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Knowledge of agriculture technology school students

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Abstract

The present study on "Knowledge of Agriculture Technology School students" was conducted in Akola and Amravati districts of Maharashtra state. The exploratory research design of social research was used. In all, 120 respondents were selected by random sampling method. The data was collected with the help of questionnaire and statistically analyzed.

The findings of the present study revealed that, majority of the respondents (57.50%) belonged to male category, (40.83%) were other backward class category, (65.84%) were having medium family education (40.00%) were having their parents main occupation as agriculture, (30.00%) belonged to semi-medium family land holding (2.01 to 4.00 ha), (48.33%) were belonged to medium family income group, 45.00% respondents were having medium level of participation in extra-curricular activities, (67.50%) had rural family background, whereas, majority of the students (39.17%) had secured first class in academic performance. In case of knowledge, majority of the students (65.83%) were medium in subject knowledge.

Further it was reported that, family education, parental occupation, family land holding, family income, participation in extra-curricular activities, family background, academic performance had positive and significant relationship with their knowledge of different subjects of ATS. In case of gender and caste of the students, it was found to be negatively non-significant with their knowledge of different subjects of ATS.

Keywords: Knowledge, agriculture technology school, students

Introduction

India is passing through third stage of demographic growth rate, but also an extremely large existing size of population. Thus, unless this tremendous increase in the population is curbed, the economic development of the nation will be curtailed on account of its adverse effect on the national income, food supply, unemployment and the capital formation. Looking to increased population, the present need is to engage the agriculture students in agricultural production process and allied sectors. In Indian situation agriculture has been providing basis for many diversified industries and is professed by a big majority of working population.

To bring more perfection in agriculture, for increasing productivity it was thought necessary by policy makers to establish Agricultural Universities in the country. Agricultural education in India is very important in a sense that nations economy mostly depends upon agriculture. It is observed that most of the students coming out of agricultural universities do not meet the requirements of knowledge and skills. Agriculture is applied science and hence vigorous practical training and continuous updating of knowledge and skills is also necessary.

Basic education will also ensure that village youths would be better oriented for sharing responsibilities in the field of rural development and throw up the right kind of leadership and help, to some extent, in reversing the process of drift of talent from the villages to the cities, which is so important. Agriculture education upto diploma level will better promote rural leadership and fit rural youth for self employment. There should be adequate provision for agricultural education and understanding of the place of agriculture in life of the rural communities.

Lower Agriculture Education is independent education branch working separately in agricultural universities since many years. Agriculture schools under agricultural universities are offering two years diploma course in agriculture. Boys and girls from rural farm families are seeking admission to this course on large scale.

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This course provide agricultural education to the grass root level farming community of country which is expected to results in increased farm production. These agriculture students are the youths from agricultural families. After completing this course they are supposed to apply their knowledge to agriculture and improve the farm situation. They can also play an important role in agriculture entrepreneurship development (Kalantri and Khonde, 2003) [3].

Considering the importance of lower education in Agricultural University the present study has been undertaken.

Objectives of study

1. To study the profile of the Agriculture Technology School students.
2. To study the extent of knowledge possessed by the Agriculture Technology School students.
3. To study the relationship of profile of Agriculture Technology School students with knowledge.

Methodology

Agriculture technology school from Amravati and Akola district was purposively selected for the study. Total 120 Agriculture technology school students were selected for the research purpose. The questionnaire was constructed by formulating relevant questions in accordance with objectives of the study. The questionnaire included questions pertaining to gender, caste, family education, parental occupation, family land holding, family income, participation in extracurricular activities, family background, academic performance as well as knowledge. The information from the respondents was collected by personal visit and their responses were considered for the purpose of present study. Data was collected. Mean, S.D. and co-efficient of correlation methods were used for analysis of the data.

Result and discussion

The results obtained from the analysis of the data in accordance of the study objectives along with the logical discussion have been given to interpret the observed phenomena.

Table 1: Socio personal characteristics of Agriculture Technology School students (N = 120)

