

**Occupation Oriented Aspirations of Agriculture
Undergraduates of Sri Karan Narendra
Agriculture University, Jobner**

**श्री कर्ण नरेन्द्र कृषि विश्वविद्यालय जोबनेर के कृषि
स्नातकों की व्यवसाय उन्मुख आकांक्षाएं**

Gundamedi Srivani

(18-01-02-06-68)

Thesis

**Master of Science in Agriculture
(Extension Education)**



2021

Department of Extension Education

S.K.N. College of Agriculture, Jobner-303329

Sri Karan Narendra Agriculture University, Jobner

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गुँडमिढि श्रीवाणि

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शोध प्रबंध

कृषि विज्ञान में स्नातकोत्तर

(प्रसार शिक्षा)



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Thesis

S.K.N. College of Agriculture, Jobner

**In partial fulfillment of the requirement for
the degree of**

Master of Science

in the

**Faculty of Agriculture
(Extension Education)**

By

Gundamedi Srivani

(18-01-02-06-68)

2021

Sri Karan Narendra Agriculture University, Jobner
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Date:2021

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Date:.....2021

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This is to certify that Ms. Gundamedi Srivani of the Department of Department of Extension Education, S.K.N. College of Agriculture, Jobner has made all corrections/modifications in the thesis entitled “Occupation Oriented Aspirations of Agriculture Undergraduates of Sri Karan Narendra Agriculture University, Jobner” which were suggested by the external examiner and the advisory committee in the oral examination held on The final copies of the thesis duly bound and corrected were submitted on and forwarded herewith for approval.

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The Plagiarism report of the above thesis has been reviewed and similarity percentage is below the accepted norms (**report attached**). The thesis may be considered for submission to the university.

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Date...../...../2021

Place: Jobner

(Gundamedi Srivani)

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Occupation Oriented Aspirations of Agriculture Undergraduates of Sri Karan Narendra Agriculture University, Jobner

Gundamedi Srivani *
(Scholar)

Dr. J.P. Yadav **
(Major Advisor)

Abstract

Agriculture is the vital sector for the economy development in India. The total food grain production in 2018-19 was 281 million tons. The population is increasing year by year and everyone requires food for surviving. So, the importance for agriculture sector is increasing day by day and agriculture is attracting the youth to learn about technical know-how of agriculture.

The agriculture education is playing an important role in providing knowledge, skills and guidance about agriculture sector. The agriculture universities are playing an important role in providing agriculture education and supporting farmers with different knowledge, skill development programmes. It helps the farmers by suggesting the new farm practices, high income generating methods and supporting entrepreneurship among student and farmers.

According to 2011 census youth population in India was 422 million. The growth of a country depends on youth. The youth have different aspirations with different motivations in their life.

Aspirations means what they want to become in future. The aspirations make the students focus on their wants and needs than getting distracted with confusion. This study is majorly focused to know

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the different aspirations and the level of overall aspirations of the agriculture undergraduates of Sri Karan Narendra Agriculture University, Jobner.

The aspirations vary from person to person, so this study helps to know the aspirations of students and it helps to know how the profile characters effects their aspirations. This study included the constraints faced by agriculture undergraduates in agriculture education and this study helps the education system to know the constraints and to solve these constraints. Keeping all these points in consideration the study entitled as "Occupation Oriented Aspirations of Agriculture Undergraduates of Sri Karan Narendra Agriculture University, Jobner" was undertaken with the following objectives.

1. To study the profile of agriculture undergraduates.
2. To know the level of aspiration of agriculture undergraduates.
3. To find out the relationship between level of aspiration and profile of agriculture undergraduates.
4. To identify the constraints being faced by agriculture undergraduates and suggestions to overcome.

The present study was conducted in five selected colleges of Sri Karan Narendra Agriculture University, Jobner. i.e. S.K.N. College of Agriculture, Jobner (Jaipur), College of Agriculture, Lalsot (Dausa), College of Agriculture, Kumher (Bharatpur), College of Agriculture, Fatehpur (Sikar) and S.K.N. College of Agri-Business Management, Jobner (Jaipur). These five colleges were selected because B.Sc. (Hons.) Ag. Part IV students were studying in these five colleges only. Out of 339, a sample of 120 agriculture undergraduate students named as respondents was selected by using simple random sampling through proportional allocation to the size of sample.

It was found that in educational aspirations, 64.17 per cent respondents aspired to complete post-graduation followed by 25.00 per

cent, 5.00 per cent and 5.83 per cent aspired to complete doctoral studies, MBA and post-doctoral studies, respectively. For professional aspirations majority 79.17 per cent respondents aspired to work in government sectors followed by 15.83, 1.66 and 3.33 per cent respondents aspired to work in private sector, non-government sector and self-employed, respectively. For economic aspirations 3.33 per cent aspired to get income above Rs. 5,00,000/- followed by 28.33, 4.17, 5.00 and 9.17 per cent respondents were aspired to get income from Rs. 3,00,001/- to Rs. 5,00,000/-, below Rs 1,00,000/-, Rs.1,00,001/- to Rs.1,50,000/- and Rs.1,50,001/- to Rs.3,00,001/-, respectively.

It was observed that in social aspirations, 14.17 per cent of respondents aspired to support their own family where as 34.17, 10.00, and 15.83 per cent of respondents aspired to support the farmers, to develop their own village and to be a member of agri-produce market committee and agri co-operative societies while equal number i.e. 2.50 and 2.50 per cent of respondents were interested to develop their own caste people and to be a youth club leader, respectively whereas 7.50, 0.83 and 12.50 per cent of respondents aspired to work in other social services, to be a community leader and don't have any social aspiration, respectively. For political aspirations, 20 per cent of respondents aspired to be the member/sarpanch of gram panchayat whereas 3.33, 4.17, 7.50 and 5.00 per cent of respondents aspired to be the member of panchayat samiti, to become M.L.A, to become minister and to become M.P. while equal number i.e. 0.83 and 0.83 per cent of respondents aspired to be a member of zilla parishad and municipal chairman. More than half of the respondents i.e. 58.33 per cent were not having any political aspirations. In level of overall aspirations 74.17 per cent had medium level of aspirations, 15.83 per cent had high level of aspirations whereas 10 per cent had low level of aspirations.

It was found that in personal constraints, high exposure to sun in field practicals (77.70 MPS) was the most important constraint as perceived by respondents and ranked first whereas lack of personal guidance was observed as the second most important constraint (71.10 MPS) followed by no motivation (65.83 MPS), lack of individual exposure (60.55 MPS), hesitation/ stage fear (58.60 MPS), anxiety/stress (53.33 MPS), low educational level of parents (53.05 MPS), lack of encouragement between genders to participate in programmes/ trainings (52.70 MPS), negative attitude (50.00 MPS) and mental weakness (47.20 MPS) which were ranked as III, IV, V, VI, VII, VII, VIII, IX, respectively. The least important constraint was physically handicap (40.20 MPS) as perceived by respondents and last rank i.e. XI was assigned.

It was concluded that in financial constraint, high semester fee (72.77 MPS) was major constraint as perceived by respondents and ranked first where as high cost of stationary, books etc. (68.60 MPS) was the second most important constraint followed by high hostel fee (68.00 MPS), high fees of other coaching (62.50 MPS), high cost of internet to access study material (59.40 MPS) which were ranked as III, IV and V respectively. The minor financial constraint as perceived by respondents was insufficient pocket money (58.05 MPS) and ranked as VI. Among informative constraints, the major constraint was less information about job opportunities after completing agricultural degree (81.38 MPS) as perceived by respondents and ranked as first whereas the insufficient information on types of competitive exams was the second major informative constraint (79.44 MPS) followed by the remote location of agriculture colleges (76.38 MPS), limited source of study material (74.70 MPS), less number of scholarships (72.5MPS) and less number of admission seats available (69.10 MPS) which were ranked as III, IV, V, and VI respectively. Complex process of joining in

agriculture (66.66 MPS) was the minor informative constraint as per the respondent's perception and ranked as VII.

It was found that in administrative constraints, less laboratory facilities (75.83 MPS) were the major administrative constraint as perceived by respondents and ranked as first whereas less transportation facilities (75.00 MPS) were the second major constraint followed by less infrastructure facilities (73.60 MPS), lack of hostel facilities (72.50 MPS), less facilities for games (71.10 MPS) and less field visits (69.44 MPS) which were ranked as III, IV, V, and VI respectively. Lack of teaching and non-teaching staff (65.83 MPS) was the minor administrative constraints as perceived by respondents and ranked as VII.

It was concluded that in examination constraints, no proper examination hall (72.50 MPS) was the most important constraint as perceived by respondents and ranked as first whereas no proper management of practical exam (71.38 MPS) was second most important constraint followed by problem of writing in English (65.20 MPS), only one exam per semester is problematic to get good G.P.A (60.55 MPS), lack of providing circular/notice of examination in time (58.00 MPS), low weightage for practicals (55.83 MPS) and delay in examination (51.38 MPS) which were ranked as III, IV, V, VI and VII respectively.

It was found that among career development constraints, lack of skill development programmes in college (88.33 MPS) was the most important career development constraint as perceived by respondents and ranked as first whereas lack of coaching for other exams (81.38 MPS) was the second most important career development constraint. Lack of encouragement for extracurricular activities (66.72 MPS) was the least important career development constraint as perceived by respondents. It was concluded that among all the constraints, career development constraints (79.90 MPS) were the most important

constraints as perceived by respondents and ranked as first followed by informative constraints (74.40 MPS), administrative constraints (71.90 MPS), financial constraints (64.90 MPS), examination constraints (62.14 MPS) and personal constraints (57.44 MPS) which were ranked as II, III, IV, V and VI respectively.

Recommendations:

- The mothers of majority of respondents were illiterates. By educating the women about the importance of agriculture education by which they support their children for higher aspirations.
- The members of family of respondents may be trained in agriculture technologies for higher production and it may increase their annual income.
- Encourage the agriculture undergraduates to participate in co-curricular and extracurricular activities that make them active and aspire them to achieve goals.
- Motivate the agriculture undergraduates for higher education which may increase their level of aspirations.
- Encourage the students through visits in the areas/sectors where getting high remuneration.
- Provide guidance to students to establish their own enterprise so that they may create more job opportunities for others.
- Better coaching for JRF/SRF and other counseling facilities may be provided to the students for successful appearing in competitive exams as well as selection of better job opportunities in agriculture.
- For improvement in the agriculture skills of students' better laboratory/ practical facilities may be provided them. So, they may become more practical about understanding and use of agriculture technologies in their respective fields.
- Career development facilities may also provide at the college level for their improvement and achievement of the aspirations.

श्री कर्ण नरेन्द्र कृषि विश्वविद्यालय जोबनेर के कृषि स्नातको की व्यवसाय उन्मुख आकाक्षाएं

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(मुख्य सलाहकार)

सारांश

भारत की अर्थव्यवस्था के विकास में कृषि कि एक महत्वपूर्ण भूमिका हैं। 2018-19 में भारत का कुल संसाधन उत्पादन 281 मिलियन टन था, किन्तु साल दर साल जनसंख्या में हो रही वृद्धि जीवनयापन के लिए भोजन की आवश्यकता को लगातार कम कर रही हैं। इसलिए, कृषि का महत्व दिन-प्रतिदिन बढ़ा रही हैं एवं युवाओं को कृषि का तकनीकी ज्ञान सीखने के लिए आकर्षित कर रहा हैं।

कृषि क्षेत्र का ज्ञान, कौशल और मार्गदर्शन प्रदान करने में कृषि शिक्षा एक महत्वपूर्ण भूमिका निभा रहा हैं। कृषि विश्वविद्यालय द्वारा ज्ञान एवं कौशल विकास कार्यक्रम अन्तर्गत प्रदान की गई कृषि शिक्षा किसानों के लिये सहायक हैं। यह किसानों के लिए नई कृषि पद्धतियां उच्च आय सृजन विधियाँ तथा छात्रों और किसानों के बीच उद्यमशीलता को बढ़ाने में मददगार हैं।

2011 की जनगणना के अनुसार भारत में युवा आबादी 42 मिलियन थी। किसी देश का विकास युवाओं पर निर्भर करता है तथा युवाओं की जीवन में विभिन्न प्रेरणाओं के साथ अलग-अलग आकांक्षाएं होती है।

आकांक्षाओं का अर्थ है कि वे अपना भविष्य क्या चाहते हैं आकांक्षाएं छात्रों को भ्रम से विचलित होने की तुलना में अपने लक्ष्य पर ध्यान केंद्रित

* कृषि स्नातकोत्तर छात्रा, प्रसार शिक्षा विभाग, श्री कर्ण नरेन्द्र कृषि महाविद्यालय, जोबनेर, जयपुर

** कृषि में स्नातकोत्तर उपाधि प्राप्ति की आंशिक आवश्यकता की पूर्ति के लिये वर्तमान शोधकार्य डॉ. जे.पी. यादव, (आचार्य और अधिष्ठाता, कृषि महाविद्यालय, बसेड़ी, धोलपुर (श्री कर्ण नरेन्द्र कृषि विश्वविद्यालय)-जोबनेर, जयपुर (राजस्थान) के निर्देशन में प्रस्तुत किया गया।

के लिए मददगार होती हैं। यह अध्ययन प्रमुख रूप से श्री कर्ण नरेन्द्र कृषि विश्वविद्यालय, जोबनेर के कृषि स्नातक छात्रों के विभिन्न आकांक्षाओं एवं उनके औसत स्तर को जानने के लिए केंद्रित था।

आकांक्षाएं व्यक्तिशः में भिन्न होती हैं, इसलिए यह अध्ययन छात्रों की आकांक्षाओं को जानने में मदद करता है। और यह जानने में सहायक होता है कि व्यक्तिगत गुण उनकी आकांक्षाओं को कैसे प्रभावित करते हैं। इस अध्ययन में कृषि शिक्षा में कृषि स्नातकों में संबंधित बाधाओं एवं कृषि शिक्षा प्रणाली की बाधाओं को जानने तथा इन बाधाओं को दूर करने में मदद मिलेगी। इन सभी बिंदुओं को ध्यान में रखते हुए इस अध्ययन को “श्री कर्ण नरेन्द्र कृषि विश्वविद्यालय, जोनबरे के कृषि स्नातकों की व्यावसाय उन्मुखीकरण आकांक्षाएं” निम्नलिखित उद्देश्यों के साथ किया गया था।

1. कृषि में स्नातकों की प्रोलेख गुण के अध्ययन करने के लिए
2. कृषि स्नातकों की आकांक्षाओं को जानने के लिए।
3. कृषि स्नातकों की आकांक्षा और प्रालेख गुण के स्तर बीच संबंध का पता लगाने के लिए।
4. कृषि स्नातकों को कृषि में आने वाली बाधाओं को पहचानने तथा उन्हें दूर करने के सुझाव।

वर्तमान अध्ययन श्री कर्ण नरेन्द्र कृषि विश्वविद्यालय के पाँच चयनित कॉलेजों में आयोजित किया गया जिसमें श्री एस.के.एन. कृषि महाविद्यालय, जोबनेर (जयपुर), कृषि महाविद्यालय, लालसोट (दौसा), कृषि महाविद्यालय, भरतपुर (भरतपुर), कृषि महाविद्यालय, फतेहपुर (सीकर) और एस.के.एन. कॉलेज ऑफ एग्री बिजनेस मैनेजमेंट, (जयपुर) थे। इन पाँच कॉलेजों को इसलिए चयनित किया गया क्योंकि कृषि स्नातकों के अन्तिम वर्ष के छात्रों में से अनुसंधान हेतु चयन किया गया तथा 120 कृषि स्नातक छात्रों, उत्तरदाताओं के नाम का चयन नमूना के आकार के लिए आनुपातिक

