



Attitude of students towards agricultural education and their perceived organizational atmosphere

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ABSTRACT

Most of the agricultural college students belong to poor socio-economic status, because majority is from rural areas and their parents occupation are agriculture. With all these constraints, still the agriculture graduates are excelling in their field and even few are getting into civil services every year. The study was conducted at the Agricultural College, Hassan during the academic year 2009-2010. The total sample size was 180, covering all the three degree programmes viz., B.Sc. (Agri.), B.Sc. (Agril. Biotech.) and B.Tech. (Food Science). Findings revealed that, joining to Agriculture and its related degree programme is boon to the students, this was agreed by 50 per cent of students. As students of agriculture are exposed to wide range of subjects this was agreed and strongly agreed by 44 per cent and 41 per cent of student, respectively. Three fourth of the students agreed that the practical classes, village visits, study tours were conducted to provide an opportunity to students to become closer to their real life situation. Teachers in the college used to keep the students informed about the update knowledge of the subjects and this was agreed by nearly fifty per cent of the students. Practical sessions are correlated to theory and this was agreed by 62 per cent of students, as they get opportunity to learn by doing as it is known that "practice makes perfect". Counseling is conducted in every semester, 46 per cent of responds strongly agrees and 42 per cent were agreeing to this statement. More than 70 per cent of students were comfortable in understanding the courses. 42 per cent agreed that hostel environment was conducive for their study at Agriculture College, Hassan.

INTRODUCTION

Agriculture constitutes the hub of India's economic life and social and cultural ethos. Majority of the population lives in villages and derives the livelihood from agriculture. The decade immediately after independence and partition of the country can be viewed as a waterbed in the evolution and further strengthening of the system of agricultural education in India. It is a period studied with a number of commissions, committees and study teams which reviewed critically the prevailing agricultural situation in the country in general and the structure and functioning of the related teaching, research and extension institutions in particular.

As per as education is concerned, the University Education Commission was established under the chairmanship

of Dr. S. Radhakrishnan the Philosopher and former President of the republic of India. It is this commission which made the far-reaching recommendation for establishing rural universities in India, patterned in the land grant system (LGS) of Agriculture Universities in the United States of America (USA). Thus, agricultural education received a pride and given an epoch making direction for growth. The commission made a number of concrete suggestions for the overall organizational structure, management and functioning of these universities including arrangements for strengthening agricultural experimental station and involvement of faculty members and students in extension education and demonstration programmes.

The National Commission on Agriculture (1976) has indicated the weakness that existed in the agricultural universities as follows. "Lack of suitable text books and basic