



ATTITUDE OF GRADUATES TOWARDS AGRICULTURAL EDUCATION

Jakkawad S R

Associate Professor, Department of Agricultural Extension Education, College of Agriculture,
VNMKV., Parbhani

ABSTRACT

It was found that majority of the Agriculture graduates had most favorable to moderate favorable attitude towards Agricultural education by PCA, RCA & ACA. The most important statements viz., "Agricultural education plays important role in food security", "Agricultural education is necessary for Agricultural and rural development", "Agricultural education is necessary for female students, and it must be encouraged", "Agricultural education is practical oriented", "Agricultural educated person can maintain Agriculture and subsidiary occupations easily" showed most favorable attitude owing to mean per cent score 88.8, 85.7, 85.5, 84.0 and 83.7 and placed at 1st, 2nd, 3rd, 4th and 5th respectively. The Agriculture graduates expressed slightly favorable attitude towards statements viz. "Agricultural education plays prime role for development of farmers", "Economic condition can be improved by pursuing Agricultural education", "Having Agricultural education, support to parental occupation is possible", "There is no any dilution in quality of Agricultural education with mushrooming growth of Agricultural Universities", and "The image of Agricultural education is increasing", with mean per cent scores 71.9, 71.7, 68.5, 66.9 and 64.9 and ranked 16th, 17th, 18th, 19th and 20th respectively.

KEYWORDS: Attitude, Graduates, Agricultural, Education

INTRODUCTION

Agricultural education forms the foundation for the development of requisite manpower for research, education, training, and transfer of technology to the field and extension activities throughout the country. After India gained its independence from the British, it has recorded a considerable progress in the field of Agricultural education and research due to the ablest leadership and priority for Agriculture. There are plenty of historical evidences, to show that the Agricultural education existed in India even during the medieval period. Agriculture, as a discipline was included in the curricula of Nalanda and Takshila which were one of the most well known ancient Universities of the nation.

India has always been an Agricultural based Country, where the Agricultural education and research has a great significance in the sustainable growth and development of human resource for the Agricultural sector. Subsequently, well organized and structured courses in Agricultural education commenced in the beginning of the 20th century, when six Agricultural Colleges were established across the Country, notably some of these Colleges were College of Agriculture, Kanpur (Uttar Pradesh), Lyallpur (Now in Pakistan), Coimbatore (Tamil Nadu), Nagpur and Pune (Maharashtra) in 1905 and 1907 and Sabour (Bihar) in 1908.

There after, several other Colleges were established throughout the Country for Agricultural education and research. These Colleges were under direct control of the State Departments of Agriculture and Animal Husbandry, and were involved only in teaching activities. The establishment of Imperial Agricultural Research Institute in 1905 at Pusa (Bihar) now famous as Indian Agricultural Research Institute (IARI) at Delhi since 1936 was a pioneer and a landmark institute in Agriculture education and research in the Country. The IARI is the country's premier National Institute for Agricultural Research, Education, and Extension. It has the status of a Deemed-to-be-University under the UGC Act of 1956.

After independence, the Government of India appointed an Education Commission under the Chairmanship of Dr. Sarvapalli Radhakrishnan in 1948. Similarly, the Agricultural University Committee was also established in 1960. Based on the recommendations of these two Commissions, the first state Agricultural University (SAU) came into existence at Pantnagar in Uttar Pradesh in the year 1960, now in Uttarakhand, on the pattern of the Land Grants Colleges, USA. This was followed by the establishment of at least one SAU in each major state of the country.

The journey of Agricultural education and research started with the establishment of only 17 Agricultural Colleges, three veterinary Colleges and one Agricultural engineering College in 1950. The National Agricultural Education System (NAES) under the control of ICAR, New Delhi is the largest network of Agricultural education and research in the whole world. It comprises SAUs and their constituent Colleges and the research institutes partially funded and controlled by ICAR, which impart education, research and extension in all fields of Agricultural science and technology and their allied fields.