आवंटन के माध्यम से सरल यादृच्छिक नमूने का उपयोग करके किया गया था।

कृषि स्नातकों के अध्ययन में यह पाया गया कि शैक्षिक आकांक्षाओं में 64.17 प्रतिशत उत्तरदाताओं को स्नातकोत्तर शिक्षा पूरा करने की आकांक्षा थी, इसके बाद क्रमशः 25 प्रतिशत, 5.00 प्रतिशत और 5.83 प्रतिशत विद्यावाचस्पति की पढ़ाई, एमबीए और पोस्ट डॉक्टोरल अध्ययन पूरा करने के इच्छुक थे। पेशेवर आकांक्षाओं में 79.17 प्रतिशत उत्तरदाताओं को सरकारी क्षेत्रों में काम करने की इच्छा थी। तथा 15.83, 1.66 और 3.33 प्रतिशत उत्तरदाताओं को क्रमशः निजी क्षेत्र, गैर सरकारी क्षेत्र स्व-रोजगार में काम करने की इच्छा थी। आर्थिक आकांक्षाओं के लिए 3.33 प्रतिशत कृषि स्नातकों की 5000 से ऊपर की आय प्राप्त करने की इच्छा थी, जिसके बाद 28.33, 4.17, 5.0 और 9.17 प्रतिशत उत्तरदाताओं को रु. 3,00,001 से 5,00,000 रु. 1,00,000 से कम 1,00,000 से 1,50,000 तथा 1,50,000 से 3,00,001 रुपये आय प्राप्त करने की आकांक्षा थी।

इस अध्ययन द्वारा यह पाया गया कि सामाजिक आकांक्षाओं में 14.17 प्रतिशत उत्तरदाताओं को अपने स्वयं के परिवार को विकसित करने की आकांक्षा थी, जबकि 34.17, 10.00 और 15.83 प्रतिशत उत्तरदाताओं को किसानों का समर्थन करने, अपने गांव को विकसित करने और कृषि उपज बाजार समिति और कृषि उपज बाजार समिति और कृषि सहाकारी समितियों के सदस्य बनने की आकांक्षा थी, जबकि समान संख्या अर्थात् 2.50 और 2.50 प्रतिशत उत्तरदाताओं को अपने जाति के लोगों को विकसित करने और क्रमशः युवा क्लब लीडर बनने के इच्छुक थे एवं 7.50, 0.83 और 12.50 प्रतिशत उत्तरदाता अन्य सामाजिक सेवाओं में काम करने सामुदायिक नेता होने तथा कोई सामाजिक आकांक्षा नहीं होना में क्रमशः थी। राजनैतिक आकांक्षाओं के लिए 20 प्रतिशत उत्तरदाताओं को ग्राम पंचायत का सदस्य/सरपंच बनने की आकांक्षा थी, जबकि 3.33, 4.17, 7.50 और 5.00 प्रतिशत

उत्तरदाताओं को पंचायत समिति का सदस्य बनने, विधायक बनने, मंत्री तथा सांसद बनने के लिए इच्छुक थे। बराबर संख्या 0.83 और 0.83 प्रतिशत उत्तरदाताओं को जिला परिषद और नगरपालिका अध्यक्ष का सदस्य बनने की इच्छा थी। आधे से अधिक उत्तरदाताओं (58.33 प्रतिशत) के पास कोई राजनीतिक आकांक्षा नहीं थी। कुल आकांक्षाओं में से 74.14 प्रतिशत मध्यम स्तर की आकांक्षाएं थी, 15.83 प्रतिशत में उच्च स्तर की आकांक्षाएं तथा 10 प्रतिशत में आकांक्षाओं का स्तर न्यून था।

इस अध्ययन द्वारा यह भी पाया गया कि व्यक्तिगत बाधाओं में क्षेत्र व्यवहारिक (77.70 MPS)) कृषि क्रियाओं में सूर्य की तेज गर्मी सबसे महत्वपूर्ण बाधा उत्तरदाताओं द्वारा बताई गई और पहले स्थान पर थी, जबकि व्यक्तिगत मार्गदर्शन की कमी (71.10 एमपीएस) दूसरी महत्वपूर्ण बाधा थी जबकि नो मोटिवेशन (65.83 एमपीएस) व्यक्तिगत एक्सपोजर (60.55 एमपीएस) की कमी, हिचकिचाहट/स्टेजडर (58.60 एमपीएस) चिंता/तनाव (53.33 एमपीएस), माता-पिता का निम्न शैक्षिक स्तर (53.05 एमपीएस) जेंडर के बीच भाग लेने के लिए प्रोत्साहन की कमी (52.30 एमपीएस) कार्यक्रमों। प्रशिक्षणों (50.00 एमपीएस) में नकारात्मक रवैया और मानसिक कमजोरी (47.20 एमपीएस) जिन्हें क्रमशः III, IV, V, VI, VII, VIII, IX स्थान दिया गया। सबसे कम महत्वपूर्ण बाधा शारीरिक विकलांगता (40.20 एमपीएस) उत्तरदाताओं द्वारा मानी गई और उसे अंतिम स्थान XI मिला।

यह अध्ययन द्वारा यह निष्कर्ष निकाला गया कि वित्तीय बाधाओं में, उच्च सेमेस्टर शुल्क (72.77 एमपीएस) उत्तरदाताओं के अनुसार प्रमुख बाधा थी एवं पहले स्थान पर रही जबकि पुस्तकों आदि की उच्च लागत (68.60 एमपीएस) दूसरे स्थान तथा उच्च छात्रावास शुल्क (68.00 एमपीएस) तीसरी महत्वपूर्ण बाधा थी, कोचिंग की उच्च फीस (62.50 एमपीएस), अध्ययन सामग्री (59.40 एमपीएस) तक पहुंचने के लिए इंटरनेट की उच्च लागत

क्रमशः चतुर्थ और पंचम स्थान दिया गया। उत्तरदाताओं द्वारा वित्तीय बाधा अपर्याप्त पॉकेटमनी (58.05 एमपीएस) मामूली वित्तीय बाधा थी। जिसे VI स्थान दिया गया था। सूचनाओं बाधाओं में प्रमुख अवरोधक कृषि डिग्री (81.38 एमपीएस) को पूरा करने के बाद नौकरी के अवसरों के बारे में कम जानकारी थी जो पहले सीन पर थी, जबकि प्रतियोगी परीक्षाओं के प्रकारों दर अपर्याप्त जानकारी दूसरा प्रमुख सूचनात्मक बाधा थी (79.44 एमपीएस) तथा कृषि महाविद्यालयों का दूरस्थ स्थान (76.38 एमपीएस) तीसरे स्थान पर थी।

अध्ययन सामग्री के स्रोत से संबंधित कम जानकारी (74.70 एमपीएस) छात्रवृत्ति की कम संख्या (72.50 एमपीएस) और उपलब्ध सीटों की कम संख्या (69.10 एमपीएस) को क्रमशः III, IV, V और VI दर्जा दिया गया था। कृषि में शामिल होने की जटिल प्रक्रिया (66.66 एमपीएस) उत्तरदाताओं अनुसार मामूली सूचनात्मक बाधा थी और VII स्थान पर पाई गई।

इस अध्ययन में यह पाया गया कि उत्तरदाताओं द्वारा प्रमुख प्रशासनिक बाधा (75.83 एमपीएस) कम प्रयोगशाला सुविधाएं एवं पहले स्थान पर थी जबकि कम परिवहन सुविधाएं (75.00 एमपीएस) दूसरी प्रमुख बाधा थी, जिनके बाद कम आधारभूत संरचना (73.60 एमपीएस) छात्रावास सुविधाओं की कमी (72.50 एमपीएस), खेलने के लिए कम सुविधाएं (71.10 एमपीएस) और कम फील्ड विजिट (69.44 एमपीएस) क्रमशः III, IV, V और VI स्थान पर थी। शिक्षण और गैर-शिक्षण कर्मचारियों की कमी (65.83 एमपीएस) उत्तरदाताओं अनुसार मामूली प्रशासनिक बाधा थी जिसे VII स्थान मिला इस अध्ययन द्वारा यह निष्कर्ष निकाला गया था कि परीक्षा की बाधाओं में कोई उचित परीक्षा कक्ष (72.50 एमपीएस) सबसे महत्वपूर्ण बाधा थी और पहले स्थान पर थी, जबकि परीक्षा का उचित प्रबंधन दूसरा सबसे महत्वपूर्ण बाधक था, जिसके बाद अंग्रेजी में पाठन (65.20 एमपीएस) प्रति

सेमेस्टर केवल एक परीक्षा (60.55 एमपीएस) अच्छे औसत अंक प्राप्त करने के लिए बाधक हैं, समय पर परीक्षा का परिपत्र/ सूचना प्रदान करने की कमी (58.00 एमपीएस), प्रायोगिक के लिए कम महत्व (55.83 एमपीएस) और परीक्षा में देरी (51.38 एमपीएस) क्रमशः III, IV, V, VI और VII स्थान पर थी।

यह अध्ययन द्वारा ज्ञात हुआ कि कैरियर के विकास की बाधाओं के अर्न्तगत कॉलेज में कौशल विकास कार्यक्रमों की कमी (88.33 एमपीएस) सबसे महत्वपूर्ण कैरियर विकास में बाधक थी और पहले स्थान पर थी जबकि अन्य परीक्षाओं के लिए कौचिंग की कमी (81.33 एमपीएस) दूसरा सबसे महत्वपूर्ण कैरियर बाधा थी तथा अतिरिक्त गतिविधियों के लिए प्रोत्साहन का अभाव (66.72 एमपीएस) उत्तरदाताओं द्वारा सबसे कम महत्वपूर्ण कैरियर विकास बाधक पाया गया।

इस अध्ययन द्वारा यह निष्कर्ष निकाला गया कि सभी बाधकों के बीच कैरियर विकास की बाधाएं (79.90 एमपीएस) सबसे महत्वपूर्ण बाधा थी और पहले स्थान पर थी उसके बाद सूचनात्मक बाधाएं (74.40 एमपीएस) प्रशासनिक बाधाएं (71.90 एमपीएस), वित्तीय बाधाएं (64.30 एमपीएस), परीक्षा की कमी (62.14 एमपीएस) और व्यक्तिगत बाधाओं (57.44 एमपीएस) को क्रमशः II, III, IV, V और VI स्थान दिया गया।

अनुशंसाएं

- इस अध्ययन के निष्कर्षों के आधार पर निम्न सिफारिशें सामने आई कि अधिकतर उत्तरदाताओं की माताएं अशिक्षित थीं। अतः महिलाओं को शिक्षित कर कृषि शिक्षा के महत्व की जानकारी द्वारा उच्च आकांक्षाओं के लिए अपने बच्चों का समर्थन करने के लिए प्रेरित किया जाए।
- उत्तरदाताओं के परिवार के सदस्यों को उच्च उत्पादन के लिए कृषि प्रौद्योगिकियों में प्रशिक्षित किया जा सकता है और उससे उनकी वार्षिक आय में वृद्धि हो सकती है।

- कृषि सन्नातकों को प्रोत्साहित करें ताकि वे वह पाठ्यक्रम और पठित गतिविधियों में भाग ले जो उन्हें सक्रिय बनाए और उनके लक्ष्यों को प्राप्त करने के लिए प्रेरित करें।
- कृषि सन्नातकों को कृषि में उच्च शिक्षा के लिए प्रेरित करें ताकि उनकी आकांक्षाओं का स्तर बढ़ सकें।
- गैर-सरकारी संगठनों में काम करने के लिए, इन क्षेत्रों की छात्र, छात्रों को प्रोत्साहित करें।
- छात्रों को अपना उद्यम स्थापित करने के लिए मार्गदर्शन प्रदान करें वे दूसरों के लिए रोजगार के अवसर पैदा कर सकें।
- जे आर एफ/एस आर एफ की बेहतर कोचिंग तथा अन्य परामर्श सुविधाओं के लिए छात्रों को प्रतियोगी परीक्षाओं में सफल होने के साथ-साथ कृषि में बेहतर रोजगार अवसरों का चयन करने के लिए प्रोत्साहित किया जाए।
- छात्रों के कृषि कौशल में सुधार के लिए बेहतर प्रयोगशाला सुविधाएं प्रदान की जाए जिससे वे अपने संबंधित क्षेत्रों में कृषि प्रौद्योगिकियों की समझ और उपयोग के बारे में अधिक व्यावहारिक हो सकें।
- कैरियर विकास की सुविधा भी महाविद्यालय स्तर पर उनके सुधार और आकांक्षाओं की उपलिब्ध के लिए प्रदान की जा सकती है।

Chapter- 1

Introduction

In India agriculture has been given a lot of importance and considered as a backbone to the Indian economy. In 2018-19 total food grain production in India was 281 million tons.

The majority of the farmers' main source of income is agriculture. In fact, taking into consideration the amount of GDP contribution that Indian agriculture is a primary factor to affect the economy as a whole where 70 per cent of Indians depended on agriculture which contributes to around 18 per cent of the GDP.

Olden days the people considered agriculture as the only production of food crops. But nowadays, it includes not only farming but also forestry, dairy, poultry, fruit cultivation, beekeeping and mushroom production etc. Now agriculture is considered a part of the production, processing, distribution and marketing of agriculture products.

Agriculture plays a vital role in the economy of the world and country. Most of the people depend on agriculture directly or indirectly. It provides employment generation to the people along with production.

Agriculture is falling down, not as the production of food crops but as a profession. There is a requirement for labour for every agriculture practice, nowadays we can observe there is a shortfall in labour. So, to increase agriculture as a profession, there is a need for agriculture education.

Education is the process of gaining knowledge, skills and attitude. Education is helpful in bringing any desirable changes and upliftment in the human mind and society. Education is always helping someone or other in learning about the inner and outer strengths of human. Education starts from home and continues throughout the life. Education is not only knowing about history, science, math, geography

and other subjects, it also makes us a smart person to live life and dealing with good and bad conditions.

Education is not just getting a degree in any subject; it is the application of the subject in the reality. There are many advantages of education. Not only benefits personally like in terms of income, career development, skill development and employment opportunities but also your society in terms of health benefits, lower crime rate, poverty reduction, higher rates of economic stability, greater equality, healthier environment, reduce child marriages, reduces gender-based violence and reduces maternal death rates etc.

According to census 2011 India's literacy rate was 74.04 per cent whereas corresponding males and females were 82.14 and 65.46 per cent, respectively. The literacy rate increased by 9.21 per cent from the 2001 census.

Agriculture education is needed to specify that agriculture is not just farming; it's a sustainable way of life. It requires people to know more about the different crops, species, different cultivation practices, post-harvest technologies and different marketing channels to distribute agriculture products. It also gives the chance to people to learn about different types of farming, their scope and to learn directly from farmers / fields.

The ICAR celebrates the Agriculture Education day on 3rd December on the birth occasion of Dr. Rajendra Prasad, who worked as the first agriculture minister of the country and the first president of independent India. The initiative aims at developing an interest in the agriculture and the allied sector among students.

Agriculture education differs from other educations by supplying information on crop production, plant sciences, pest management, disease control, communication, leadership, entrepreneurship and

economics. It provides skills, with the ability to assimilate, adapt, apply and develop new technologies.

Agriculture extension provides problem-solving and creative skills and the ability to think and improve the productivity of the agriculture sector. It helps to improve leadership and entrepreneurial skills for building teams and put innovations into practice and respond to the competitive environment, self-employment, employment generation for others, other industries directly and indirectly, depend on agriculture for raw materials, inputs, resources and others.

