ ಹಾಗೂ ವಿಜ್ಞಾನಿಗಳ ಮತ್ತು ರೈತರ ವಿಚಾರ ಸಂಕಿರಣ ಏರ್ಪಡಿಸುವುದು	

ಮೇಲಿನ ಪಟ್ಟಿಯಲ್ಲಿ ನಮೂದಿಸಿರುವ ಚಟುವಟಿಕೆಗಳನ್ನು ಪ್ರತಿ ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರಗಳಲ್ಲಿ ನಿಯೋಜಿಸಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳು ಸಂದರ್ಭಕ್ಕೆ ತಕ್ಕಂತೆ ಅಗತ್ಯಕನುಗುಣವಾಗಿ ಬದಲಾವಣೆ ಮಾಡಿಕೊಂಡು ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವಿಷಯ ತಜ್ಞರ ಮತ್ತು ರೈತ ಸಂಪರ್ಕ ಕೇಂದ್ರದ ಅಧಿಕಾರಿಗಳ ಸಹಕಾರದಿಂದ ಕಾರ್ಯರೂಪಕ್ಕೆ ತರತಕ್ಕದ್ದು.

* ಬಿ.ಟೆಕ್. (ಕೃಷಿ ಇಂಜಿನಿಯರಿಂಗ್) ವಿದ್ಯಾರ್ಥಿಗಳು ದಿನಾಂಕ 10.10.2024 ರಿಂದ 10.11.2024 ರವರೆಗೆ ಗ್ರಾಮಗಳಲ್ಲಿ ಪ್ರಾಯೋಗಿಕ ವಿಸ್ತರಣಾ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಭಾಗವಹಿಸುತ್ತಾರೆ. ಬಿ.ಎಸ್ಸಿ. (ಆರ್ಸ್) ಕೃಷಿ ವ್ಯವಹಾರ ನಿರ್ವಹಣೆ ವಿದ್ಯಾರ್ಥಿಗಳು ದಿನಾಂಕ 12.08.2024 ರಿಂದ 10.11.2024 ರವರೆಗೆ ಗ್ರಾಮಗಳಲ್ಲಿ ಸಹಕಾರ, ಹಣಕಾಸು ಮತ್ತು ಮಾರಾಟ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಇರಿಸುವ ಜೊತೆಗೆ ಪ್ರಾಯೋಗಿಕ ವಿಸ್ತರಣಾ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಭಾಗವಹಿಸುತ್ತಾರೆ.

**TENTATIVE LIST OF UG STUDENTS FOR RAWE/RIWE PROGRAMME
DURING THE I SEMESTER OF ACADEMIC YEAR 2024-25**

B.Sc. (Hons.) Agri.