At present, there are 59 State Agricultural Universities (SAUs) and one Central Agriculture University, Imphal (Manipur), 5 Deemed-to-be-Universities (DU), all functioning under the control of ICAR. In addition, the Faculty of Education Banaras Hindu University, Varanasi, Aligarh Muslim University, Aligarh, Vishwa Bharati University, Shantiniketan (WB) and Nagaland University, Lumani, Nagaland about 50 Agricultural Colleges affiliated to 16 general universities, and 7 Indian Institutes of Technology (IIT) are also imparting education and research in Agricultural science and technology (Singh, 2012).

Agricultural Education System (AES) in India

1. State Agricultural Universities (SAUs)	59
2. Central Agriculture University (CAU), Imphal (Manipur)	01
3. Deemed-to-be-Universities (DU)	05
4. Central Universities with Agriculture Faculty	04

Table 1. State Agricultural Universities (SAUs)

S. No.	State Agricultural University
1	Acharya NG Ranga Agricultural University, Rajendranagar, Hyderabad (Telangana)
2	Agricultural University, Jodhpur, Mandor, Jodhpur (Rajasthan)
3	Agricultural University, Kota, Borkhera, Kota (Rajasthan)
4	Anand Agricultural University, Anand (Gujarat)
5	Assam Agricultural University, Jorhat (Assam)
6	Bidhan Chandra Krishi Viswavidyalaya, Mohanpur, Nadia (West Bengal)
7	Bihar Agricultural University, Sabour, Bhagalpur (Bihar)
8	Birsa Agricultural University, Kanke, Ranchi (Jharkhand)
9	Central Agricultural University, Imphal (Manipur)
10	Chandra Shekar Azad Univ. of Agriculture & Technology, Kanpur (Uttar Pradesh)
11	Chaudhary Charan Singh Haryana Agricultural University, Hissar (Haryana)
12	Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vishwavidyalaya, Palampur, Kangra (Himachal Pradesh)
13	Chhatisgarh Kamdhenu Vishwavidyalaya, Anjora, Durg (Chhatisgarh)
14	Dr Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli, Ratnagiri (Maharashtra)
15	Dr Panjabrao Deshmukh Krishi Vidyapeeth, Krishi Nagar, Akola (Maharashtra)
16	Dr Yashwant Singh Parmar Univ. of Horticulture & Forestry, Solan, Nauni (Himachal Pradesh)
17	Dr. YSR Horticultural University, Venkataramannagudem, West Godavari Distt., Tadepallugudem (Andhra Pradesh)
18	Govind Ballabh Pant University of Agriculture & Technology, Pantnagar, Udham Singh Nagar (Uttarakhand)
19	Guru Angad Dev University of Veterinary and Animal Sciences, Ludhiana (Punjab)
20	Indira Gandhi Krishi Vishwavidyalaya, Krishak Nagar, Raipur (Chhattisgarh)
21	Jawaharlal Nehru Krishi Vishwavidyalaya, Krishi Nagar, Jabalpur (Madhya Pradesh)
22	Junagadh Agriculture University, Near Motibagh, Venthali Road, Junagadh (Gujarat)
23	Karnataka Veterinary Animal and Fisheries Science University, Nandinagar, Bidar (Karnataka)
24	Kerala Agricultural University, Vellanikkara, Thrissur (Kerala)
25	Kerala University of Fisheries and Ocean studies, Papangad, Kochi (Kerala)
26	Kerala Veterinary and Animal Sciences University, Pookode, Lakkidi, Wayanand (Kerala)
27	Lala Lajpat Rai University of Veterinary and Animal Sciences, Hisar (Haryana)
28	Maharana Pratap Univ. of Agriculture & Technology, Udaipur (Rajasthan)
29	Maharashtra Animal & Fishery Science University, Futala Road, Telangkhedi, Nagpur (Maharashtra)
30	Mahatma Phule Krishi Vidyapeeth, Rahuri, Distt. Ahmednagar, (Maharashtra)