In the year 1950-51, India was having 36,10,880,90 (36 crores) population, birth rate 39.9 per cent and present the Indian population according to 2011 census is 1,210,854,977, birth rate is 17.70 per cent. But now Indian people were awakened about the importance of population, so the birth rate of children has now gradually reduced. Now, most of the families are having 1 or 2 children, so the parents are providing high standard education, by that the students have a higher aspiration to achieve something. The parents also have aspirations for their children's future.

Now India has the world's largest youth population. According to the 2011 census, youth population in India was 422 million. In Regional Conference on Motivating and Attracting Youth in Agriculture program, the data provided by the Director General of ICAR-India presently has the largest population of youths (356 million between 10-24 years) in the world according to UN Report, 2014. In these, 200 million populations living in rural areas, at present hardly 5 per cent of the rural youth are getting engaged in agriculture education and most of the urban youths also preferred the agriculture education and they are having different aspirations. In agriculture education, they can get a better employment opportunity, entrepreneurial skills, leadership skills, good teaching skills, the importance of farming and the practices. Through agriculture education, students can get good employment

opportunities. So, most of the youths are choosing agriculture as an education preference with some aspirations.

Aspirations are what they want their future to be. Aspiring is a way in which you become motivated to work hard. Education will provide students the vision, knowledge and skills to achieve their aspirations. Aspiration is what they want to achieve in their life. The aspiration may be to do things, to learn skills, to achieve some objectives of life, like aspired to learn a new language, to learn new techniques of farming etc.

The aspirations always vary from person to person. Aspirations are very important for educational success, higher educational goals, societal development and personal development in terms of knowledge and skills and success of individuals. Aspiration improves and enhances the life of an individual.

There are different types of aspirations like personal, educational, social, professional, political etc. Personal aspirations may include improving knowledge, skills, attitude and decision-making power. Educational aspirations may consider achieving high per cent of marks, success and higher-level education, professional aspirations are like achieving specified job in specific category among others. Social aspirations include activities for societal improvements, political aspirations are the position or power-based aspirations the person wants to achieve.

Aspirations motivate for better achievements. Aspirations can be influenced by family backgrounds, socio-economic status and educational status of parents, living areas and neighborhood and socio-economic status.

Although, there are some problems or constraints faced by youth in achieving their goals. Constraint is something that restricts what you can. The problems mostly faced by agriculture

undergraduates are lack of adequate information, lack practical skills, lack of guidance for future job opportunities, lack of support from parents and lack of awareness about competitive exams.

The investigation was focused on measurement of aspiration of agriculture undergraduates of Sri Karan Narendra Agriculture University Jobner with some parameters and constraints faced by them in agriculture education. The aspiration levels of students explain their focus achieving their goals. Thus, considering these facts, the present study entitled “Occupation Oriented Aspirations of Agriculture Undergraduates of Sri Karan Narendra Agriculture University, Jobner” was undertaken with the following specific objectives.

- I. To study the profile of agriculture undergraduates.
- II. To know the level of aspiration of agriculture undergraduates.
- III. To find out the relationship between level of aspiration and profile of agriculture undergraduates.
- IV. To identify the constraints being faced by agriculture undergraduates and suggestions to overcome.

1.1 Need of the study

Aspirations are the basic need for the people who have the higher ambitions. The students' aspirations were mentioned the choices they want to choose for their future. Students have different aspirations with different levels. The students' aspirations and motivations were selected based on their interests. The students' chosen agriculture as a degree to know and make new challenges in agriculture sector. The students have to face new challenges in their career, so they have to choose specific occupations. So, this study explains the relationship between aspirations of agriculture undergraduates of Sri Karan Narendra Agriculture University, Jobner and their profile/ personal, socio-economic characteristics.

1.2 Importance and Scope of the study

Aspirations always help us going forward. The aspirations mentioned as the mental and emotional necessity to achieve the goals. This study shows the importance of the personal characteristics of students effect on the aspirations of the students. The personal, socio-economic characteristics of students like academic performance and their participation in co-curricular and extracurricular activities how it affects the professional, economic, political aspirations of students.

The above-mentioned objectives of the study explain the research utility. The students will show the inconsistency in their ability, personality and activities in a way to achieve the job they aspired for. The aspirations will help the students to maintain consistency in their personality and abilities. This study will help to know the relationship between the personal, socio-economic characteristics of students and their aspirations. The effect of personal characteristics like academic performance and participation in extracurricular activities on aspiration, will support to make improvements in their personal, socio-economic characteristics like improving academic programmes, to provide trainings to improve their skills. Knowing about the aspirations of agriculture undergraduates will help them to get related information and encouragement to achieve their aspirations by the readers / academic committee. This study found constraints faced by the agriculture undergraduates that will help to know the current conditions in their education. This study made agriculture undergraduates to open up about their aspirations and constraints face by them in agriculture education. This study gives suggestions to improve their quality and standards of education and strategies to develop their activities.

1.3 Limitations of the study

- The investigator having limitations of time and resources regarding conduct research specially selection of location and selection of respondents.

- There may be individual biasness in selection of location of the study.
- This study explains the only few factors related to personal, socio-economic characteristics and aspirations.
- This results and conclusions of this study will be helpful to make more research in this field.

Chapter-2

Review Literature

The review of literature is one of the most important aspect of any research investigation which helps the researcher to get acquainted with the knowledge and research areas and research inconsistencies and conflicts of research topic. It provides necessary guidelines and motivates the researcher to proceed in research. A review of past study on the impact of the agriculture student's socio-economic characteristics in their aspiration levels collected from various research papers, articles and journals are being incorporated in this chapter.

2.1 To study the profile of agriculture undergraduates.

2.2 To know the level of aspiration of agriculture undergraduates.

2.3 To find out the relationship between level of aspiration and profile of agriculture undergraduates.

2.4 To identify the constraints being faced by undergraduates in agriculture education & suggestions to overcome.

2.1 Profile of the agriculture undergraduates

2.1.1 Gender

Deshmukh (2005) noticed that out of all respondents, 50.00 per cent were boys and the remaining 50.00 per cent were girls.

Misal *et al.* (2009) observed that 54.70 per cent respondents were boys, while the remaining 45.30 per cent respondents were girls.

Tayade *et al.* (2010) noticed that majorities (78.45 per cent) of the students were males and only 25.15 per cent were females.

Naik (2019) stated that 56.66 per cent of the respondents were males and the remaining 43.33 per cent of the respondents were females.

2.1.2 Type of family

Misal *et al.* (2009) stated that more than half of the respondents (69.23 per cent) were from nuclear families whereas the remaining respondents (30.77 per cent) were from joint families.

Niketha (2012) found that around two third (63.30 per cent) of the girl students belonged to nuclear family while 36.70 per cent of the girl students were from the joint family.

2.1.3 Occupation of parents

Jadhav (2008) reported that majority (65.00 per cent) of the respondents had farming as major family occupation followed by 21.50 per cent of the respondents had labour as major family occupation, the 6.50 per cent respondents had service as a major family occupation, the remaining 6.00 per cent respondents had business as major family occupation and 01.00 per cent had fishing as family occupation.

Tayade *et al.* (2010) found that parents of majority of the respondents (54.72 per cent) had farming as their main occupation followed by 37.74 per cent respondents with service as their parents main occupation whereas 5.03 per cent of the respondents were having business as parental occupation while only 2.51 per cent of the respondents had labour as their parents main occupation.

Niketha (2012) reported that more than half (55.00 per cent) of the respondents parents had farming as their occupation followed by

40.83 per cent of the girl respondents parents were doing service. Nearly 3.33 per cent of the parents were doing business and only one (0.83 per cent) of the respondents parents were labour.

2.1.4 Annual income of family

Mali *et al.* (2013) stated that nearly two fifth of rural youth family (39.00 per cent) had medium annual income in the range of Rs.1,00,001 to 1,50,000/-, followed by 28.00 per cent of respondents families belonged to low-medium annual income (Rs.50,001 to 1,00,000/-) while 15.00 and 11.00 per cent of rural youths' families had medium-high (Rs.1,50,001 to 2,00,000/-) and high (above Rs. 2,00,000/-) annual income.

Pakale (2016) revealed that majority (65.72 per cent) of the students family had medium family income followed by 31.78 per cent of the students with high family income and 2.5 per cent of the students having low family income.

Bai (2016) revealed that majority of agriculture graduates (74.00 per cent) were having medium family annual income whereas 17.00 per cent agriculture graduates were having high annual income of family and only 9.00 per cent agriculture graduates having low family annual income.

Naik (2019) reported that nearly half of the respondents belonged to the income category more than Rs.60,000/- whereas 25.83 per cent of the respondents belonged to the income category of Rs. 30,000 to 60,000 and 24.16 per cent belonged to income category of less than Rs. 30,000/-.

2.1.5 Father's educational status

Lukngam (2014) observed that 6.00 per cent of respondent's fathers were educated in middle school, 9.00 per cent of respondents fathers were educated up to high school, 26.00 per cent of respondents fathers were educated up to junior college and more than half of the respondents (59.00 per cent) fathers were educated up to senior college and none of the respondent's fathers were educated only up to primary school and illiterate.

Mali *et al.* (2013) found that more than one fourth (27.00 per cent) respondent's fathers were educated up to high school followed by 25.00 per cent of respondent's fathers were educated up to college and middle school level equally. The remaining 18.00 per cent and 5.00 per cent respondents mothers were educated up to primary school and illiterate respectively.

Misal *et al.* (2009) revealed that two- third (75.21 per cent) of the respondent's families had medium educational level while 13.68 per cent and 11.11 per cent of the respondent's families had low and high educational level respectively.

Bai (2016) stated that majority of agriculture graduates (67.00 per cent) were having medium level of family education whereas 19.00 per cent agriculture graduates were having low level of family education and 14.00 per cent agriculture graduates were having high level of family education.

2.1.6 Mother's educational status

Lukngam (2014) identified that 2.00 per cent of respondent's mothers were educated up to primary school and illiterate, 3.00 per cent and 11.00 per cent of respondent's mothers were educated up to

middle school and high school, 29.00 per cent respondent's mothers were educated up to junior college and highest per cent (59.00 per cent) respondent's mothers were educated up to senior college.

Dhakre (2014) reported that 8.80 and 5.00 per cent of respondent's mothers were illiterate and educated up to primary level, 25.00 per cent of respondent's mothers were educated up to high school and 21.30 per cent of respondent's mothers were educated up to college level. Whereas, the less than half of the respondents (40.00 per cent) mothers were educated up to middle school.

Mali *et al.* (2013) revealed that less than one-fourth (23.00 per cent) respondent's mothers were educated up to high school, 56.00 per cent respondent's mothers were educated up to primary and middle school level equally. Whereas the lesser percentage 13.00 per cent and 8.00 per cent respondent's mothers were educated up to college and illiterate respectively.

2.1.7 Academic Performance

Deshmukh (2005) studied that more than two-third (70.50 per cent) of the respondents had secured 'first class' where as nearly equal per cent of the respondents had secured 'distinction' (13.50 per cent) and 'second class' (14.50 per cent) while only 1.50 per cent simply passed the class. In case of boys and girls, 66.00 and 75.00 per cent secured 'first class', respectively.

Bothikar and Gajanan (2008) noticed that more than two-third (71.67 per cent) of the respondents had secured first class while nearly equal percentage of the respondents had secured distinction (17.50 per cent) and second class (10.83 per cent), no student was found in passed class categories.

Prakash (2010) stated that half (50.62 per cent) of the respondents secured 7.1-8.0 OGPA followed by 33.13 per cent in 8.1-9.0 OGPA, 16.25 per cent below 7.0 OGPA and interestingly no one in 9.1 and above OGPA.

Hase and Swati (2012) stated that more than half (58.34 per cent) of the respondents secured 7.1-8.0 OGPA followed by 30.83 per cent respondents secured 8.1-9.0 OGPA, 10.83 per cent below 7 OGPA and interestingly no one in 9.1 and above OGPA.

Misal *et al.* (2013) reported that nearly two-third (71.80 per cent) of the respondents had secured 'first class' while 5.13 per cent and 23.07 per cent respondents had secured 'distinction' and 'second class', respectively.

Urhe (2015) noticed that majority (76.00 per cent) of the boy respondents had secured 7.50 to 8.49 OGPA followed by 22.66 per cent had 5.50 to 07.49 OGPA and 01.34 per cent had OGPA 8.50 and above. In case academic performance of girls, it was found that the majority (72.00 per cent) had secured 7.50 to 08.49 OGPA followed by 17.33 per cent who had between 5.50 to 07.49 OGPA and 10.67 per cent had OGPA 8.50 & above.

2.1.8 Habitat

Sasidharan (2013) stated that majority (66.67 per cent) of the postgraduate scholars studying in higher agriculture education were from rural native.

Thakur (2015) observed that slightly more than half (52.50 per cent) of the girl students studying agriculture had rural native whereas 47.50 per cent were from urban background and 26.67 per cent of the respondents comes under urban area.

Urhe (2015) noticed that maximum number (46.00 per cent) of the respondents comes under semi-urban area followed by 26.67 and 27.33 per cent of the respondents comes under urban and rural area, respectively.

2.1.9 Participation in co-curricular and extracurricular activities

Prakash (2010) observed that majority (68.75 per cent) of the respondents were participated in sports, followed by 56.25 per cent students took part in NSS and 28.12 per cent of students were participated in cultural activities and only 14.37 per cent of respondents took part in NCC.

Urhe (2015) noticed that majority (66.67 per cent) of the girls had 'medium' participation in co-curricular and extra-curricular activities, followed by 17.33 per cent of the students who had low participation in co-curricular activities and 16.00 per cent of the girls had high participation in co-curricular activities.

2.2 Level of aspiration of agriculture undergraduates.

2.2.1 Educational Aspirations

Deshmukh (2005) observed that more than half (51.76 per cent) of the respondents aspired to complete graduation, nearly one-fourth (24.63 per cent) of the respondents aspired for post-graduation and 18.59 per cent of the respondents opted to complete diploma level education.

Tayade *et al.* (2010) reported that 44.03 per cent of the respondents aspired to complete undergraduate studies, 28.30 per cent of the respondents aspired to complete post-graduate studies, 15.72 per cent of the respondents aspired to doctoral studies, 7.55 per cent and 4.40 per cent of students aspired to complete short-term

courses and complete degree courses other than agriculture, respectively.

Hase and Swati (2012) reported that 46.67 per cent of the respondents wished to complete post-graduation, 33.33 per cent of the respondents aspire to complete doctoral studies, 29.17 per cent of the respondents aspired to complete undergraduate studies, 15.00 per cent of respondent students aspired to complete short term course while only 4.17 per cent aspired to complete degree courses other than agriculture.

Rai *et al.* (2016) in her study entitled “factors affecting academic performance and aspirations of undergraduate students of Punjab Agricultural University, Ludhiana” reported that 55.00 per cent of the students aspired for further study.

2.2.2 Professional Aspirations

Niketha (2012) reported that majority (83.33 per cent) of the girl respondents aspired to work in government sector followed by 6.66 per cent of the respondents aspired to be self-employed and work in non-government organization while 3.35 per cent of the respondents aspired to work in private sector.

Urhe (2015) revealed that nature of job, maximum number (37.33 per cent) of boy students had aspiration to secure administrative position in government department followed by 22.66 per cent had aspiration to secure administrative position in department of agriculture while 17.33 per cent boys to secure job in banks and 12.00 per cent had aspiration to secure academic position in agricultural university, remaining 10.66 per cent had aspiration to secure job in private organizations.

Pakale (2016) observed that more than three-fifth (84.37 per cent) of students aspired to secure administrative position in agriculture departments. While 8.05 per cent of the students had an aspiration to secure academic position in agriculture university. Nearly equal number of the students aspire to secure job in bank (4.26 per cent) and private organization (3.32 per cent).