SL. No.	ID No.	Name	M /F
1.	AMB 1001	ABHIJAN MURTHY H R	M
2.	AMB 1002	ABHISHEK (KARABASAYYA MATAPATI)	M
3.	AMB 1003	ABHISHEK (SHANTAPPA)	M
4.	AMB 1004	AILINGA	M
5.	AMB 1005	AISHWARYA	F
6.	AMB 1006	R AJAY KUMAR	M
7.	AMB 1007	AJAY S SHEKAR	M
8.	AMB 1008	AJMEERA PAVAN	M
9.	AMB 1009	AMBIKA BHAT M	F
10.	AMB 1010	AMOGH V AMARAGATTI	M
11.	AMB 1012	ANIL S	M
12.	AMB 1013	ANSHU KUMAWAT	M
13.	AMB 1014	ANUSHA A A	F
14.	AMB 1016	ANUSHA S	F
15.	AMB 1017	ANUSREE K	F
16.	AMB 1018	ANWARHUSENI ANGADI	M
17.	AMB 1019	APOORVA S V	F
18.	AMB 1020	ARATI	F
19.	AMB 1021	ARCHANA R	F
20.	AMB 1023	ARUN S KALASAD	M
21.	AMB 1024	ASHUTOSH SHARMA	M
22.	AMB 1025	AYUSH CHOUDHARY	M
23.	AMB 1026	BANNIKOPPADA ADITYA	M
24.	AMB 1027	BASAVARAJ N GONNI	M
25.	AMB 1028	BHAGYA SHREE M	F
26.	AMB 1029	BHANUPRASAD A G	M
27.	AMB 1030	BHAVANA G	F
28.	AMB 1031	BHAVANA N L	F
29.	AMB 1032	BHOOMIKA M N	F
30.	AMB 1033	BHOSALE SAI MAHESH	F
31.	AMB 1034	BHUMIKA BEBARTTA	F
32.	AMB 1035	BHUVANESHWARI	F
33.	AMB 1036	BRIJESH PATEL K R	M
34.	AMB 1037	BUNESHKUMAR B C	M
35.	AMB 1038	CHANDANA P	F
36.	AMB 1039	CHANDANA VASANTHA KUMAR	F
37.	AMB 1040	CHANDRIKA H J	F
38.	AMB 1041	CHARAN S M	M
39.	AMB 1042	B CHETHAN KUMAR	M
40.	AMB 1046	DARSHAN D NARGUND	M
41.	AMB 1049	DEEPA MUTTAPPA HOSAMANI	F
42.	AMB 1050	DEVARAJ H	M
43.	AMB 1052	DHANUSH H R	M

SL. No.	ID No.	Name	M /F
44.	AMB 1053	DHANYATHA PRAKASH	F
45.	AMB 1054	B DILEEP	M
46.	AMB 1055	DILEEP M	M
47.	AMB 1057	DIVYARAJ SINGH CHUNDAWAT	M
48.	AMB 1058	FIZA M	F
49.	AMB 1059	GANAPATI SHRIPAD HEGDE	M
50.	AMB 1060	GANESHGOUDA CHANDRAGOUDA SHIVANAGOUDRU	M
51.	AMB 1061	GAURAV LAL KUMAR	M
52.	AMB 1062	G GAYATHRI	F
53.	AMB 1063	GEETHA R	F
54.	AMB 1064	GIRISH	M
55.	AMB 1065	GIRISH NAIK P A	M
56.	AMB 1067	GAUTHAM BALURGI	M
57.	AMB 1068	GUNAVARDHANA	M
58.	AMB 1069	GURUPRASAD N M	M
59.	AMB 1070	HARISH KUMAR L	M
60.	AMB 1072	HARSHITH S S	M
61.	AMB 1073	HARSHITHA A M	F
62.	AMB 1074	HARSHITHA H T	F
63.	AMB 1075	HARSHITHA N	F
64.	AMB 1076	HARSHITHA S	F
65.	AMB 1077	HARSHITHA GOWDA K S	F
66.	AMB 1079	HEMANTHA V S	M
67.	AMB 1081	HIMABINDU J	F
68.	AMB 1082	ISHWAR SHRISAIL KAMBAR	M
69.	AMB 1083	HARSHA KIRAN H V	M
70.	AMB 1084	JHANA VI R	F
71.	AMB 1086	MAHESH (JAYAPPA)	M
72.	AMB 1087	NANDA KUMAR B E	M
73.	AMB 1088	PRAVEEN REDDY	M
74.	AMB 1089	G RAGHAVENDRAGOUDA	M
75.	AMB 1090	RAHUL	M
76.	AMB 1096	JANYA G M	F
77.	AMB 1097	JYOTHI M	F
78.	AMB 1098	KALPANA G	F
79.	AMB 1100	KARTHIK H R	M
80.	AMB 1102	KAVERI BOI	F
81.	AMB 1103	KAVYA P G	F
82.	AMB 1104	KEERTHANA M	F
83.	AMB 1105	KEERTHANA GOWDA R K	F
84.	AMB 1111	KIRAN KUMAR K	M
85.	AMB 1112	KIRAN KUMAR S	M
86.	AMB 1113	KIRAN RAJ D R	M