31	Manyavar Shri Kashiram Ji University of Agriculture & Technology, Chilla Road, Banda (Uttar Pradesh)
32	Nanaji Deshmukh Pashu Chikitsa Vigyan VishvaVidyalaya, Jabalpur (Madhya Pradesh)
33	Narendra Deva University of Agriculture & Technology, Kumarganj, Faizabad (Uttar Pradesh)
34	Navsari Agricultural University, Eru Char Rasta, Navsari (Gujarat)
35	Orissa Univ. of Agriculture & Technology, Bhubaneswar (Orissa)
36	Punjab Agricultural University, Ferozepur Road, Ludhiana (Punjab)
37	Rajasthan University of Veterinary & Animal Sciences, Bijey Bhavan Place Complex, Bikaner (Rajasthan)
38	Rajendra Agricultural University, Pusa, Samastipur (Bihar)
39	Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Opp. Mela Ground, Race Course Road, Gwalior (Madhya Pradesh)
40	Sardar Vallabh Bhai Patel Univ of Agriculture & Technology, Roorkee Road, Modipuram, Meerut (Uttar Pradesh)
41	Sardar krushinagar-Dantiwada Agricultural University, Sardarkrushinagar, Dantiwada, Banaskantha (Gujarat)
42	Sher-E-Kashmir Univ. of Agricultural Sciences & Technology, Administrative Building, Main Campus, Chatha Jammu (Jammu & Kashmir)
43	Sher-E-Kashmir Univ. of Agricultural Sciences & Technology, Shalimar Campus, Srinagar (Jammu & Kashmir)
44	Sri Karan Narendra Agriculture University, Jobner (Rajasthan)
45	Sri Venkateswara Veterinary University, Administrative Office, Dr. YSR Bhavan, Tirupati (Andhra Pradesh)
46	Swami Keshwanand Rajasthan Agricultural University, Beechwal, Bikaner (Rajasthan)
47	Tamil Nadu Agricultural University, Lawley Road, Coimbatore Tamil Nadu)
48	Tamil Nadu Fisheries University, First Line Beach Road, Nagapattinam (Tamil Nadu)
49	Tamil Nadu Veterinary & Animal Sciences University, Madhavaram Milk Colony Campus, Madhavaram, Chennai (Tamil Nadu)
50	University of Agricultural Sciences, Yettinagudda campus, Krishi Nagar, Dharwad (Karnataka)
51	University of Agricultural Sciences, GKVK Campus, Bangalore (Karnataka)
52	University of Agricultural and Horticultural Sciences, Navile, Shimoga, (Karnataka)
53	University of Horticultural Sciences, Bagalkot (Karnataka)
54	University of Agricultural Sciences, PB 329, Raichur (Karnataka)
55	UP Pandit DeenDayal Upadhaya Pashu Chikitsa Vigyan Vishwa Vidhyalaya Evam Go Anusandhan Sansthan, Mathura (Uttar Pradesh)
56	Uttarakhand University of Horticulture and Forestry, Bharsar, Distt., Pauri Garhwal (Uttarakhand)
57	Uttar Banga Krishi Vishwavidyalaya, P.O. Pundibari, Distt. Cooch Behar (West Bengal)
58	Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani (Maharashtra)
59	West Bengal University of Animal & Fishery Sciences, Sarani, Kolkata (West Bengal)

Rarely, studies in this direction so far have been conducted. With this background, the present study was conducted with the specific objective to study the attitude of the graduates towards Agricultural education.

RESEARCH METHODOLOGY

The present study was conducted in the state of Rajasthan, Maharashtra and Gujarat which were purposively selected SAUs. Maharana Pratap University of Agriculture and Technology, Udaipur (Rajasthan), Anand Agricultural University, Anand (Gujarat) and Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani (Maharashtra) were purposively chosen. From so selected three Universities, only three colleges of Agriculture with highest intake (one from each of the SAUs) were purposively selected, these were Rajasthan College of Agriculture (RCA), MPUAT, Udaipur, College of Agriculture, VNMKV, Parbhani (Maharashtra) and B.A. College of Agriculture, AAU, Anand (Gujarat). All those Agriculture students who were registered for the final year were purposively selected. From Colleges a list of students studying in final year B.Sc. (Ag) was prepared. The exact total registered students (B.Sc. (Ag) final year is being given below. Students undergoing their final year were treated as Agriculture graduates.

Total No. of students registered in final year among purposively selected Colleges

S.No	SAUs	College	Total
1	MPUAT, Udaipur	Rajasthan College of Agriculture, Udaipur (RCA)	108
2	VNMKV, Parbhani	College of Agriculture, Parbhani (PCA)	197
3	AAU, Anand	B.A. College of Agriculture, Anand (ACA)	147
Total			452

According to the data from above table altogether 452 Agriculture students constituted the population from which samples of 200 were selected. Proportionate sample of the strata was drawn through random sampling technique. Total sizes of sample of 200 Agriculture graduates were interviewed.