Sr. No.	Variables and category	Respondents (N=120)	
		Number	Percentage
1.	Gender		
	Male	69	57.50
	Female	51	42.50
2.	Caste		
	General(Open)	05	04.17
	Other backward class	49	40.83
	Schedule caste	26	21.67
	Schedule tribes	18	15.00
	VJ/NT	22	18.33
	Family education		
3.	Low	19	15.83
	Medium	79	65.84
	High	22	18.33
	Parental occupation		
4.	Agriculture +Labour	41	34.17
	Agriculture	48	40.00
	Agriculture + Allied occupation	16	13.33
	Agriculture + Business	09	07.50
	Agriculture + Service	06	05.00
	Family land holding		
5.	Marginal (Up to 1 ha)	28	23.33
	Small (1.01 to 2.00 ha)	21	17.50
	Semi-medium (2.01 to 4.00 ha)	36	30.00
	Medium (4.01 to 10.00 ha)	33	27.50
	Large (Above 10.00 ha)	02	01.67
	Family income		
6.	Low	29	24.17
	Medium	58	48.33
	High	33	27.50
	Participation in extracurricular activities		
7.	No participation	09	07.50
	Low participation	54	45.00
	Medium participation	36	30.00
	High participation	21	17.50
8.	Family background Rural	81	67.50
	Urban	39	32.50
9.	Academic performance		
	Pass (35.00 to 49.99)	17	14.17
	Second class (50.00 to 59.99)	37	30.83
	First class (60.00 to 74.99)	47	39.17
	Distinction (75.00 and above)	19	15.83

Source: field survey, 2019

From Table 1 it was observed that 57.50 percent students were male and remaining 42.50 percent students were female. It was observed that 40.83 per cent of the students were from other backward class Majority of the students of about 65.84 per cent were having the medium level of the family education. It clearly indicated that majority of the students studying in Agriculture technology schools belonged to medium educated families. It was observed that about 40.00 per cent of students were having their parent's main occupation as only agriculture.

It was revealed that about 30.00 per cent of the students were belonged to the semi-medium family land holding and near about half of the students (48.33%) were belonged to the medium family income group, while 45.00 per cent were having low level of participation in extra-curricular activities. It was further observed that majority of the students of (67.50 %) were from rural background. This might be due to India's most of the population was lived in the rural areas. It was noted that 39.17 per cent of the students had secured first class.

Overall Knowledge of ATS Students

Agriculture Technology School students spend two years of crucial time of their life in Agriculture school to acquire

knowledge in Agriculture. It is assumed that though this, students of agriculture possess good knowledge about their subject. However investigation in this regard was considered necessary to draw the conclusion. The distribution of respondents according to their subject wise knowledge has been presented below.

Table 2: Distribution of the respondents according to their knowledge

Sl. No.	Knowledge level	Respondents (n=120)	
		Frequency	Percentage
1	Low	18	15.00
2	Medium	79	65.83
3	High	23	19.17
Total		120	100.00

It is observed that most of the students (65.83%) were medium in subject knowledge followed by 19.17 per cent students had high subject knowledge and only 15.00 per cent of students had low knowledge level of the subject of Agriculture Technology School.

It can be concluded that majority of the students of agriculture technology school had medium level of knowledge of different subjects of Agriculture Technology School.

Table 3: Distribution of the respondents according to their Ranking of subject on the basis of mean knowledge index

Sl. No.	Subjects	Mean knowledge index	Rank
1.	Nursery, Floriculture & Greenhouse Technology	70.16	I
2.	Cooperative Supply and Marketing	66.25	II
3.	Seed Production Technology	63.58	III
4.	Agriculture Product Processing	61.75	IV
5.	Livestock Poultry and Sericulture	60.08	V
6.	Organic Farming	52.75	VI

These observations are indicator of the fact that Agriculture technology school students are having more interest in learning and adopting knowledge of nursery, floriculture & greenhouse technology subjects rather than other five subjects.

Relational analysis

Correlation analysis was carried out to find out as to whether the selected characteristics had any association with Knowledge of Agriculture Technology School Students. The coefficients of correlation of the personal and socio-economic characters with Knowledge of Agriculture Technology School Students have been furnished in Table 4.

Table 4: Relationship between socio-economic characteristics and Knowledge

Sl. No.	Independent variable	'r' value
1	Gender	-0.0695 ^{NS}
2	Caste	-0.0940 ^{NS}
3	Family education	0.1553*
4	Parental occupation	0.3026**
5	Family Land holding	0.2274**
6	Family income	0.3382**
7	Participation in extracurricular activities	0.3700**
8	Family background	0.2147**
9	Academic performance	0.3330**

** Significant at 0.01 per cent level, * Significant at 0.05 per cent level, NS – Non significant

Regarding characteristics of Agriculture Technology School Students i.e. parental occupation, family land holding, family income, participation in extra-curricular activities, family background, academic performance had positive and significant relationship at 0.01 level of probability with

Knowledge of Agriculture Technology School Students whereas, family education had positive and significant relationship at 0.05 level of probability.

Further, remaining characteristics of Knowledge of Agriculture Technology School Students such as gender and caste did not establish significant relationship with Knowledge of Agriculture Technology School Students.

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