SL. No.	ID No.	Name	M /F
87.	AMB 1114	KISHAN P	M
88.	AMB 1115	KUMARI JYOTI	F
89.	AMB 1116	KUSHAL H	M
90.	AMB 1117	KUSUMA S V	F
91.	AMB 1118	LAKSHMI R SIRUR	F
92.	AMB 1119	LALITH PRASAD N	M
93.	AMB 1120	LAVANYA R	F
94.	AMB 1121	LIKHITHA D K	F
95.	AMB 1122	LOCHAN C J	M
96.	AMB 1124	MADHUSUDHAN	M
97.	AMB 1125	MAGESH KUMARESH	M
98.	AMB 1126	MAHESH (BABU RATHOD)	M
99.	AMB 1127	MAHESH (SABANNA)	M
100.	AMB 1128	MALATESH SOUNSER	M
101.	AMB 1129	MANASA K S	F
102.	AMB 1130	MANISH BIRADAR	M
103.	AMB 1131	MANOHAR N S	M
104.	AMB 1132	MANOJ YALLARADDI EREKUPPI	M
105.	AMB 1134	MEERA ARAKERI	F
106.	AMB 1135	MEGHANA S KUMAR	F
107.	AMB 1136	MEGHARAJ B S	M
108.	AMB 1137	MOHAMMED RIYAN	M
109.	AMB 1139	MOHAN GOWDA C	M
110.	AMB 1140	MOHOD VEDANT MANGESH	M
111.	AMB 1141	MOUNESH RUDRAPPA BADAWADAGI	M
112.	AMB 1142	MULIMANI SANDEEP	M
113.	AMB 1143	NAMRATA	F
114.	AMB 1144	NAMRATHA K	F
115.	AMB 1146	NANDINI	F
116.	AMB 1147	NANDITHA C B	F
117.	AMB 1150	NAVINANAİK M	M
118.	AMB 1152	NAYANA L	F
119.	AMB 1153	NEERAJ K	M
120.	AMB 1154	NEHA V KURUVATTI	F
121.	AMB 1155	NERALLA VIJAY	M
122.	AMB 1157	NIRUPADI	M
123.	AMB 1159	NISHITHA R	F
124.	AMB 1160	NITHIN M V	M
125.	AMB 1161	NITHIN N B	M
126.	AMB 1162	NITISH H	M
127.	AMB 1164	OMKAR	M
128.	AMB 1165	OMKAR KAMBLE	M
129.	AMB 1166	PARESH N	M
130.	AMB 1167	PAVAN K S	M
131.	AMB 1168	PAVAN V NAIK	M
132.	AMB 1169	POOJA B SANGANABASAMMANAVAR	F
133.	AMB 1170	POOJA P R	F
134.	AMB 1171	POOJA T R	F