The personal interview technique was adopted for the collection of data. The interview was conducted in english, hindi and marathi language. The interview technique was preferred over other techniques. Interview provided a situation where face-to-face discussion could take place and the interviewer found an opportunity to motivate the respondents to react and establish rapport with them who in turn could feel free to give answers. Attention was given to the convenience of the Agriculture graduates regarding clear understanding of the questions. The data gathered were transferred in the tally sheets and were processed, classified, tabulated and analyzed for statistical treatment in the light of objectives of the study. Percentage, Mean score, Mean per cent score, Spearman's Rank Correlation stastical tools were used.

RESULTS AND DISCUSSION

The results and their interpretation are being presented under the following heads:

ATTITUDE OF THE GRADUATES TOWARDS AGRICULTURAL EDUCATION

Attitude is operationally defined as the mental disposition of an individual to respond favorably or unfavorably to a psychological object. Attitude in the present study is defined as "the degree of positive or negative feelings, opinion, belief and action associated with the Agricultural education. Thurston (1946) defined attitude as "the degree of positive or negative (feelings) associated with some psychological object like symbol, slogan, person or idea towards which people can differ in varying degree".

Table 1: Attitude of the graduates towards Agricultural education

n=200

S.No	Attitude level	Colleges			Total (f)
		PCA (f)	RCA (f)	ACA (f)	
1	Least favorable (below 33.33)	4(66.6) 4.60*	1(16.70) 2.10*	1(16.70) 1.50*	6(3.00)
2	Moderate favorable (33.33 to 66.66)	30(49.20) 34.50*	17(27.90) 35.40*	14(22.90) 21.50*	61(30.50)
3	Most favorable (above 66.66)	53(39.80) 60.90*	30(22.60) 62.50*	50(37.60) 77.00*	133(66.50)
Total		87(100)	48(100)	65(100)	200(100)

*denotes percentage to columns, figures in the parentheses show percentage of rows

Distribution of Agriculture graduates according to their attitude level towards Agricultural education

So as to obtained the attitude of the Agriculture graduates towards Agricultural education in a more comprehensive manner they were grouped in to three categories i.e least favorable, moderate favorable and most favorable on the basis of arbitrary method.

A critical observation of the data presented in Table 1 make it clear that majority 133 (66.50 per cent) graduates had highly favorable attitude towards Agricultural education and 61 (30.50 per cent) had moderate favorable attitude towards Agricultural education. Very small percentage of graduates had least favorable attitude towards Agricultural education i.e. 6 (3.00 per cent).

Data incorporated in Table 1 shows that 53 (60.90 per cent) PCA, 30 (62.50 per cent) and 50 (77.00 per cent) graduates possessed most favorable attitude towards Agricultural education, while 30 (34.50 per cent) PCA, 17 (35.40 per cent) RCA and 14 (21.50 per cent) ACA graduates found to be moderate favorable attitude towards Agricultural education. Whereas on the other side only 4 (4.60 per cent) PCA, 1 (2.10 per cent) RCA and 1 (1.50 per cent) ACA graduates shows least favorable attitude towards Agricultural education.

Thus, it could be concluded from the table 1 that majority of the Agriculture graduates had most favorable to moderate favorable attitude towards Agricultural education by PCA, RCA & ACA.

It might be due to positive attitude towards Agriculture & Agricultural education and are well in position to understand the pros and cones of Agricultural education or importance of Agricultural education.

Based on the findings, it is recommended that there is challenging task for Government/ SAUs and all other agencies to modify the attitude of Agriculture graduates by a way of drawing their moderate attitude to high level of attitude towards Agriculture education. This can reduce in turn the unwanted pressure on employment. Agriculture graduates are required to be encouraged for adopting of allied Agricultural occupations so as to engage them for better employment generation in them.

These findings are in agreement with those of Reza Movahedi and Mohammad Chizari (2005) and Mahadik *et al.* (2011).