2.2.3 Economic Aspirations

Lukngam (2014) reported that economic aspiration of the respondents (50.00 per cent) was most interested to earn Rs. 5,00,001 to 6,00,000 per annum and ranked as 1st, followed by 34.00 per cent respondents were mostly interested to earn Rs. 6,00,001 to 9,00,000 per annum. The equal number of respondents (26.00 per cent) were interested to earn up to Rs. 3,00,000 and Rs. 3,00,001 to 5,00,000 per annum. Only 21.00 per cent were interested to earn above Rs. 9,00,000 per annum.

Urhe (2015) when total sample is considered, regarding economic aspiration, half group (50.00 per cent) of student respondents aspired to earn income more than Rs. 30,001/- per month while 23.33 per cent aspired to earn income of Rs. 20,001/- to 30,000/- per month, and 16.67 per cent aspired to earn income between Rs. 10,001/- to 20,000/- per month. Only 10.00 per cent of them aspired to earn income up to Rs. 10,000/- per month.

Pakale (2016) reported that maximum number (31.78 per cent) of the students aspired to earn income of more than Rs. 50,000/- per month. Slightly more than one-fourth (29.29 per cent) of students aspired to earn income between Rs. 30,001/- to 40,000/- per month. One fifth (21.08 per cent) of the students wish to earn between Rs. 20,001/- to 30,000/- per month and Rs. 10,001/- to 20,000/- per month

were found to have aspirations of 10.72 per cent and 6.42 per cent students, respectively.

2.2.4 Social Aspirations

Rashmi (2005) revealed that nine out of every ten (89.02 per cent) of the students were aspiring to develop own family, followed by to work for development of village (70.73 per cent), to become an ideal human being (67.07 per cent), to secure prestigious position (57.32 per cent), to develop own caste and community (42.68 per cent), to work for establishing fishermen's co-operative society (41.46 per cent), to become a leader of fishermen community (39.02 per cent) while 19.51 per cent wanted to be an ideal husband or wife.

Lukngam (2014) observed that 72.00 per cent respondents aspired to work for development of village followed by 23.33 per cent aspired to develop own family while 16.66 per cent wished to work for development of farmers and 14.67 per cent of them aspired to make efforts to remove traditionalism and only 12.66 per cent aspired to get social recognition.

Urhe (2015) observed that maximum number (32.67 per cent) of students aspired to work for development of village followed by 23.33 per cent aspired to develop own family while 16.66 per cent wished to work for development of farmers and 14.67 per cent of them aspired to make efforts to remove traditionalism but only 12.66 per cent aspired to get social recognition.

2.2.5 Political Aspirations

Waman *et al.* (2000) reported that 77.00 per cent of the agricultural graduate aspired to work with voluntary organizations while 07.00 per cent of the respondents aspired to take part in village politics.

Deshmukh (2005) noticed that majority (67.37 per cent) of the respondents aspired to acquire position in social organization's as a member and remaining (32.63 per cent) as office bearer. Regarding different social organizations, 13.68 per cent respondents aspired for member and 08.42 per cent as on office bearer in gram panchayat while 12.63 per cent aspired as member and 08.42 per cent as an office bearer in panchayat samiti.

Mali *et al.* (2013) revealed that nearly two - fifth (43 .00 per cent) of respondents aspired to work as co-operative society member, 37.00 per cent of respondents aspired to work as a member in gram panchayat while 24.00 per cent of respondents aspired to work as a member in panchayat samiti and 26 per cent followed by 14 per cent respondents aspired to formation of youth club and to work as member in zilla parishad respectively.

2.3 Relationship between level of aspiration and profile of agriculture undergraduates.

2.3.1 Relationship between gender and overall aspiration

Deshmukh (2005) reported that the correlation between sex and aspirations of the respondents was found to be positive and significant.

Kadiri *et al.* (2007) observed in his study that sex had no significant relationship with job aspiration of agriculture graduate.

Tayade *et al.* (2010) reported that gender shows positive relationship with aspirations of the respondents.

2.3.2 Relationship between type of family and overall aspirations

Jadhav (2008) revealed that there was a non-significant relationship between type of family and aspirations.

Niketha (2012) stated that the correlation between type of family and aspirations of the students was found negatively non-significant, meaning there by that the type of family had reverse but negligible influence upon their aspirations.

Rai *et al.* (2016) reported that there was significant correlation between type of family and aspirations of the students.

2.3.3 Relationship between occupation of parents and overall aspirations

Shigwan (2002) revealed a non-significant relationship between family occupation and aspirations.

Niketha (2012) found that the correlation between parent's occupation and aspirations of the respondents was found positively non-significant.

Rai *et al.* (2016) observed significant relationship between parental occupation and aspirations of the students.

2.3.4 Relationship between annual income of family and overall aspirations

Deshmukh (2005) reported that a significant relationship between occupation of parents and aspirations of students.

Ramesh (2009) reported that family income was positively and non-significantly related with their occupational aspiration.

Pakale (2016) reported that the correlation between annual income and aspirations of the students was significant at 0.01 level of probability indicating that the family income had high impact upon the aspirations of students.

Lukngam (2014) found that positively non-significant relationship between family income and aspirations of girl students.

2.3.5 Relationship between father's educational status and overall aspirations.

Niketha (2012) revealed that the correlation between family education status and aspirations of the respondents was found positively non-significant.

Mali *et al.* (2013) observed that father's education and aspiration level of rural youth show positive and significant relationship.

Dhakre (2014) found that father's education had positively significant relationship with aspiration of agriculture students.

2.3.6 Relationship between mother's educational status and overall aspirations

Rashmi (2005) reported a positive and significant relationship between family educational status and aspirations of students.

Misal *et al.* (2009) found that education of parents shows positive but non-significant relationship.

Mali *et al.* (2013) observed that mother's education and aspiration level show non-significant relationship.

2.3.7 Relationship between academic performance and overall aspirations

Patel (2005) observed that the non-significant relationship between academic achievement and occupational aspiration of B.Tech (Dairy) students.

Deshmukh (2005) revealed that the correlation between academic performance and aspirations of the respondents was found to be positive and significant.

Ramesh (2009) found that the academic achievement was found non-significantly related with their occupational aspiration.

Pakale (2016) observed that the correlation between academic performance and aspirations of the students was found to be non-significant.

2.3.8 Relationship between habitats and overall aspirations

Deshmukh (2005) reported that family back ground (habitat) had positive but non-significant relationship with aspiration of higher secondary students.

Misal *et al.* (2009) observed that family background (habitat) and aspiration about agri-entrepreneurship of the respondents had positive but non-significant relationship.

2.3.9 Relationship between participation in co-curricular and extracurricular activities and overall aspirations

Waman *et al.* (2000) reported that there was a non-significant relationship between co-curricular activities and aspirations.

Iswalker (2001) observed that there was a significant relationship between co-curricular activities and aspirations.

2.4 The constraints being faced by undergraduates in agriculture education & suggestions to overcome.

Kawale (2013) stated that Lack of knowledge about availing educational loan among the girl students (2.35 per cent), inadequate practical oriented higher agriculture education (2.39 per cent), Lack of values of higher agriculture education in the eyes of the girl students (2.58 per cent) and Lack of confidence among girl students to increase their educational standard for higher studies (2.46 per cent) were found some of the important constraints.

Nirupma (2015) found that majority of the students (36 per cent) indicated that they stated that “lack IT knowledge and skills to effectively utilize services” and (27.33 per cent) students who mentioned “too much information is retrieved and (20.00 per cent) respondents mentioned, limited access to computers” were the important constraints. It is interesting to note that respondents experienced problem of destruction from work” while accessing the electronic resources were observed some of the important constraints.

Otekunrin *et al.* (2017) observed that the major challenges confronting effective teaching and learning of agricultural science in the local government area are “inadequate farmlands for practical lessons”, “inadequate funds to manage practical - oriented agricultural science”, “the inability of students to regularly practice on farms” and “the use of traditional methods of teaching” were found some of the important constraints.

Mishra *et al.* (2018) found that the foremost constraint as realized by the post graduate scholars for low level of employability

was “educational system does not provide platform to build necessary confidence among scholars to face the job competition were observed some of the important constraints.

Reddy (2018) found that major constraints faced by respondents were: less practical knowledge about entrepreneurship, lack of positive mind set to have own agriculture enterprise, less number of visits to various enterprises, limited extracurricular activities related to entrepreneurship and job. Suggestions given that practical oriented and skill based entrepreneurial activities should be imparted, training and demonstrations related to modern technology should be conducted, visits to various enterprises should be undertaken from time to time, knowledge about policy of government about agri-business.

Chapter- 3

Research Methodology

This chapter consists of methods and process used by the investigator to collect the response of the respondents based on the objectives of the study. It includes the different statistical tools used for collecting, gathering and analysis of the information related to the research topic, different variables etc. The detailed methodology has been described in these following sections:

3.1 Location of the study

3.2 selection of sample

3.2.1 Selection of college

3.2.2 Selection of respondents

3.3 Statistical tools for the study

3.4 Selection of variables

3.4.1 Selection of independent variables

3.4.2 Selection of dependent variables

3.5 Measurement of variables

3.6 Measurement of constraints

3.7 Statistical framework for analysis of data

3.8 Operationalization of the terms

3.1 Location of the study

Sri Karan Narendra Agriculture University, Jobner is the newly created agricultural university, established in the year 2013 after the bifurcation of the Swami Keshwanand Rajasthan Agricultural University

(SKRAU), Bikaner. This university is having too many students and is increasing year by year. Sri Karan Narendra Agriculture University, Jobner is located at latitude at 26°58'21" N and longitude at 75°23'15" E.

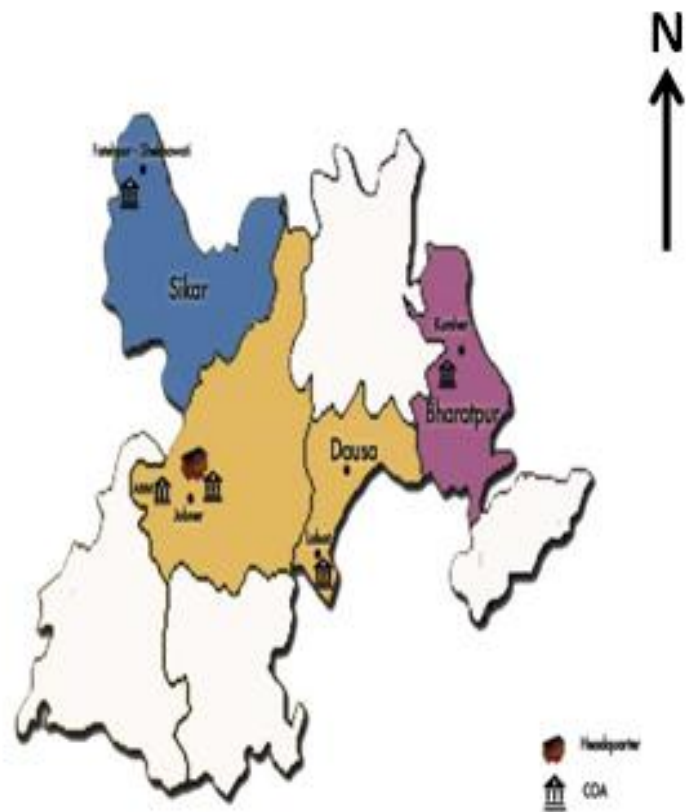
The study was conducted in different colleges which directly come under the jurisdiction of Sri Karan Narendra Agriculture University, Jobner administratively and financially.

All the colleges, where the students were studying in B.Sc. (Hons.) Ag. Part IV was selected because the final year students had more clarity in aspirations than other students and the list of colleges having B.Sc. (Hons.) Ag. Part IV was given as under with year and inception.

S. No	Name of the college	Year of establishment
1	S.K.N College of Agriculture, Jobner, Dist. Jaipur	1947
2	College of Agriculture, Lalsot, Dist. Dausa	2007
3	College of Agriculture, Kumher (Bharatpur), Dist. Bharatpur	2013
4	College of Agriculture, Fatehpur, Dist. Sikar	2013
5	S.K.N College of Agri-Business Management, Jobner, Dist. Jaipur	2016

3.2 Selection of sample

For selection of sample, a list of all the students studying in IV-year B.Sc. (Hons.) Ag. and ABM academic year (2019-20) was prepared with records available with the Controller of Examination of S.K.N.A.U in order to select the adequate sample size. The 120 students were selected as sample size for this survey.



S.K.N. College of Agriculture, Jobner (Jaipur)
 College of Agriculture, Lalot (Dausa)
 College of Agriculture, Kumher (Bharatpur)
 College of Agriculture, Fatehpur (Sikar)
 S.K.N. College of Agri-Business Management, Jobner (Jaipur)

Fig. : 3.1. Map of selected area

3.2.1 Selection of colleges

The S.K.N. College of Agriculture, Jobner (Jaipur), College of Agriculture, Lalsot (Dausa), College of Agriculture, Kumher (Bharatpur), College of Agriculture, Fatehpur (Sikar) and S.K.N. College of Agri-Business Management, Jobner (Jaipur) were selected colleges of S.K.N.A.U., Jobner for this study because B.Sc. (Hons.) Ag. Part IV students were present in these five colleges only.

3.2.1 Selection of respondents

The 120 agriculture undergraduate students i.e. named as respondents were selected by using simple random sampling through proportional allocation to the size of sample.

S. No	Name of the College	Number of students in IV year	Sample Drawn
1	S.K.N. College of Agriculture, Jobner (Jaipur)	113	40
2	College of Agriculture, Lalsot (Dausa)	60	21
3	College of Agriculture, Kumher (Bharatpur)	58	21
4	College of Agriculture, Fatehpur (Sikar)	57	20
5	S.K.N. College of Agri-Business Management, Jobner (Jaipur)	51	18
	Total	339	120

Thus, the total of the study comprises 120 students from all the constituent colleges of the SKNAU, Jobner.

3.3 Tools and techniques of data collection

For collection of the data, the questionnaire was used as a tool for collection of required information as all the respondents were

educated. The questionnaire was prepared with the help of an advisory committee, experts of the Department of Extension Education and literature reviewed.

The questionnaire consisted of following parts

(i) Profile of agriculture undergraduates

This part contained the general information of the respondents i.e. gender, type of family, occupation of parents, annual income of family, father's education status, mother's education status, academic performance, habitats, participation in co-curricular and extracurricular activities etc.

For measuring the profile of agriculture undergraduates, I prepared the table with options for each independent variable from which the respondents chose the option to which they belonged.

(ii) Level of aspirations of agriculture undergraduates

This part was consisting of educational aspirations, professional aspirations, economic aspirations, social aspirations and political aspirations.

For measuring the level of aspirations of agriculture undergraduates I prepared the table with options for each dependent variable from which the respondents chose the option for which they aspired.

(iii) The relationship between the level of aspirations and profile of agriculture undergraduates was calculated by the given information in the profile of undergraduates and level of aspirations of undergraduates.

(iv) The constraints being faced by the agriculture undergraduates

For collecting the data of constraints being faced by agriculture undergraduates, the investigator used 3 points-continuum (most important, important and least important) for classified constraints.

The data was collected from respondents individually by using a questionnaire.

3.4 Selection of variables

There are many variables in the way to pursue the aspirations. In order to study the aspirations of the students and their relationship with some profile characteristics, some independent variables which may affect the aspiration gender, type of family, occupation of parents, annual income of family, father's educational status, mother's educational status, academic performance, habitats and participation in co-curricular and extracurricular activities were used.

3.5 Measurement of variables

3.5.1 Selection of independent variables

3.5.1.1 Gender

In this gender of agriculture undergraduates were taken as males and females. The respondents were classified into two groups' viz. (i) male (ii) female and they were scored as used by Misal *et al.* (2009).