SL. No.	ID No.	Name	M /F
135.	AMB 1173	PRAJWAL B D	M
136.	AMB 1174	PRAJWAL S L	M
137.	AMB 1175	PRARTHI R LAXKAR	F
138.	AMB 1176	PRASHANT Y GANGUR	M
139.	AMB 1177	PRAVEEN KUMAR A	M
140.	AMB 1179	PRAVEEN MAILARAPPA SUNAGAR	M
141.	AMB 1180	PRAVEENA PRASANTH	F
142.	AMB 1181	PREETHI C R	F
143.	AMB 1183	PREM KUMAR K E	M
144.	AMB 1184	PRIYANKA S	F
145.	AMB 1186	RACHANA D M	F
146.	AMB 1188	RAHUL B S	M
147.	AMB 1189	RAHUL K R	M
148.	AMB 1191	RAJESH K V	M
149.	AMB 1192	RAJINI C	F
150.	AMB 1193	RAKESH C S	M
151.	AMB 1194	RAKESH KOKATNOOR	M
152.	AMB 1195	RAKSHITH N	M
153.	AMB 1197	RAMESH LAKKAPPA HANJAGI	M
154.	AMB 1199	RAVISH KUMAR	M
155.	AMB 1200	RITESH KUMAR	M
156.	AMB 1202	RUCHITHA S C	F
157.	AMB 1203	K M RUDRAPRASAD	M
158.	AMB 1204	SACHIN H	M
159.	AMB 1205	SADIYABEGUM PEERAJADE	F
160.	AMB 1206	SAGINELA ANVESH	M
161.	AMB 1207	SAHANA H R	F
162.	AMB 1208	SAHANA K N	F
163.	AMB 1209	SAHANA RAMANAGOUD GOUDAR	F
164.	AMB 1211	SAIKIRAN	M
165.	AMB 1212	SAIPREET KANJIKAR	M
166.	AMB 1213	SAKSHI JHA	F
167.	AMB 1215	SAMMED SHRIMANT SANKONATTI	M
168.	AMB 1216	SANAHA T M	F
169.	AMB 1218	SANJANA K	F
170.	AMB 1219	P N SANVIKA	F
171.	AMB 1220	SAPNA	F
172.	AMB 1221	SAVITA	F
173.	AMB 1222	SEEMA	F
174.	AMB 1223	SHABRISH G SHET	M
175.	AMB 1224	SHASHWATH S M	M
176.	AMB 1226	SHIVANI GOLEY	F
177.	AMB 1228	SHREYA R	F
178.	AMB 1229	SHREYAS ASHOK ALUR	M
179.	AMB 1230	SHREYAS T R	M
180.	AMB 1231	SHRINIDHI DOMANAL	F
181.	AMB 1233	SHUBHAM CHOUDHARY	M
182.	AMB 1234	SHUBHAM KUMAR JAISWAL	M

SL. No.	ID No.	Name	M /F
183.	AMB 1235	SHWETA MANJUNATH GONEPPANAVAR	F
184.	AMB 1236	SHWETHA	F
185.	AMB 1237	SINCHANA N R	F
186.	AMB 1238	SIRI K H	F
187.	AMB 1239	SNEHA K S	F
188.	AMB 1240	SONAL M	F
189.	AMB 1241	SPANDANA T S	F
190.	AMB 1242	SPOORTI G N	F
191.	AMB 1243	SRIDHAR K T	M
192.	AMB 1244	SRINIDHI K R	M
193.	AMB 1245	SRUSHTI G R	F
194.	AMB 1246	SUHAS G C	M
195.	AMB 1247	T P SUHAS	M
196.	AMB 1248	SUJEETH GOWDA S	M
197.	AMB 1250	SUMUKHA D	M
198.	AMB 1251	SUSHANT RAJ	M
199.	AMB 1252	SUSHMA B K	F
200.	AMB 1253	SWETHA B	F
201.	AMB 1254	TAHORA MAKANDAR	F
202.	AMB 1255	TAJUDDIN M MAKANDAR	M
203.	AMB 1256	TEJAS H N	M
204.	AMB 1257	TEJAS K N	M
205.	AMB 1259	TEJASHWINI K	F
206.	AMB 1260	THARUN GOWDA G D	M