Item wise attitude of the of the graduates towards agricultural education

The statement wise attitude of the Agricultural graduates towards Agricultural education was also measured on five point continuum has been presented in Table 2. It is obvious that the most important statements viz., “Agricultural education plays important role in food security”, “Agricultural education is necessary for Agricultural and rural development”, “Agricultural education is necessary for female students, and it must be encouraged”, “Agricultural education is practical oriented”, “Agricultural educated person can maintain Agriculture and subsidiary occupations easily” showed most favorable attitude owing to mean per cent score 88.8, 85.7, 85.5, 84.0 and 83.7 and placed at 1st, 2nd, 3rd, 4th and 5th respectively.

The statements which reflected good degree of attitude were “Due to Agricultural education, I have more entrepreneurship opportunities than other’s”, “Agricultural education is universally recognized, and important in building human capital, which is driver for technology innovation and economic growth”, “Time spend to Agricultural education it is not any wastage of time”, “Due to Agricultural education, I can start our own business”, “Government pays attention towards e-governance to enhance the quality of Agricultural education”, with mean per cent score 83.3, 83.2, 83.2, 82.2 & 81.3, were ranked 6th, 7.5th, 7.5th, 9th and 10th respectively.

Table 2 further indicates moderate attitude towards the statements like “Agricultural education builds awareness and develops leadership”, “Agricultural education is an interesting area of studies”, “Teacher have more technological skills along with good content knowledge”, “For adopting improved Agricultural practices, Agricultural education is essential”, and “Due to Agricultural education, I get social recognition”, with their scoring 80.4, 77.1, 75.1, 72.9 and 72.6 which were placed at 11th, 12th, 13th, 14th and 15th respectively.

Table 2: Item wise attitude of the graduates towards Agricultural education

n=200

S.No	Statements	Colleges						Total	
		PCA		RCA		ACA		MPS	Rank
		MPS	Rank	MPS	Rank	MPS	Rank		
1	Agricultural education is necessary for Agricultural and rural development	92.4	1	81.3	7	83.4	10	85.7	2
2	The image of Agricultural education is increasing	59.3	19	64.4	19	71.1	20	64.9	20
3	Agricultural education plays important role in food security	89.4	2	84.6	2	92.3	1	88.8	1
4	Time spend to Agricultural education it is not any wastage of time	78.9	9	81.7	6	88.9	3	83.2	7
5	Agricultural education is necessary for female students, and it must be encouraged	80.7	8	86.7	1	89.2	2	85.5	3
6	Agricultural education is an interesting area of studies	74.0	13	74.6	12	82.8	11	77.1	12
7	Due to Agricultural education, I have more entrepreneurship opportunities than others’	80.9	7	84.6	2	84.3	8	83.3	6

8	Agricultural education plays prime role for development of farmers	69.9	15	66.3	18	79.4	13	71.9	16
9	Agricultural educated person can maintain Agriculture and subsidiary occupations easily	82.3	6	82.1	5	86.8	6	83.7	5
10	Due to Agricultural education, I get social recognition	69.7	16	67.5	16	80.6	12	72.6	15
11	Due to Agricultural education, I can start our own business	78.6	10	80.0	9	88.0	5	82.2	9
12	For adopting improved Agricultural practices, Agricultural education is essential	72.6	14	69.2	14	76.9	17	72.9	14
13	Agricultural education builds awareness and develops leadership	82.5	5	80.8	8	78.0	16	80.4	11
14	Economic condition can be improved by pursuing Agricultural education	67.4	18	68.3	15	79.4	13	71.7	17
15	Agricultural education is universally recognized, and important in building human capital, which is driver for technology innovation and economic growth	85.3	3	77.9	11	86.5	7	83.2	7
16	Teacher have more technological skills along with good content knowledge	74.7	12	71.3	13	79.4	13	75.1	13
17	Government pays attention towards e-governance to enhance the quality of Agricultural education	77.5	11	82.5	4	84.0	9	81.3	10
18	There is no any dilution in quality of Agricultural education with mushrooming growth of Agricultural Universities	59.1	20	67.5	16	74.2	19	66.9	19
19	Agricultural education is practical oriented	83.9	4	79.6	10	88.6	4	84.0	4
20	Having Agricultural education, support to parental occupation is possible	68.7	17	61.3	20	75.5	18	68.5	18

MPS = Mean Per cent Score

'r' values PAC- RCA = 0.826**, RCA- ACA = 0.787** & PCA- ACA= 0.826**.