S. No	Gender	Score
1	Male	1
2	Female	2

3.5.1.2 Type of family

This was measured by using the scale developed by Trivedi (1963) as per study the respondents were grouped into two classes based on the composition of family type viz. nuclear family and joint family and they were given score 1 and 2 respectively.

S. No	Type of family	Score
1	Nuclear family	1
2	Joint family	2

3.5.1.3 Occupation of parents

The occupation of parents was like the labour, caste occupation, dairy, agriculture, business, service, agriculture and business, agriculture and service.

The scale of occupation was developed by Trivedi and Pareek (1963) was used with slight modification based on experts' suggestions.

S. No	Occupation	Score
1	Labour	1
2	Caste occupation	2
3	Dairy/ Agriculture	3
4	Business	4
5	Service	5

3.5.1.4 Annual income of family

The annual income of family means the total income received by the members of the family in the given year which was measured by investigator through collecting the data about annual income earned by

the family. The categorization of annual income was done based on expert's opinion. The equal interval method was used, it divides the attributes into equal ranges. In this study the respondent's annual income of family was equally divided by using the equal interval method. This method is used because too much variation is observed in the annual income of family of respondents.

S. No	Range in rupees (Rs.)	Score
1	Up to Rs.1,00,000/-	1
2	Rs.1,00,001/- to Rs.2,00,000/-	2
3	Rs.2,00,001/- to Rs.3,00,000/-	3
4	Rs.3,00,001/- to Rs. 4,00,000/-	4
5	Rs.4,00,001/- and above	5

3.5.1.5 Father's educational status

The father's educational status was measured based on how many years the formal education was taken by the respondent's fathers.

The level of father's education was measured by using the education scale developed by Trivedi and Pareek (1963) with slight modification based on expert opinion and was categorized as illiterate, can read only, can read and write, primary, middle, high school, graduate, above graduate and the scores were given respectively.

S. No	Categories	Score
1	Illiterate	1
2	Can read only	2
3	Can read and write	3
4	Primary	4
5	Middle	5
6	High school	6
7	Graduate	7
8	Above graduate	8

3.5.1.6 Mother's educational status

The mother's educational status was measured based on how many years the formal education was taken by the respondent's mothers.

The level of mother's education was measured by using the education scale developed by Trivedi and Pareek (1963) with slight modification based on expert opinion and was categorized as illiterate, can read only, can read and write, primary, middle, high school, graduate, above graduate and the scores were given respectively.

S. No	Categories	Score
1	Illiterate	1
2	Can read only	2
3	Can read and write	3
4	Primary	4
5	Middle	5
6	High school	6
7	Graduate	7
8	Above graduate	8

3.5.1.7 Academic performance

The Overall Grade Point Average obtained by the respondents i.e. agriculture students up to 3rd year was answered and the

respondents were classified based on the standard OGPA categories of Sri Karan Narendra Agriculture University academic standards.

S. No	Categories	CGPA (10-point scale)
1	Passed	5.50 to 5.99
2	Second class	6.00 to 7.49
3	First class	7.50 to 8.50
4	Distinction	8.50 to 10.00

3.5.1.8 Habitats

The habitats were defined as the areas where the respondents grew up / belonged to. It was measured by using the scoring procedure followed by Shigwan (2002). The habitats were categorized into 3 classes viz. (i) Rural (ii) Semi-Urban (iii) Urban.

S. No	Categories	Score
1	Rural	1
2	Semi-Urban	2
3	Urban	3

3.5.1.9 Participation in co-curricular and extracurricular activities

This information was collected directly through the tool developed by the investigator by questioning respondents about the activities in which they participated in their college. Then the weightage of one was assigned for each activity and the total score of each respondent was summed up and used for analysis. The respondents were grouped into 3 categories *i.e.* low, medium and high based on mean (\bar{x}) and standard deviation (S.D) related to their participation in

co-curricular and extracurricular activities by considering mean \pm standard deviation.

$$\bar{X} = 2.21, S.D = 1.33$$

S. No	Category
1	Low
2	Medium
3	High

3.5.2 Selection of dependent variables

In this study aspirations were the dependent variable. Aspirations means what the people want to be in their future. Aspiration makes the person to be focused and dedicated. Agriculture undergraduates' aspirations were defined based on their interest and focus towards their education, profession, economic status, social status, political positions they want to achieve.

3.5.2.1 Educational Aspirations

The educational aspirations of the agriculture undergraduates were measured by using the scale developed by Niketha. L (2012) by making slight modifications to it based on experts opinion.

S. No	Educational Aspirations	Score
1	To complete MBA	1
2	To complete Post-graduate studies	2
3	To complete Doctoral studies	3
4	To complete Post-doctoral studies	4

3.5.2.2 Professional Aspirations

To measure the professional aspirations of the agriculture undergraduates the scale used by the Niketha. L (2012) was used. In

this the respondents were asked to specify the major professional areas they aspired to work.

S. No	Professional Aspirations	Score
1	To work in NGO	1
2	To be self-employed	2
3	To acquire any profession in private sector	3
4	To work in Government Sector	4

3.5.2.3 Economic Aspirations

To study the economic aspirations the scale developed by khole, S. (2011) was used to measure and quantify it. The economic aspirations are defined as the aspiration of respondents how much income they want to achieve.

S. No	Economic Aspiration (Rs.)	Score
1	Below Rs. 1,00,000/-	1
2	Rs. 1,00,001/- to Rs. 1,50,000/-	2
3	Rs. 1,50,001/- to Rs. 3,00,000/-	3
4	Rs. 3,00,001/- to Rs. 5,00,000/-	4
5	Above Rs. 5,00,001/-	5

3.5.2.4 Social Aspirations

The social aspirations of agriculture undergraduates were measured by using the scale developed by the investigator herself based on the suggestions given by the experts. If the respondents were not having social aspirations it was assigned zero, if the respondents had social aspirations, they are asked to specify the aspiration they are interested in the given categories and assigned scores accordingly.

S. No	Social Aspirations	Score
1	No social aspirations	0
2	To develop your own family	1
3	To develop your own caste	2
4	To develop your own village	3
5	To support the farmers	4
6	To be a member of agri. produce market committee and agri co-operative societies	5
7	To be a community leader	6
8	To be a youth club leader	7
9	To participate in other social services	8

3.5.2.5 Political Aspirations

To study political aspirations the scale developed by the investigator herself based on the suggestions given by the experts. The political aspirations of agriculture undergraduates were defined as the aspirations of the respondents to achieve the positions they want in politics and scores were assigned accordingly.

S. No	Political Aspirations	Score
1	No political aspirations	0
2	Gram panchayat member/sarpanch	1
3	Panchayat samiti member	2
4	Zilla parishad	3
5	Municipal chairman	4
6	Mayor	5
7	M.L.A	6
8	M.P	7
9	Minister	8

3.5.2.6 Level of Overall Aspirations

The level of overall aspirations was given based on the scores obtained by the respondents and they were grouped into low, medium and high category of overall aspiration level on the basis of their Mean \pm SD.

$$\bar{X} = 15.25, S.D = 4.42$$

S. No	Level of Overall Aspirations
1	Low
2	Medium
3	High

3.6 Measuring constraints

The constraints faced by the undergraduates were measured by taking their responses on a 3-point continuum namely- most important, important and least important then the constraints were ranked on the basis of the scores. The suggestions given by the respondents were also mentioned.

3.7 Statistical tools used

In this study the statistical tools used to measure were frequency, percentage, mean, standard deviation and correlation coefficient. All these parameters are used to calculate each objective in this study.

(I) **Percentage:** The term Percentage means a fraction whose denominator is 100 and the numeration of the fraction is called percentage. For calculating percentage, frequency was multiplied by 100 and divided by total respondents.

$$P = \frac{X}{N} \times 100$$

P = percentage

X= Frequency of respondents

N= Total number of respondents

(II) Mean(\bar{X}): Mean will be calculated by sum of all scores and divided by number of respondents.

$$\bar{X} = \frac{\sum X}{N}$$

$\sum X$ = sum of Respondents score

N= Number of Respondents

(III) Standard Deviation:

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

\bar{X} = Arithmetic mean

X= Variable

n = Number of observations

(IV) Correlation coefficient:

To know the relationship between profile of agriculture undergraduates and their aspiration correlation coefficient was used for calculations.

$$r = \frac{n(\sum_{xy}) - (\sum_x)(\sum_y)}{\sqrt{[n\sum_x^2 - (\sum_x)^2][n\sum_y^2 - (\sum_y)^2]}}$$

Where,

r = Correlation coefficient

Σx = Sum of the score of variable X

Σy = Sum of the score of variable Y

Σxy = Sum of Products of X and Y variables

Σx^2 = Sum of the Square of X variable

Σy^2 = Sum of the Square of Y variable

n = Total number of respondents

3.8 Operationalization of the terms:

1. **Sample:** The small part or quantity which represents the whole characteristics of the population from which it was taken.
2. **Respondents:** It means the persons who gave the response to the provided questions.
3. **Aspirations:** Aspiration means what they want their future to be.
4. **Educational aspirations:** Educational aspirations are those up to which degree the students want to study.
5. **Professional aspirations:** Professional aspirations are in which profession the students want to work.
6. **Economic aspirations:** Economic aspirations are those up to how much income the students want to get.
7. **Social aspirations:** Social aspirations are those in which social activities the students want to involve.
8. **Political aspirations:** Political aspirations are those in which political position they want to be and serve the others.

9. **Type family:** It represents how the family members are living in their living pattern i.e. nuclear/joint.
10. **Participation:** Participation is defined as the involvement of people in the activities or work or programmes.
11. **Level:** It represents the position on the given scale.
12. **Constraints:** The barriers or problems which are faced in achieving or developing skills or goals are defined as constraints.
13. **Score:** The number of points gained in a given task.
14. **i.e.=** in other words

Chapter -4

Results and Discussion

In this chapter the various components of the study entitled as “occupation-oriented aspirations of agriculture undergraduates of Sri Karan Narendra Agriculture University, Jobner” were measured based on objectives and logically defended the results so obtained. This study also explained the relationship between the profile of agriculture undergraduates and their aspirations. In this chapter the data were collected from the IV-year students of SKN College of Agriculture, Jobner, College of Agriculture, Lalsot, College of Agriculture, Fatehpur, College of Agriculture, Kumher (Bharatpur) and College of Agri-Business Management, Jobner. The objective wise collected data were analyzed, results and discussions are presented and explained in this chapter given as under in sub headings.

- 4.1 To study the profile of agriculture undergraduates.
- 4.2 To know the level of aspiration of agriculture undergraduates.
- 4.3 To find out the relationship between level of aspiration and profile of agriculture undergraduates.
- 4.4 To identify the constraints being faced by undergraduates in agriculture education & suggestions to overcome.

4.1 The profile of agriculture undergraduates

In this objective profile of agriculture undergraduates included the 9 socio-economic and personal characteristics of agriculture undergraduates, having the relationship with aspirations were explained.

4.1.1 Gender

Table 4.1.1: Distribution of respondents according to their gender
n=120

S. No	Gender	Frequency	Percentage
1	Male	63	52.50
2	Female	57	47.50
	Total	120	100.00

The data given in table; 4.1.1 and fig. 4.1.1 reveal that out of total 120 agriculture undergraduate respondents, 47.50 per cent (57) were found in the category of female whereas 52.50 per cent (63) respondents were belonged to the male category.

It might be concluded from the findings that almost equal number of male and female students were studying in the B.Sc. (Hons.) Ag. final year which means male and female students are having equal interest to study in the agriculture colleges.

The outcome of this study was similar to the results of Deshmukh (2005) and Misal *et al.* (2009).

4.1.2 Type of family

Table 4.1.2: Distribution of respondents according to their type of family
n=120

S. No	Type of family	Frequency	Percentage
1	Nuclear	73	60.83
2	Joint	47	39.17
	Total	120	100.00

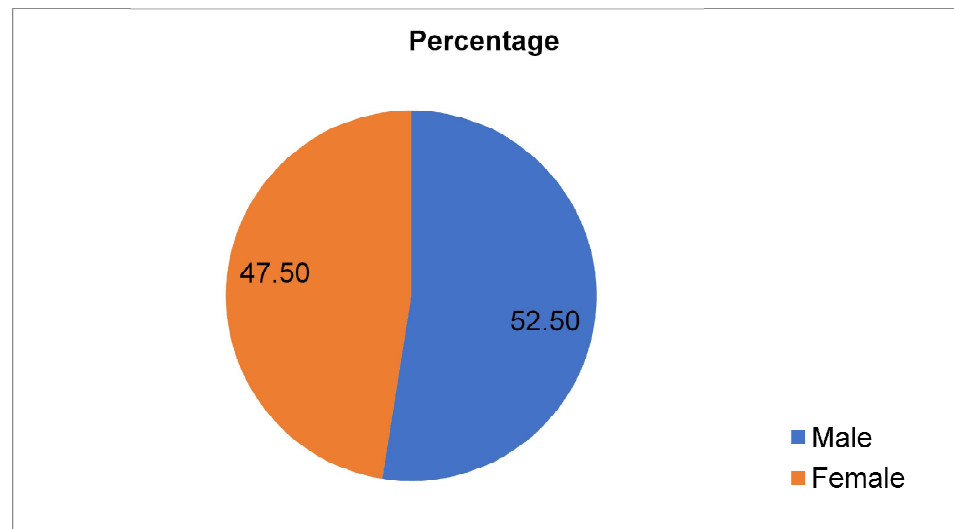


Fig. 4.1.1: Distribution of respondents according to their gender

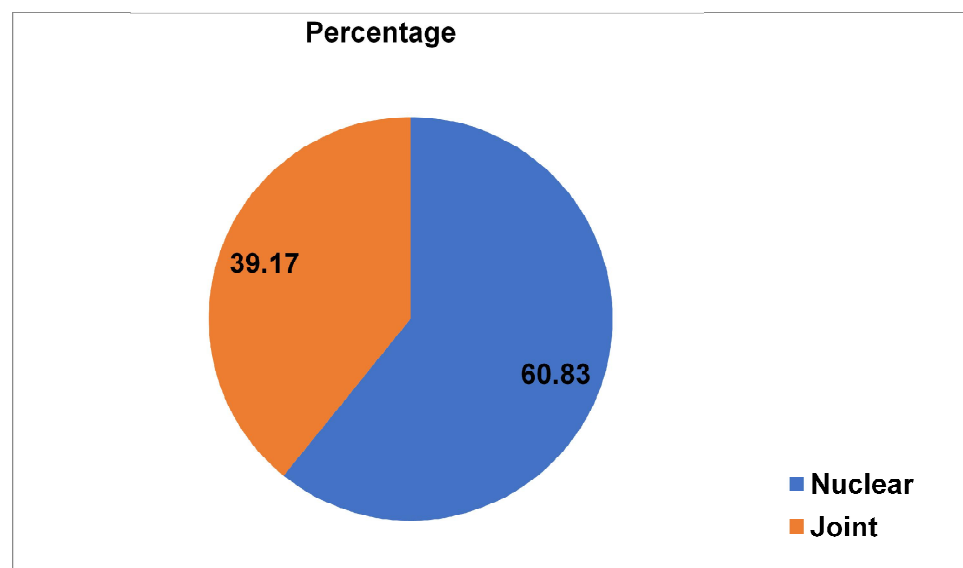


Fig. 4.1.2: Distribution of respondents according to their type of family

The data given in table; 4.1.2 and fig. 4.1.2 explain that out of total 120 respondents, majority of the respondents 60.83 (73) were found in the category of the nuclear family while the 39.17 per cent (47) of respondents were in the category of joint family.

It might be concluded that majority of respondents i.e. agriculture graduates were from nuclear family. This might be due to the reason that members of nuclear family were well aware about the importance of the agriculture education and might easily spare time and motivate their son/daughters for agriculture education.