SL. No.	ID No.	Name	M /F
207.	AMB 1263	UMMEKULSUM K	F
208.	AMB 1264	VACHANARATNA	F
209.	AMB 1265	VAISHNAVI L POPATI	F
210.	AMB 1266	VANDANA H C	F
211.	AMB 1267	VANDANA S	F
212.	AMB 1268	VARSHA D P	F
213.	AMB 1269	VARSHITHA S H	F
214.	AMB 1272	VEDANTH H	M
215.	AMB 1274	VENKATESH GOWDA G R	M
216.	AMB 1275	VENU GOPAL P S	M
217.	AMB 1276	VIDHYA K A	F
218.	AMB 1278	VIGHNESH GAJANAN BHAT DEVATE	M
219.	AMB 1279	VIHAS A	M
220.	AMB 1280	VINAY GOWDA T S	M
221.	AMB 1281	VINAY ROTTI	M
222.	AMB 1282	VINOD MALANAGOUD PATIL	M
223.	AMB 1285	VITTAL MUSHENNAVAR	M
224.	AMB 1286	VIVEK J	M
225.	AMB 1287	B N YASHAS GOWDA	M
226.	AMB 1288	YATHISH GOWDA D	M
227.	AMB 0169	PRAJWAL BEDAVATTI	M
228.	AMM 1029	CHANNABASAVA	M
229.	AMM 1054	MEGHANA S	F
230.	AMB 0206	SANJEEV S NAIK	M

B.Sc. (Hons.) Agri-business Management

SL. No.	ID No.	Name	M /F
1	BMB 1001	AISHWARYA L J	F
2	BMB 1002	AKILA V	F
3	BMB 1003	AMULYA M	F
4	BMB 1004	ANKITA PARAMESHAPPA NEGALUR	F
5	BMB 1005	APPU S M	M
6	BMB 1006	BAGALAPPANAVARA BHEEMAPPA	M
7	BMB 1007	BHAVANA R	F
8	BMB 1008	BHINDYA S KUMAR	F
9	BMB 1009	BHOOMIKA J P	F
10	BMB 1010	BINDU NINGAPPA NEGALUR	F
11	BMB 1011	CHETHAN C	M
12	BMB 1012	DEEPIKA H B	F
13	BMB 1013	P R FATHIMA THASLEEMA	F
14	BMB 1014	GAGAN A	M
15	BMB 1015	GOUDAPPA J	M
16	BMB 1016	GOUDAPPA GOUDA	M
17	BMB 1017	HARSHITHA G	F
18	BMB 1018	JAYA PRAKASH B S	M
19	BMB 1019	JEEVAN S M	M

SL. No.	ID No.	Name	M /F
20	BMB 1020	JYOTI LAKKAPPA HALINGALI	M
21	BMB 1021	KARTIK ASHOK KUMBAR	M
22	BMB 1023	KEERTHANA S	F
23	BMB 1024	LAXMAN	M
24	BMB 1025	MAITHRA	F
25	BMB 1026	MANASA B N	F
26	BMB 1027	MAYARA SEHAR	F
27	BMB 1028	MOHAMMED SHAKAIB	M
28	BMB 1029	MONISHA V	F
29	BMB 1030	NANIVARMA V M	M
30	BMB 1031	NAYANA S	F
31	BMB 1032	NEELAMBARI J	F
32	BMB 1033	PAVANKUMAR R	M
33	BMB 1034	POOJA K M	F
34	BMB 1035	PRAJWAL ANANT BIRADAR	M
35	BMB 1036	PRAKASH NAGUR	M
36	BMB 1037	S PRATHAM	M
37	BMB 1038	PRIYANKA G S	F
38	BMB 1039	D RACHANA	F

SL. No.	ID No.	Name	M /F
39	BMB 1040	RAKSHITHA M D	F
40	BMB 1041	RAVITEJA P E	M
41	BMB 1042	RUKHAYYA AFREEN KARAGANUR	F
42	BMB 1043	SAHANA V K	F
43	BMB 1044	SAMARTH PATTANASHETTY	M
44	BMB 1045	SARASWATHI M	F
45	BMB 1046	SHWETHA M R	F
46	BMB 1047	SINCHANA S SHEREGAR	F
47	BMB 1048	SUDEEP	M
48	BMB 1049	SUNANDA CHOUDRI	F

SL. No.	ID No.	Name	M /F
49	BMB 1050	SWETHA H	F
50	BMB 1051	VAMSHIDHARAREDDY	M
51	BMB 1052	VANITHA KODLI	F
52	BMB 1053	VARA PRASADA REDDY A	M
53	BMB 1054	VIBHA POKALE	F
54	BMB 1055	VIKRAM K	M
55	BMB 1056	K VINAY	M
56	BMB 1057	S P VINOOTH	M
57	BMB 1058	YASHASWINI M	F
58	BMB 1060	ZAHEER AHAMED	M

B.Tech. (Ag. Engg.)