** Significant at 1 per cent level of significance.

The Agriculture graduates expressed slightly favorable attitude towards statements viz. “Agricultural education plays prime role for development of farmers”, “Economic condition can be improved by pursuing Agricultural education”, “Having Agricultural education, support to parental occupation is possible”, “There is no any dilution in quality of Agricultural education with mushrooming growth of Agricultural Universities”, and “The image of Agricultural education is increasing”, with mean per cent scores 71.9, 71.7, 68.5, 66.9 and 64.9 and ranked 16th, 17th, 18th, 19th and 20th respectively.

A further overview of table showed most favorable attitude owing to “Agricultural education is necessary for Agricultural and rural development”, with MPS 92.4, 81.3 and 83.4 and ranked 1st, 7th and 10th, “Agricultural education plays important role in food security”, MPS 89.4, 84.6 ranked 2nd by PCA & RCA and 92.3 ranked 1st, “Agricultural education is universally recognized, and important in building human capital, which is driver for technology innovation and economic growth”, MPS 85.3, 77.9 and 86.5 ranked 3rd, 11th and 7th, “Agricultural education is practical oriented”, MPS 83.9, 79.6 and 88.6 and ranked 4th by PCA & ACA and 10th by RCA, “Agricultural education builds awareness and develops leadership”, MPS 82.5, 80.8 and 78.0 and ranked 5th, 8th and 16th respectively by PCA, RCA and ACA Agriculture graduates followed by “Agricultural educated person can maintain Agriculture and subsidiary occupations easily”, with MPS 82.3, 82.1 and 86.8, and ranked 6th by PCA & ACA and 5th by RCA “Due to Agricultural education, I have more entrepreneurship opportunities than others”, MPS 80.9, 84.6 and 84.3, ranked 7th, 2nd and 8th, “Agricultural education is necessary for female students, and it must be encouraged”, MPS 80.7, 86.7 and 89.2, ranked 8th, 1st and 2nd, “Time spend to Agricultural education it is not any wastage of time”, MPS 78.9, 81.7 and 88.9 ranked 9th, 6th & 3rd and “Due to Agricultural education, I can start our own business”, MPS 78.6, 80.0 and 88.0 ranked 10th, 9th & 5th respectively by PCA, RCA and ACA graduates.

The graduates expressed attitude towards statements “Government pays attention towards e-governance to enhance the quality of Agricultural education”, with mean per cent score 77.5, 82.5 and 84.0 and ranked 11th, 4th & 9th, “Teacher have more technological skills along with good content knowledge”, MPS 74.7, 71.3 and 79.4 ranked 12th by PCA & 13th by RCA & ACA, “Agricultural education is an interesting area of studies”, MPS 74.0, 74.6 and 82.8, ranked 13th 12th & 11th, “For adopting improved Agricultural practices, Agricultural education is essential”, MPS 72.6, 69.2 and 76.9, 14th by PCA & RCA and 17th by ACA, “Agricultural education plays prime role for development of farmers”, MPS 69.9, 66.3 and 79.4 ranked 15th, 18th & 13th, “Due to Agricultural education, I get social recognition”, MPS 69.7, 67.5 and 80.6 and ranked 16th by PCA & RCA and 12th by ACA, “Having Agricultural education, support to parental occupation is possible”, MPS 68.7, 61.3 and 75.5, ranked 17th, 20th & 18th, “Economic condition can be improved by pursuing Agricultural education”, MPS 67.4, 68.3 and 79.4, and ranked 18th 15th & 13th, “The image of Agricultural education is increasing”, MPS 59.3, 64.4 and 71.1 and ranked 19th by PCA & RCA and 20th by ACA graduates and “There is no any dilution in quality of Agricultural education with mushrooming growth of Agricultural Universities”, MPS 59.1, 67.5 and 74.2 ranked 20th, 16th and 19th by PCA, RCA and ACA graduates.

Overall Agriculture graduates assigned different ranks to various aspects of attitude towards Agriculture education and they were independent in giving or showing their attitude towards Agriculture education. At the same time it was noteworthy to see that Agriculture graduates assigned similar ranks to some items of attitude.

