

**RESEARCH ARTICLE :**

# Perceptions of teachers towards agricultural curriculum in a SAU

■ G. PALLAVI, K. VENKATA RANGA NAIKA AND R. GOLYA NAIK

**ARTICLE CHRONICLE :**

**Received :**

01.03.2016;

**Revised :**

28.06.2016;

**Accepted :**

09.07.2016

**SUMMARY :** Curriculum is the central part of agricultural education in offering qualitative education in this country. Therefore, it is mandatory for colleges or agricultural universities to take up curriculum development to build strong human resource and overall personality development of graduates in this country in the years to come. Hence, an attempt was made to know the perception of teachers towards agricultural curriculum in a state agriculture university (SAU). The study was conducted at University of Agricultural Sciences (UAS), GKVK, Bangalore during 2010-11 and the sample consisted of 60 teachers was selected by using simple random sampling method. A well structured, pre-tested questionnaire was used to collect the data and the data were analyzed using appropriate statistical techniques. The results revealed that 43.33 per cent of the teachers opined that curriculum was useful, whereas 31.67 per cent was more useful and 25 per cent was less useful, respectively and 78.33 per cent of teachers had opined that horticulture discipline was more useful in acquisition of knowledge, 58.33 per cent of students had expressed Agricultural engineering discipline was useful in developing skills and 23.33 per cent of students reported that Plant Protection discipline was less useful in overall personality development of students. This calls for the need for assessing the pedagogy of teaching-learning.

**KEY WORDS:**

Agricultural curriculum, Pedagogy, Curriculum development, Teaching-learning

**How to cite this article :** Pallavi, G., Naika, K. Venkata Ranga and Naik, R. Golya (2016). Perceptions of teachers towards agricultural curriculum in a SAU. *Agric. Update*, 11(3): 247-249, DOI : 10.15740/HAS/AU/11.3/247-249.

## BACKGROUND AND OBJECTIVES

Curriculum is the sum total of learning experiences provided by college/ university. A major concern of the teacher in the present era is the development of human resources as teacher and learner both want to have clear purposes of the curriculum. The curriculum literally means an abstract giving the hearts or outline or scheme of a course of lectures, teachings etc. According to Cunningham, "it is a tool in the hands of artist

(teacher) to mould his material (pupil) according to his ideals (objectives) in his studio (educational organizations)". Thus, the curriculum is a written document meant to specify the orientation of the courses at the macro level and of 'a course' at the micro level towards achieving the goals of the programme. Keeping these points in view, an attempt has been made in this study to know the perception of teachers towards agricultural curriculum in a state agricultural university in

Author for correspondence :

**G. PALLAVI**

Department of  
Agricultural Extension,  
University of Agricultural  
Sciences, G.K.V.K.,  
BENGALURU  
(KARNATAKA) INDIA  
Email:  
pallavishashidhara@gmail.  
com

See end of the article for  
authors' affiliations

general or in particular with the following objectives:

- To know the perception of teachers towards overall usefulness of agricultural curriculum.
- To assess the usefulness of curriculum discipline wise in acquisition of knowledge, developing skills and overall personality development as perceived by teachers.

## RESOURCES AND METHODS

The present study was conducted at University of Agricultural Sciences (UAS), GKVK, Bangalore during 2010-2011. The sample size selected consisted of 60 teachers by using simple random sampling method. A well structured, pre-tested questionnaire was used to collect the data. The responses were scored, quantified, categorized and tabulated using statistical methods like percentage, mean and standard deviation, frequencies, chi-square and correlation.

## OBSERVATIONS AND ANALYSIS

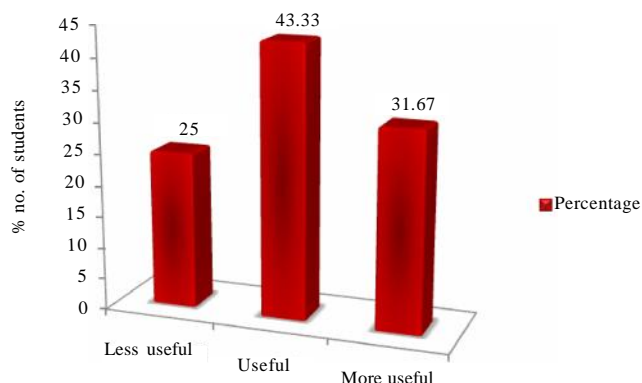
The findings clearly indicated that, 43.33 per cent of teachers opined that B.Sc. (Ag.) curriculum was useful, 31.67 per cent and 25.00 per cent of teachers reported curriculum was more useful and less useful for students, respectively. This might be due to the reason that curriculum is the core of any educational system and consists of humanistic, social reconstructionist, the technological and academic approach. The humanistic approach maintains that curriculum should provide personally satisfying experiences, for each individual, whereas social reconstructionist stress social over

individual needs. The technological approach regards curriculum as a technological process for systematic use of various devices and media and a planned sequence of instruction based on principles of behavioural sciences. Those with academic orientation see curriculum as a way of introducing students to a wide range of knowledge. On this score, it could be inferred that majority of teachers perceived the B.Sc. (Agri.) curriculum as useful to the students (Table 1 and Fig. 1).