SL. No	ID.NO	STUDENT NAME	M/F
1	EMB 0020	GANDI SAI SATHWIKA	F
2	EMB 1001	ABHISHEK YERESWAMY KALKUTANAL	M
3	EMB 1002	AKSHAY N L	M
4	EMB 1003	AMRITHA H R	F
5	EMB 1004	ANUSHA MRUTHUNJAYA HIREMATH	F
6	EMB 1005	ARUN KUMAR T	M
7	EMB 1006	BHAGYASHREE S	F
8	EMB 1008	CHANDRAMOHAN G M	M
9	EMB 1009	CHIDANAND GOUDAR	M
10	EMB 1011	CHITRASHRI BHARGAVA	F
11	EMB 1012	DEEPIKA RANI	F
12	EMB 1013	DHANUJA A	F
13	EMB 1015	P GANESH PAVAN	M
14	EMB 1016	GANESH NAVALAGUND	M
15	EMB 1017	GAYITRA R HADIMANI	F
16	EMB 1018	HARITHA M	F
17	EMB 1019	HIMAJA P	F
18	EMB 1020	HRISHITHA J	F
19	EMB 1021	JAYASHREE N	F
20	EMB 1022	KARTHIK G SHANTHAPPA	M
21	EMB 1023	LAKSHMIKARTHIK M B	M
22	EMB 1024	LIKHITH C	M
23	EMB 1025	LIKITHA R	F
24	EMB 1026	MAHANTESH KARADI	M
25	EMB 1027	MANASVI A C	F
26	EMB 1028	MANOJ R	M
27	EMB 1029	MOKSHITHA V S	F
28	EMB 1030	MONIKA M CHOWHAN	F
29	EMB 1031	MOULYA K J	F
30	EMB 1032	NANDA GOPAL ACHUTHA V	M
31	EMB 1034	NANDEESH R N	M

SL. No	ID.NO	STUDENT NAME	M/F
32	EMB 1035	NARASIMHAMURTHY B N	M
33	EMB 1036	NASREEN BANU	F
34	EMB 1037	NIKHILA G	F
35	EMB 1038	NISARGA M	F
36	EMB 1039	NITHYASHREE M V	F
37	EMB 1041	PRAJWAL L	M
38	EMB 1042	PRAVEENA K M	M
39	EMB 1043	PREETI	F
40	EMB 1045	PRIYA KUMARI	F
41	EMB 1046	PRIYANKA H N	F
42	EMB 1048	RAGHUVEER GURJAR	M
43	EMB 1049	RAHUL S	M
44	EMB 1051	RAKSHITHA A V	F
45	EMB 1052	RAMAKRISHNA PAYANAGOUDA PATIL	M
46	EMB 1053	RESHMA	F
47	EMB 1054	SAAKSHI M V	F
48	EMB 1055	SAI TEJA R V	M
49	EMB 1056	SANDRA T P SHAMS	F
50	EMB 1057	SHARAN	M
51	EMB 1058	SHASHANK M P	M
52	EMB 1059	SHIVANI ANNADANESHWAR KORI	F
53	EMB 1060	SHIVARAJ	M
54	EMB 1061	SHREYAS B K	M
55	EMB 1062	SREEPRIYA C	F
56	EMB 1064	SWATHI B	F
57	EMB 1065	THRUPTHI M	F
58	EMB 1066	VANDANA B M	F
59	EMB 1067	VIDYA S P	F
60	EMB 1068	VIKAS U	M
61	EMB 1069	VINAY KUMAR T V	M
62	EMB 1071	YASHWANTH B N	M