The results of this study are similar to the results of Jadhav (2008), Misal *et al* (2009) and Niketha (2012).

4.1.3 Occupation of parents

Table 4.1.3: Distribution of respondents according to occupation of parents

n=120			
S. No	Occupation of parents	Frequency	Percentage
1	Labour	9	7.50
2	Caste occupation	5	4.17
3	Dairy/Agriculture	58	48.33
4	Business	29	24.17
5	Service	19	15.83
	Total	120	100.00

The data given in table; 4.1.3 and fig. 4.1.3 depict that out of 120 respondents 7.50 percent (9) respondents parents were doing labour work whereas less than half respondents 48.33 per cent (58) parents were doing agriculture/dairy as their occupation while 24.17 per cent respondents parents (29) were doing business, 15.83 per cent (19) and

4.17 per cent (5) respondents parents occupation was service and their caste occupation, respectively.

It might be concluded that most of the respondents i.e. agriculture undergraduates parents occupation was dairy/agriculture. It explains that their parents occupation motivated them to choose agriculture education and to make improvements in the agriculture field.

4.1.4. Annual income of family

Table 4.1.4: Distribution of respondents according to their annual income of family

n=120

S. No	Annual Income of family (Rs.)	Frequency	Percentage
1	Up to Rs. 1,00,000/-	39	32.50
2	Rs. 1,00,001/- to Rs. 2,00,000/-	46	38.33
3	Rs. 2,00,001/- to Rs. 3,00,000/-	11	9.17
4	Rs. 3,00,001/- to Rs. 4,00,000/-	14	11.67
5	Rs. 4,00,001 and above	10	8.33
		120	100

The data given in table; 4.1.4 and fig. 4.1.4 explain that 32.50 per cent (39) respondents were having Up to Rs. 1,00,000/- annual income of family whereas 38.33 per cent (46) of respondents annual income of family was Rs. 1,00,001/- to Rs. 2,00,000/- while 9.17 per cent (11) of respondents annual income of family was Rs. 2,00,001/- to Rs. 3,00,000/- whereas 11.67 per cent (14) and 8.33 (10) per cent respondents annual income of family was found to be Rs. 3,00,001/- to Rs. 4,00,000/- and Rs. 4,00,001 and above, respectively

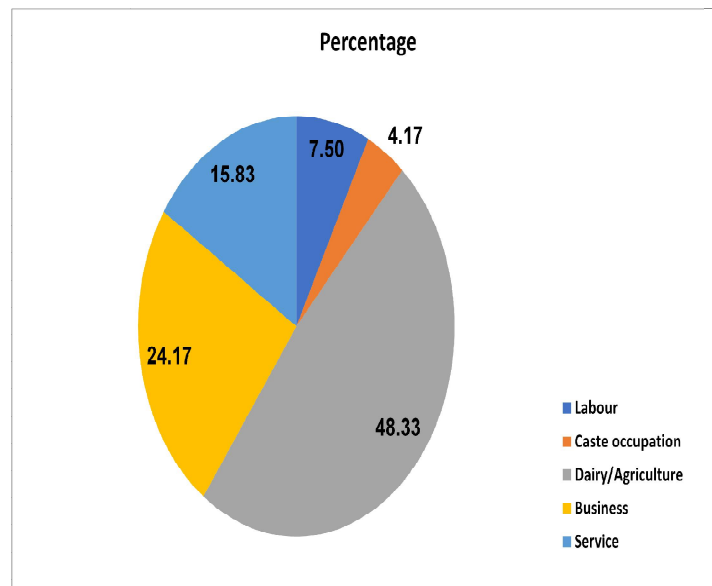


Fig. 4.1.3: Distribution of respondents according to occupation of parents

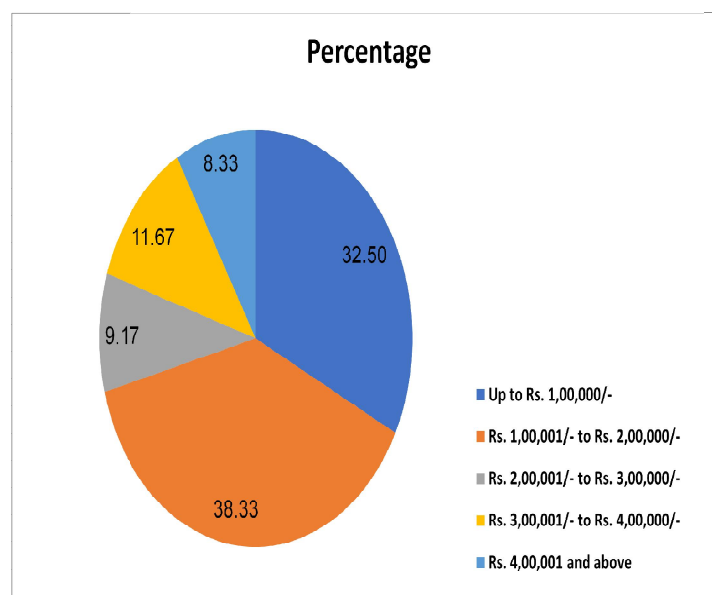


Fig. 4.1.4: Distribution of respondents according to annual income of their family

It might be explained that most of the respondents belonged to Rs. 1,00,001/- to Rs. 2,00,000/- annual income of family. It means agriculture students with Rs. 1,00,001/- to Rs. 2,00,000/- annual income of family i.e. medium income group of family might be more interested to join agriculture education and aspired to get more income from more work opportunities in agriculture.

4.1.5 Father's educational status

Table 4.1.5: Distribution of respondents according to their father's educational status

n=120

S. No	Father's educational status	Frequenc y	Percentag e
1	Illiterate	3	2.50
2	Can read only	4	3.34
3	Can read and write	0	0
4	Primary	18	15.00
5	Middle	39	32.50
6	High school	22	18.33
7	Graduate	28	23.33
8	Above graduate	6	5.00
	Total	120	100.00

The data given in table; 4.1.5 and fig. 4.1.5 reveal that 15.00 per cent (18) respondent's father were educated up to primary level

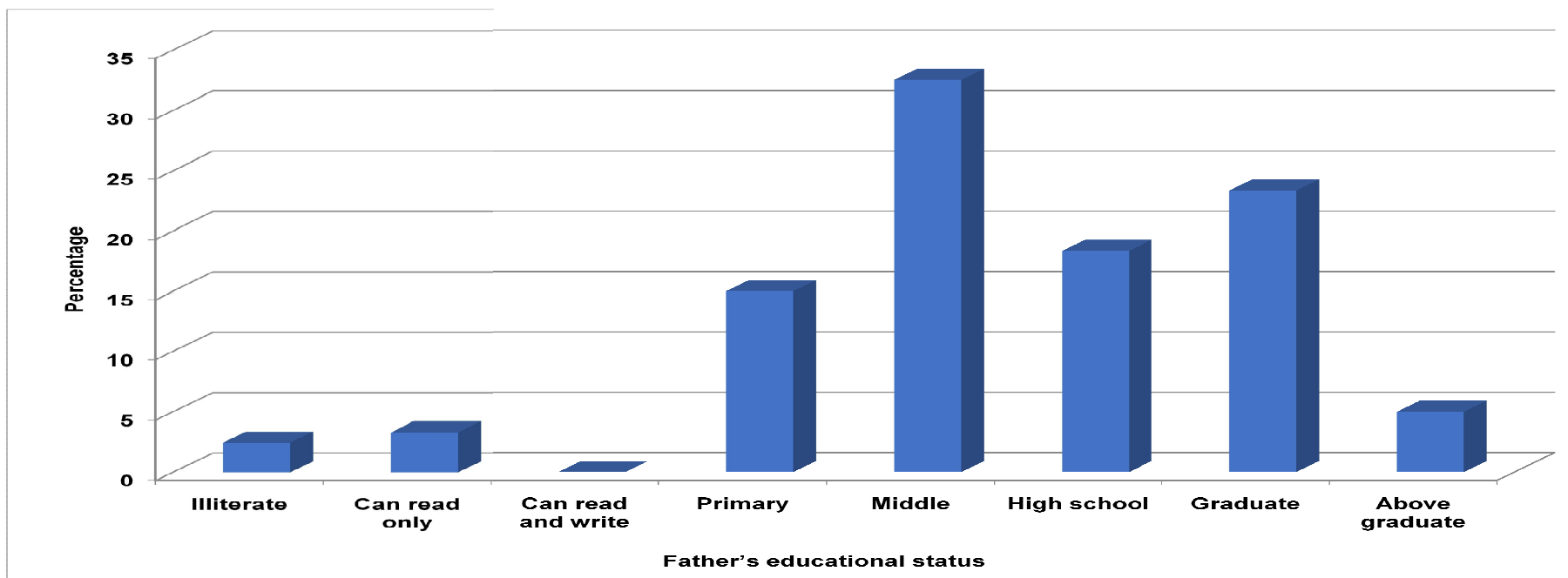


Fig. : 4.1.5: Distribution of respondents according to their father's educational status

whereas 32.50 per cent (39) and 23.33 per cent (28) respondent's fathers were having middle school and graduate level of education, respectively while 18.00 per cent (22) of respondent's fathers were educated up to high school level. It was also found that 2.50 per cent (3), 3.34 per cent (4) and 5.00 per cent (6) respondent's fathers were found in the categories of illiterates, can read only and above graduates, respectively. None were found in the category of can read and write.

It might be concluded that most of the respondent's fathers were educated up to middle school level. This might be due to the fact that the educated fathers might easily motivate their son/daughter to join agriculture education and further higher studies.

4.1.6 Mother's educational status

Table 4.1.6: Distribution of respondents according to their mother's educational status

n=120

S. No	Mother's educational status	Frequency	Percentage
1	Illiterate	55	45.87
2	Can read only	14	11.67
3	Can read and write	5	4.16
4	Primary	17	14.16
5	Middle	16	13.33
6	High school	11	9.163
7	Graduate	2	1.66
8	Above graduate	0	0
	Total	120	100.00

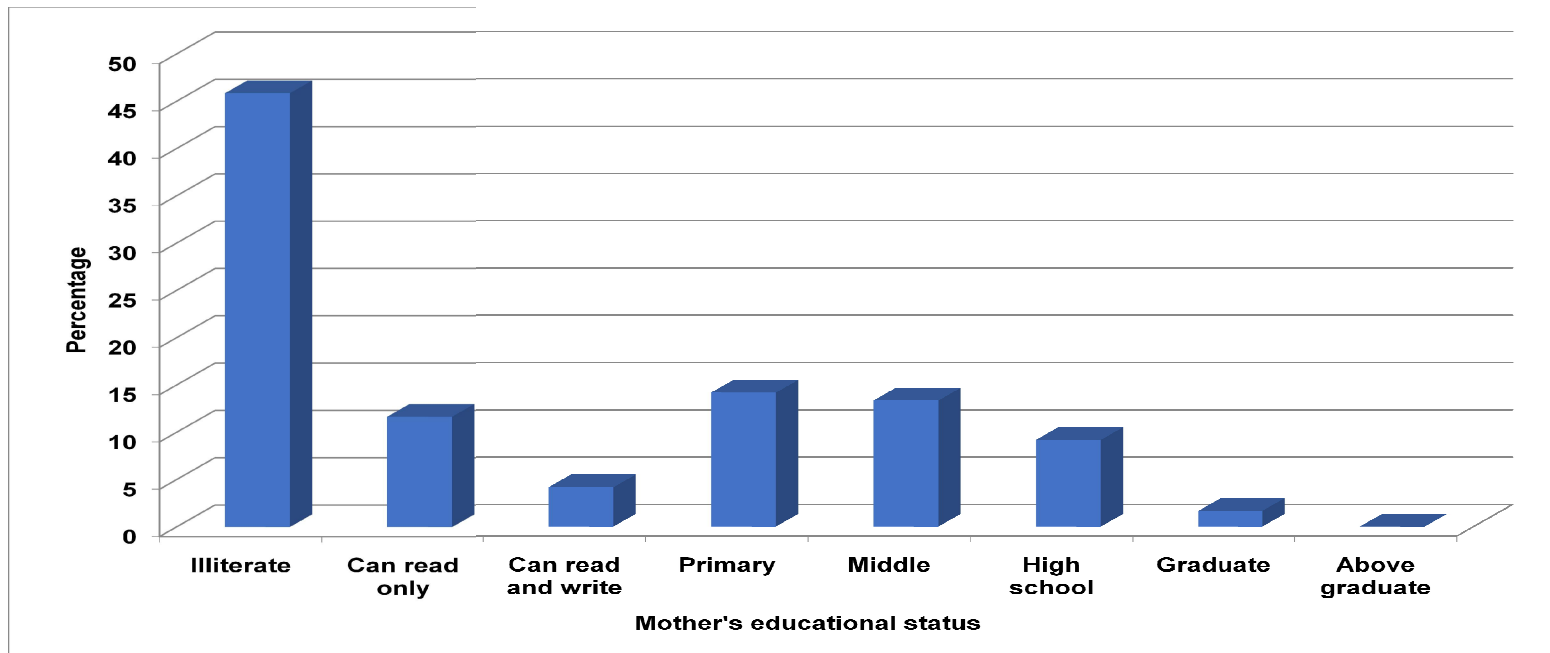


Fig. :4.1.6: Distribution of respondents according to their mother's educational status

The data given in table; 4.1.6 and fig. 4.1.6 depict that near about half of the respondent's mothers *i.e.* 45.87 per cent (55) were illiterate while 11.67 (14) and 4.16 (5) per cent of respondent's mothers can read only as well as can read and write, respectively whereas 14.16 (17), 13.33 (16) and 8.33 (11) per cent respondent's mothers were educated up to primary, middle and high school level, respectively. It was also observed that 1.66 per cent (2) respondent's mothers were found to have education level up to graduates. None were found in the category of above graduates.

It might be explained that most of the respondent's mothers were illiterate but they guided and motivated their children to join in agriculture education and higher studies.

4.1.7 Academic performance

Table 4.1.7: Distribution of respondents according to their academic performance

n=120

S. No	Academic performance	Frequency	Percentage
1	Passed	7	5.83
2	Second class	102	85.00
3	First class	11	9.17
4	Distinction	0	0
	Total	120	100.00

The data given in table; 4.1.7 and fig. 4.1.7 depict that majority of respondents 85 per cent (102) belonged to second class whereas 9.17 (11) and 5.83 (7) per cent respondents belonged to first class and simply passed class, respectively. None of the respondent was found in the category of distinction.