Overall mean score of curriculum discipline wise in acquisition of knowledge, developing skills and overall

**Table 1 : Distribution of teachers with respect to (overall) usefulness of curriculum (n=60)**

Category	Frequency	Percentage
Less useful: <359.57	15	25.00
Useful: 359.58-416.32	26	43.33
More useful: >416.32	19	31.67
Total	60	100.00
Mean 387.95		SD 53.75



**Fig. 1 : Usefulness of curriculum as perceived by teachers**

**Table 2 : Overall mean score of curriculum discipline wise in acquisition of knowledge, developing skills and overall personality development as perceived by teachers**

Sr. No.	Disciplines	Response categories																	
		Acquisition of knowledge						Developing skills				Overall personality development							
		More useful		Useful		Less useful		More useful		Useful		Less useful		More useful		Useful		Less useful	
Mean score	Per cent	Mean score	Per cent	Mean score	Per cent	Mean score	Per cent	Mean score	Per cent	Mean score	Per cent	Mean score	Per cent	Mean score	Per cent	Mean score	Per cent	Mean score	Per cent
1.	Crop Production	44	73.33	16	26.67	0	0.00	37	61.66	22	36.67	1	1.67	36	60.00	16	26.67	8	13.33
2.	Soil Science and Agricultural Chemistry	41	68.33	18	30.00	1	1.67	24	40.00	25	41.67	11	18.33	22	36.67	27	45.00	11	18.33
3.	Agricultural Engineering	39	65.00	19	31.67	2	3.33	21	35.00	35	58.33	4	6.67	18	30.00	31	51.67	11	18.33
4.	Horticulture	47	78.33	13	21.67	0	0.00	26	43.33	31	51.67	3	5.00	22	36.67	33	55.00	5	8.33
5.	Plant Science	44	73.33	15	25.00	1	1.67	28	46.67	30	50.00	2	3.33	28	46.67	25	41.67	7	11.66
6.	Plant Protection	46	76.67	12	20.00	2	3.33	26	43.33	32	53.34	2	3.33	24	40.00	22	36.67	14	23.33
7.	Social Sciences	41	68.33	18	30.00	1	1.67	25	41.67	28	46.67	7	11.66	26	43.33	24	40.00	10	16.67
8.	Allied Courses	30	50.00	29	48.33	1	1.67	24	40.00	33	55.00	3	5.00	23	38.33	25	41.67	12	20.00

personality development as perceived by teachers is presented in Table 2 which shows that 78.33 per cent of teachers had reported that Horticulture Discipline was more useful in acquisition of knowledge. 48.33 per cent of teachers had perceived that Allied courses as useful and 3.33 per cent of teachers had expressed that Agricultural Engineering Discipline as less useful in acquisition of knowledge. Possibly, these disciplines might have helped the students to learn about cultivation and management aspects in various agricultural crops. Whereas, 61.66 per cent of teachers had opined that Crop Production discipline was more useful in developing skills. 58.33 per cent of teachers viewed that Agricultural Engineering discipline as useful and 18.33 per cent of teachers had reported that Soil Science and Agricultural Chemistry discipline as less useful in developing skills. The disciplining pattern influences the students that are essential for day to day life and prepare them for future. Further, 60.00 per cent of teachers had perceived that Crop Production discipline was more useful in overall personality development of students. 55.00 per cent of teachers perceived that Horticulture Discipline as useful and 23.33 per cent of teachers had opined that Plant Protection Discipline as less useful in overall personality development of students (Table 2). This might be due to the reason that curriculum facilitates the students to imbibe a character which should reflect their personality. This finding is in line with that of Palaniswamy (1994); Naika (1999) and Ashok (2004).

#### Conclusion :

In-service and technical update session should be

planned to assist teachers with developing instructional lesson plans that incorporate more objectives of the curriculum. Teachers should be encouraged to attend professional development training and incorporate more hands-on activities into the curriculum. In view of this, there is a need to reorient course curricula to develop much needed skills and entrepreneurial mind set among the students to take up self employment, contribute to rural livelihood and food security, sustainability of agriculture and be propeller for agricultural transformation.

Authors' affiliations :

**K. VENKATA RANGA NAIKA AND R. GOLYA NAIK**, Department of Agricultural Extension, University of Agricultural Sciences, G.K.V.K., BENGALURU (KARNATAKA) INDIA

#### REFERENCES

- Ashok, K.** (2004). A study on the achievement motivation and usefulness of agricultural curriculum as perceived by the students at UAS, Bangalore. M.Sc. (Ag.) Thesis, University of Agricultural Sciences, Bangalore, KARNATAKA (INDIA).
- Cunningham** (1991). Education curriculum and human development. *Univ. News J.*, **34**(15): 4-6.
- Naika, K.V.R.** (1999). A study on the impact of educational technology on students development in a state agricultural University of Karnataka. Ph.D. Thesis, Tamil Nadu Agricultural University, Coimbatore, T.N. (INDIA).
- Palaniswamy** (1994). Human resource development in agriculture sector in Tamil Nadu. M.Sc. (Ag.) Thesis, Tamil Nadu Agricultural University, Coimbatore, T.N. (INDIA).

11<sup>th</sup>  
Year  
★★★★★ of Excellence ★★★★★