It may be due to the reason that Agriculture graduates are well in position to understand the pros and cones of each aspects of Agriculture education.

Further, the rank order co-relation coefficient was calculated between the ranks assigned by PCA, RCA and ACA Agriculture graduates to the attitude of the graduates towards Agricultural education. The pair of categories of Agriculture Colleges were formulated these were PAC- RCA, RCA- ACA and PCA- ACA. The calculated value of rank order co-relation coefficient of these pairs was 0.826, 0.787 and 0.826 respectively.

Thus, it was inferred that there was a significant co-relation between PAC- RCA, RCA- ACA and PCA- ACA had significant co-relation at 1% level of significant with regards to ranks assigned about attitude of the Agriculture graduates towards Agricultural education.

SUMMARY & CONCLUSION

The most important statements viz., “Agricultural education plays important role in food security”, “Agricultural education is necessary for Agricultural and rural development”, “Agricultural education is necessary for female students, and it must be encouraged”, “Agricultural education is practical oriented”, “Agricultural educated person can maintain Agriculture and subsidiary occupations easily” showed most favorable attitude owing to mean per cent score 88.8, 85.7, 85.5, 84.0 and 83.7 and placed at 1st, 2nd, 3rd, 4th and 5th respectively. The statements which reflected good degree of attitude were “Due to Agricultural education, I have more entrepreneurship opportunities than other’s”, “Agricultural education is universally recognized, and important in building human capital, which is driver for technology innovation and economic growth”, “Time spend to Agricultural education it is not any wastage of time”, “Due to Agricultural education, I can start our own business”, “Government pays attention towards e-governance to enhance the quality of agricultural education”, with mean per cent score 83.3, 83.2, 83.2, 82.2, 81.3, were ranked 6th, 7.5th, 7.5th, 9th and 10th respectively. The statements which further indicates moderate attitude towards the statements like “Agricultural education builds awareness and develops leadership”, “Agricultural education is an interesting area of studies”, “Teacher have more technological skills along with good content knowledge”, “For adopting improved Agricultural practices, Agricultural education is essential”, and “Due to Agricultural education, I get social recognition”, with their scoring 80.4, 77.1, 75.1, 72.9 and 72.6 which were placed at 11th, 12th, 13th, 14th and 15th respectively. The Agriculture graduates expressed slightly favorable attitude

towards statements viz. “Agricultural education plays prime role for development of farmers”, “Economic condition can be improved by pursuing Agricultural education”, “Having Agricultural education, support to parental occupation is possible”, “There is no any dilution in quality of Agricultural education with mushrooming growth of Agricultural Universities”, and “The image of Agricultural education is increasing”, with mean per cent scores 71.9, 71.7, 68.5, 66.9 and 64.9 and ranked 16th, 17th, 18th, 19th and 20th respectively.

LITERATURE CITED

Arora Lalitha., Agrawal Sunita. and Kalla, P.N. 2012. Knowledge, Attitude and practices regarding vermiculture biotechnology of hostel students of Rajasthan University. *Journal of Extension Education*, **20**:53-56.

Dangi, K.L. 1990. Occupational needs and aspirations of educated rural youth for better employment generation in southern Rajasthan. Ph.D Thesis submitted to Rajasthan Agricultural University, Bikaner.

Jondhale, S. G. and Wattamwar, V. T. 2004. Aspiration of food technology students. AGRESO Report of social sciences subcommittee, Vasantnao Naik Marathwada Krishi Vidyapeeth, Parbhani. p.p. 29-35.

Mahadik, R.P. Mehta, P. G. and Sawant, P. A. 2011. Attitude of students towards rural work experience programme. *Rajasthan Journal of Extension Education*, **19**: 148-151.

Reza Movahedi, and Mohammad, Chizari. 2005. Study on attitude and perceptions of agricultural undergraduate students of BU Ali Sina University toward agriscience. AIAEE, 22, Annual conference proceedings, Clearwater Beach, Florida.

Singh, T.S. 2012. A critical study of the secondary teacher education in Manipur. *Voice of Research*, **2**: 1-7.

Thurston. L.L. 1946. The measurement of attitude. *American Journal of sociology* **52**:39-50.