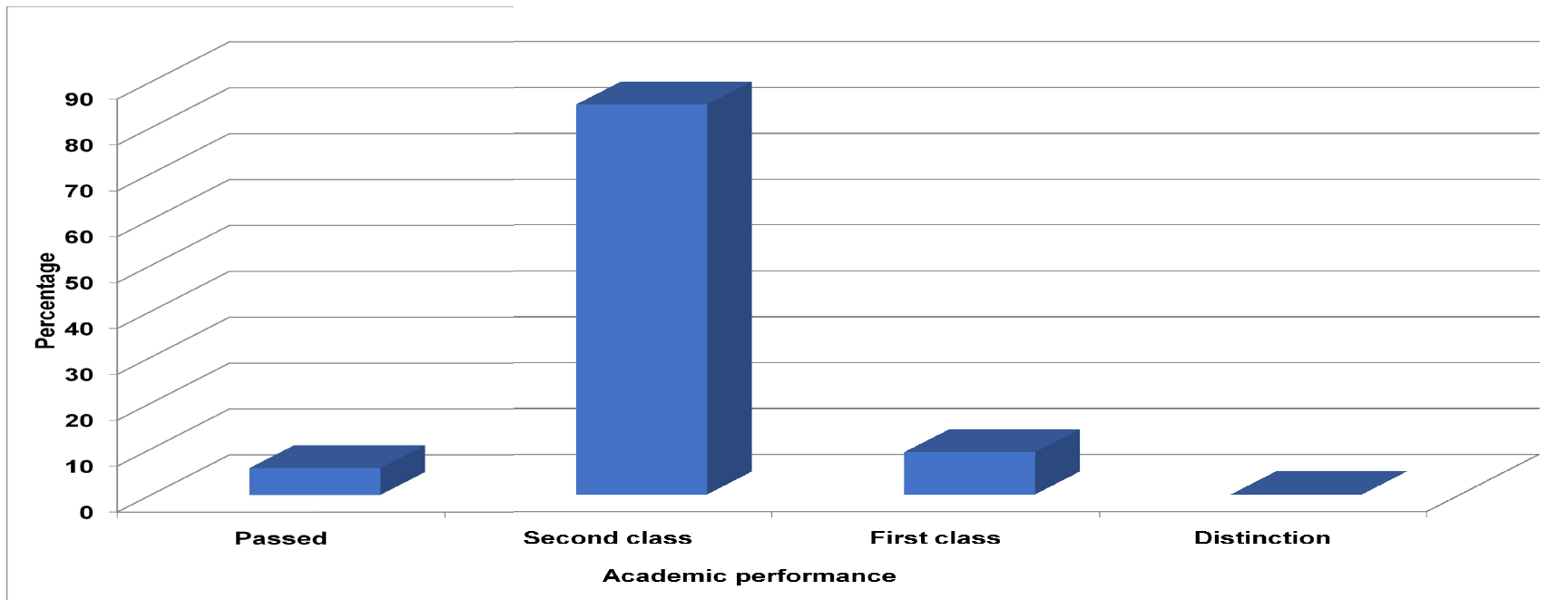


Fig. 4.1.7: Distribution of respondents according to their academic performance

It might be concluded that most of the respondent's academic performance was second class, it explained that most of the agriculture students had high dedication to get good score and achieve their aspirations.

4.1.8 Habitats

Table 4.1.8: Distribution of respondents according to their habitats

n=120

S. No	Habitats	Frequency	Percentage
1	Rural	83	69.17
2	Semi-Urban	15	12.50
3	Urban	22	18.33
	Total	120	100.00

The data given in table; 4.1.8 and fig. 4.1.8 explain that more than two third i.e. 69.17 per cent (83) of respondents were found from rural habitats whereas 18.33 (22) and 12.50 (15) per cent respondents were observed from urban and semi urban habitats, respectively.

It might be explained that most of the respondents belonged to rural habitats which means the respondents i.e. agriculture undergraduates from rural habitats know the importance of agriculture education and they were motivated to join agriculture education.

The results of this study are similar to the results of Iswalker (2001), Shigwan (2002) and Pakale (2016).

4.1.9 Participation in co-curricular and extracurricular activities

The respondents were grouped into 3 categories i.e. low, medium and high based on (\bar{X}) and standard deviation (S.D) related to

their participation in co-curricular and extracurricular activities by considering mean \pm standard deviation.

Table 4.1.9: Distribution of respondents according to their participation in co-curricular and extracurricular activities

n=120

S. No	Participation in co-curricular and extracurricular activities	Frequency	Percentage
1	Low	0	0
2	Medium	102	85.00
3	High	18	15.00
	Total	120	100.00

$\bar{X} = 2.21$, S.D = 1.33

The data given in table; 4.1.9 and fig. 4.1.9 reveal that majority of respondents 85.00 per cent (102) participated in co-curricular and extra-curricular activities at medium level whereas 15.00 per cent (18) respondents participated in co-curricular and extra-curricular activities at high level. None was found in the category of low level of participation in co-curricular and extra-curricular activities

It may be explained that most of the respondents had medium level participation in co-curricular and extra-curricular activities, it means respondents actively participated in all activities that were required to full fill their aspirations.

The outcome of this study is similar to the findings of Bai (2016).

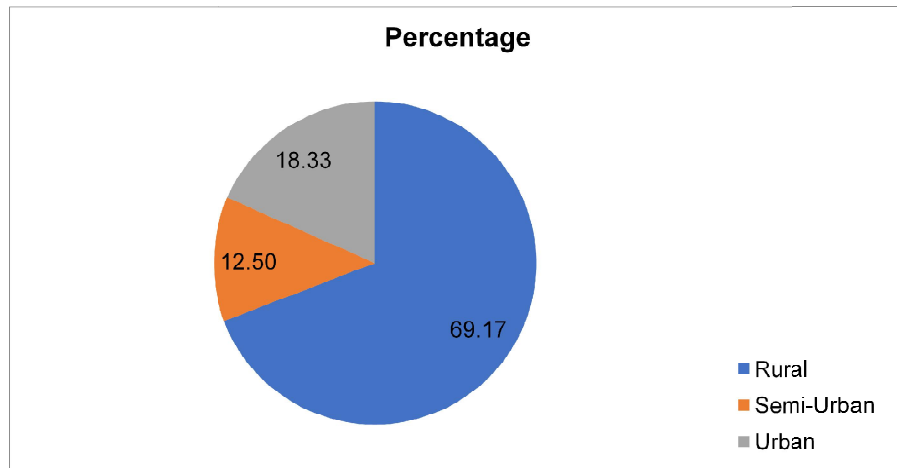


Fig. 4.1.8: Distribution of respondents according to their habitats

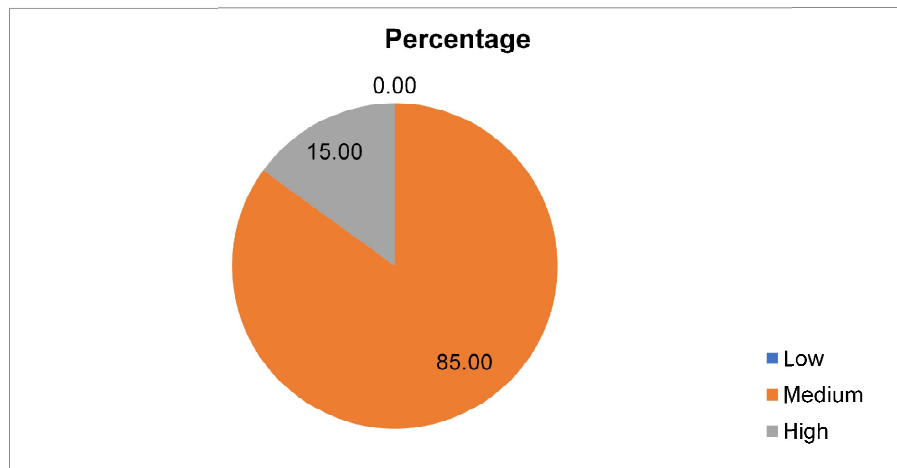


Fig. 4.1.9: Distribution of respondents according to their participation in co-curricular and extracurricular activities

4.2 Level of aspiration of agriculture undergraduates.

4.2.1 Educational Aspirations

Table 4.2.1: Distribution of respondents according to their educational aspirations

n=120

S. No	Educational Aspirations	Frequency	Percentage
1	To complete MBA	6	5.00
2	To complete post-graduate studies	77	64.17
3	To complete doctoral studies	30	25.00
4	To complete post-doctoral studies	7	5.83
	Total	120	100.00

The data given in table; 4.2.1 and fig. 4.2.1 explain that more than half of the respondents i.e. 77 (64.17 per cent) aspired to complete post-graduation, one fourth of respondents i.e. 25.00 per cent (30) aspired to complete doctoral studies whereas 5.00 (6) per cent and 5.83 (7) per cent respondents aspired to complete MBA and post-doctoral studies, respectively.

It might be concluded that most of the respondents i.e. agriculture undergraduates aspired to complete their post- graduation studies to improve their knowledge in particular subject in agriculture education and to become scientists.

The findings of this study are similar to the findings of Iswalkar (2001), Rashmi (2005), Jadhav (2008) and Niketha (2012).

4.2.2 Professional Aspirations

Table 4.2.2: Distribution of respondents according to their professional aspirations.

n=120

S.No	Professional Aspirations	Frequency	Percentage
1	To work in NGO	2	1.66
2	To be self-employed	4	3.33
3	To acquire any profession in private sector	19	15.83
4	To work in government Sector	95	79.16
	Total	120	100.00

The data given in table; 4.2.2 and fig. 4.2.2 reveal that 79.17 per cent (95) respondents aspired to work in government sectors whereas 15.83 per cent (19) respondents aspired to work in private sector while 1.66 (2) and 3.33 (4) per cent respondents aspired to work in non-government sector and self-employed, respectively.

These findings were reflecting that most of the respondents aspired to work in government sector and to serve the nation. This may be due to the facts that Govt. job is considered as a good job and has high social status in the society.

The outcome of this study is similar to the findings of Niketha (2012).

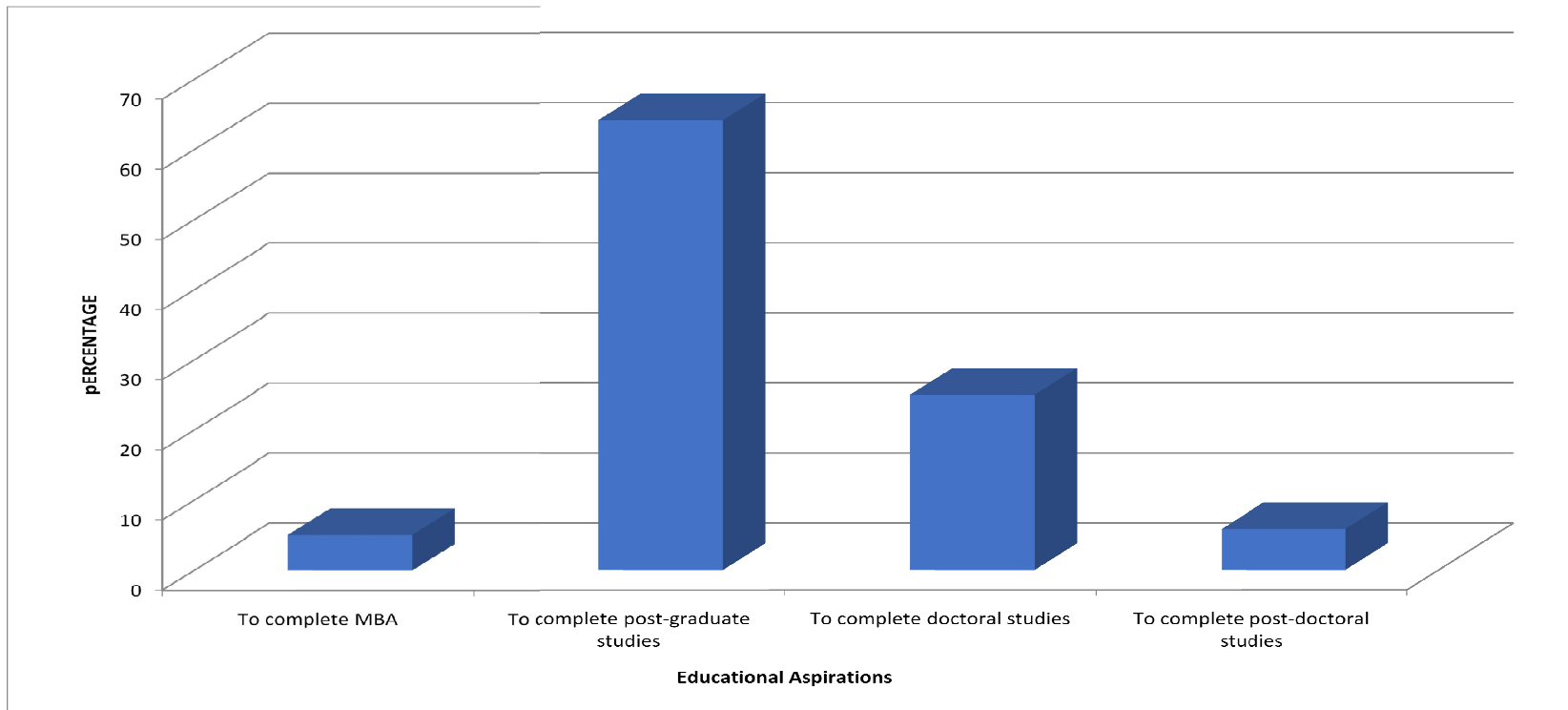


Fig. 4.2.1: Distribution of respondents according to their educational aspirations

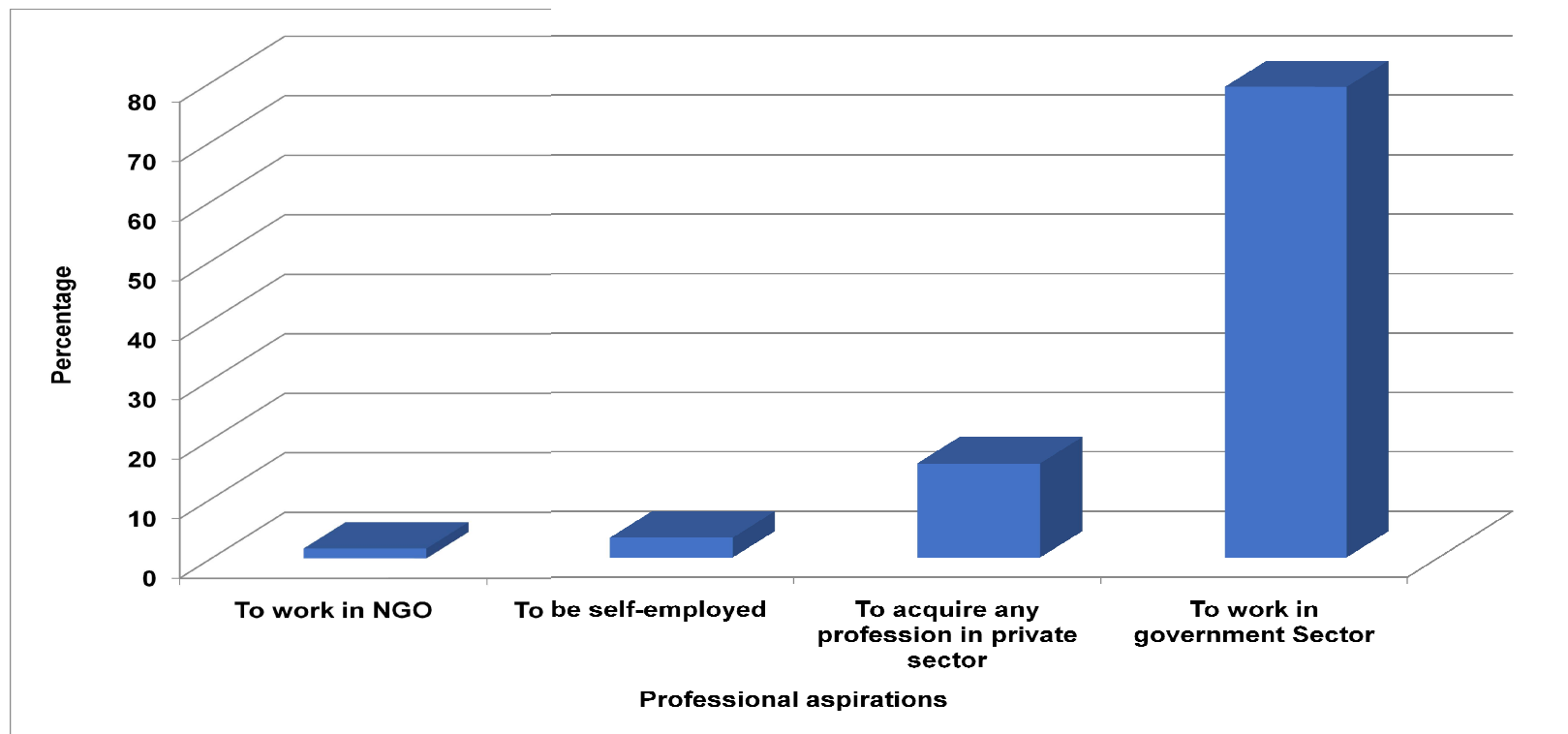


Fig. 4.2.2: Distribution of respondents according to their professional aspirations

4.2.3 Economic Aspirations

Table 4.2.3: Distribution of respondents according to their economic aspirations.

n=120

S. No	Economic Aspirations	Frequency	Percentage
1	Below Rs. 1,00,000/-	5	4.17
2	Rs. 1,00,001/- to 1,50,000/-	6	5.00
3	Rs. 1,50,001/- to 3,00,000/-	11	9.17
4	Rs. 3,00,001/- to 5,00,000/-	34	28.33
5	Above Rs. 5,00,001/-	64	53.33
	Total	120	100.00

The data given in table; 4.2.3 and fig. 4.2.3 depict that more than half respondents i.e. 53.33 per cent (64) aspired to get income above Rs. 5,00,000/- whereas 28.33 per cent (34) respondents aspired to get income from Rs. 3,00,001/- to Rs. 5,00,000/- while 4.17 per cent (5) respondents aspired to get income below Rs. 1,00,000/- but 5.00 (6) and 9.17 (11) per cent respondents aspired to get income up to Rs. 1,00,001/- to Rs. 1,50,000/- and Rs. 1,50,001/- to Rs. 3,00,001/-, respectively.

The findings of this study explained that most of the respondents aspired to get higher income above Rs. 5,00,001/-. This might be due to the facts that earning higher income helps them to improve their economic status.

The outcome of this study is similar to the findings of Khole (2011).

4.2.4 Social Aspirations

Table 4.2.4: Distribution of respondents according to their social aspirations

n=120

S.No	Social Aspirations	Frequency	Percentage
1	No social aspirations	15	12.50
2	To develop your own family	17	14.17
3	To develop your own caste	3	2.50
4	To develop your own village	12	10.00
5	To support the farmers	41	34.17
6	To be a member of Agri. produce market committee and agri co-operative societies	19	15.83
7	To be a community leader	1	0.83
8	To be a youth club leader	3	2.50
9	To participate in other social services	9	7.50
	Total	120	100.00

The data given in table; 4.2.4 and fig. 4.2.4 explain that 14.17 per cent (17) of respondents were to develop their own family whereas 34.17 (41), 10.0 (12) and 15.83 (19) per cent of respondents were aspired to support the farmers, to develop their own village and to be a member of agri-produce market committee and agri co-operative societies while equal number i.e. 2.50 (3) and 2.50 (3) per cent of respondents aspired to develop their own caste people and to be a youth club leader, respectively. But 7.50 (9) per cent of respondents aspired to work in other social services whereas 0.83 (1), and 12.50

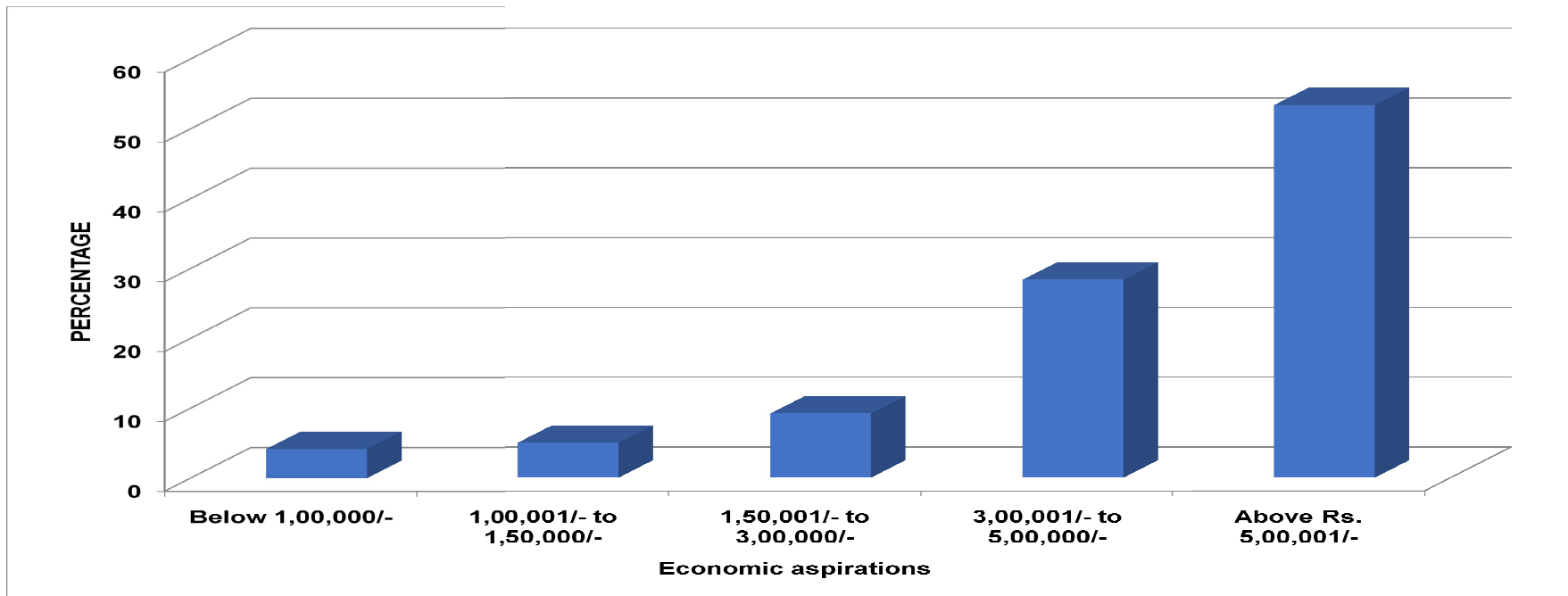


Fig. 4.2.3: Distribution of respondents according to their economic aspirations

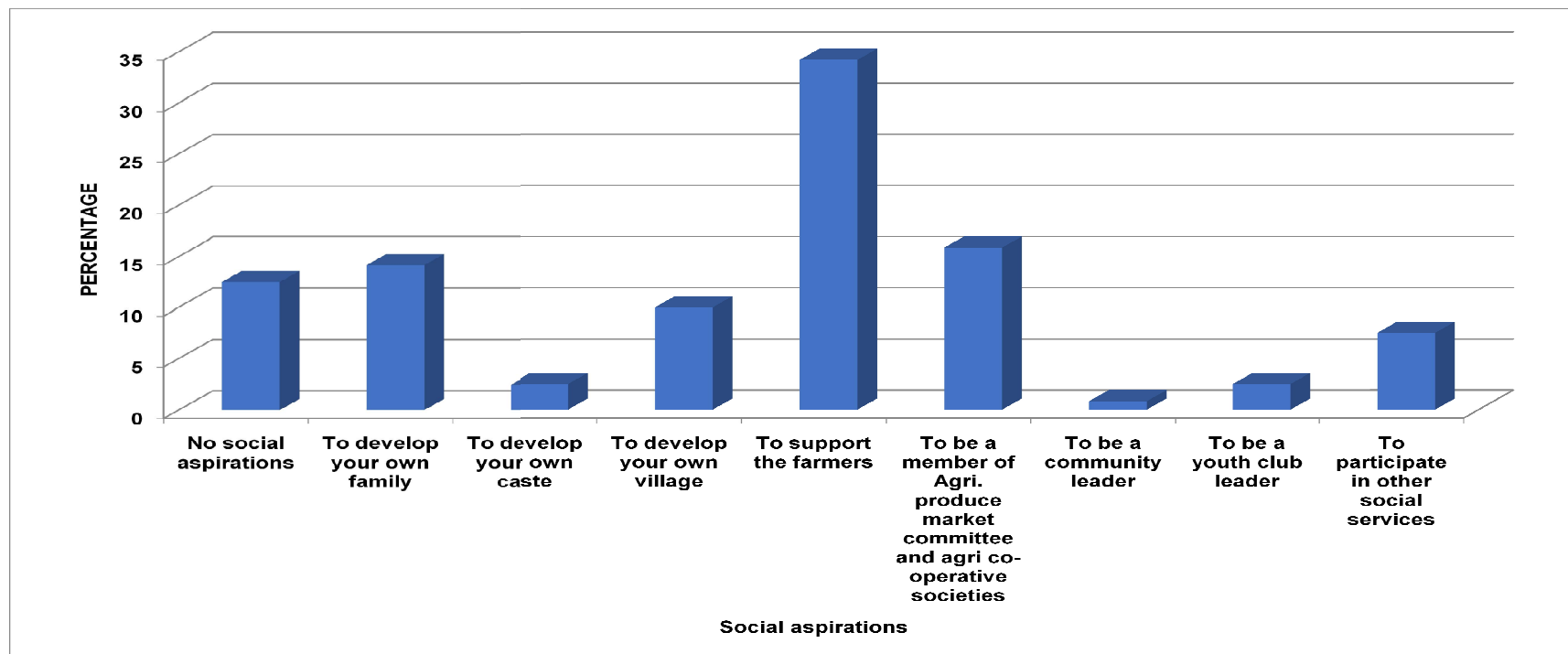


Fig. 4.2.4: Distribution of respondents according to their social aspirations

(15) per cent of respondents were aspired to be a community leader and don't have any social aspiration, respectively.

The findings of this study concluded that most of the respondents i.e. agriculture undergraduates aspired to support the farmers. Because most of the respondent's parents occupation was agriculture/dairy and also, they were from agriculture education, so they aspired to support farmers.

4.2.5 Political Aspirations

Table 4.2.5: Distribution of respondents according to their political aspirations

n=120

S. No	Political Aspirations	Frequency	Percentage
1	No political aspiration	70	58.33
2	Gram panchayat member/ sarpanch	24	20.00
3	Panchayat samiti member	4	3.33
4	Zilla parishad	1	0.83
5	Municipal chairman	1	0.83
6	Mayor	0	0
7	M.L.A	5	4.16
8	M.P	6	5.00
9	Minister	9	7.50
	Total	120	100.00

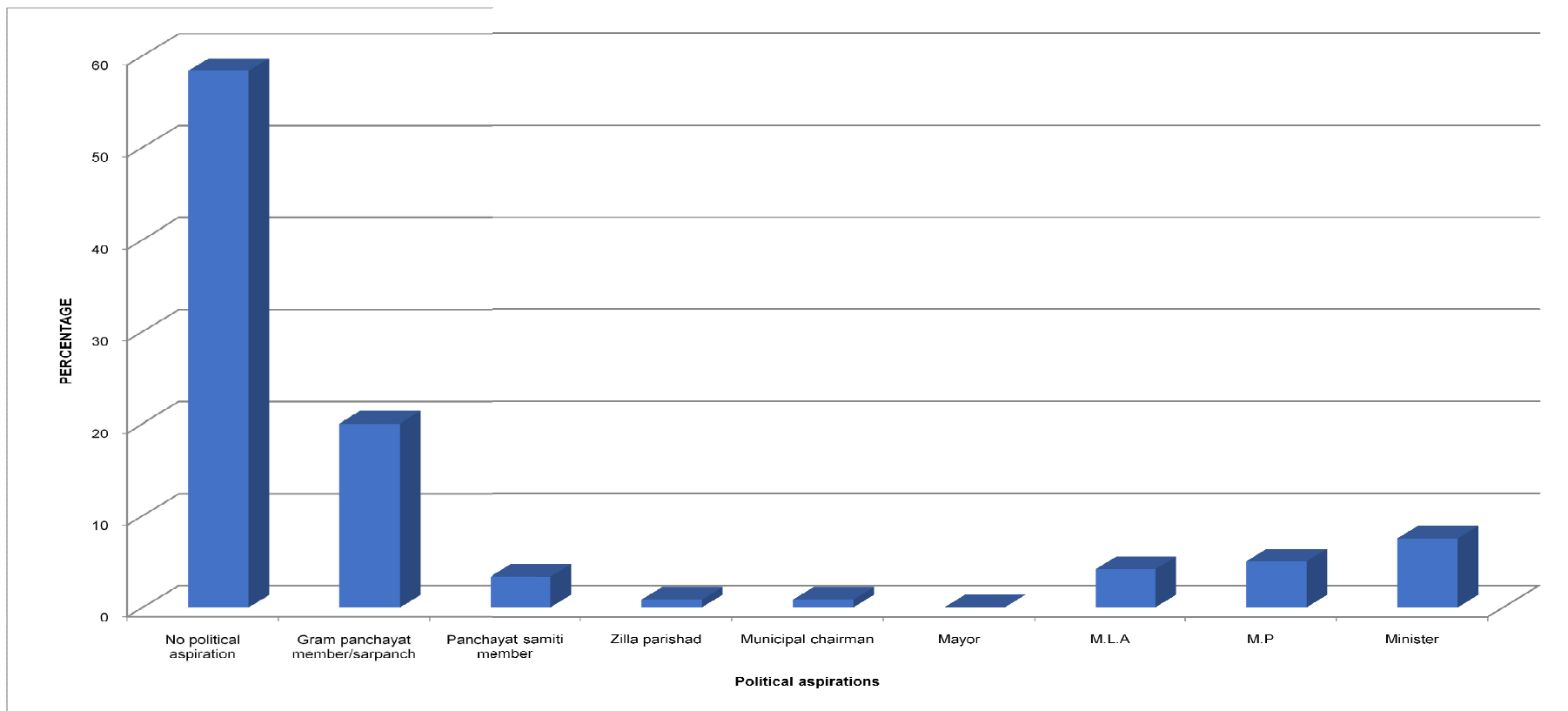


Fig. 4.2.5: Distribution of respondents according to their political aspirations

The data given in table; 4.2.5 and fig. 4.2.5 depict that 20.00 per cent (24) of respondents were aspired to be the member/sarpanch of gram panchayat whereas 3.33 (4), 4.17 (5) and 5.00 (6) per cent of respondents were aspired to be the member of panchayat samiti, to become M.L.A and to become M.P. while equal number i.e. 0.83 and 0.83 per cent of respondents were aspired to be a member of zilla parishad and municipal chairman, 7.50 per cent (9) respondents were aspired to become minister. More than half of the respondents i.e. 58.33 per cent (70) were not having any political aspirations.

The findings of this study explained that most of the respondents i.e. agriculture undergraduates were don't showed any political aspirations. Because most of the students were interested to develop their local areas, agriculture sector and also, they were not highly active to participate in political activities, so, most of them were not aspired for political aspirations. None aspired to be mayor because most of the respondents belongs to rural areas and not aspired for mayor position which is in urban areas.

4.2.6 Level of overall aspirations

The level of overall aspirations was given based on the scores obtained by the respondents and they were grouped into low, medium and high category of overall aspiration level on the basis of their Mean \pm SD.

Table 4.2.6: Distribution of respondents according to their level of overall aspirations

n=120

S. No	Level of Overall Aspirations	Frequency	Percentage
1	Low	12	10.00
2	Medium	89	74.17
3	High	19	15.83
	Total	120	100.00

$\bar{X} = 15.25$, S.D = 4.42

The results of this study depict in table; 4.2.6 and fig. 4.2.6 show that majority of respondents 74.17 per cent (89) were having medium level of aspirations whereas 15.83 per cent (19) respondents were having high level of aspirations, while 10.00 per cent (12) of respondents were having low level of aspirations.

It explains that every respondent is not highly aspired for every aspiration. The respondents had different level of aspiration for each aspiration. So, it concludes that respondents had medium level aspirations.

The outcome of study is similar to the outcome of Reddy (2018).

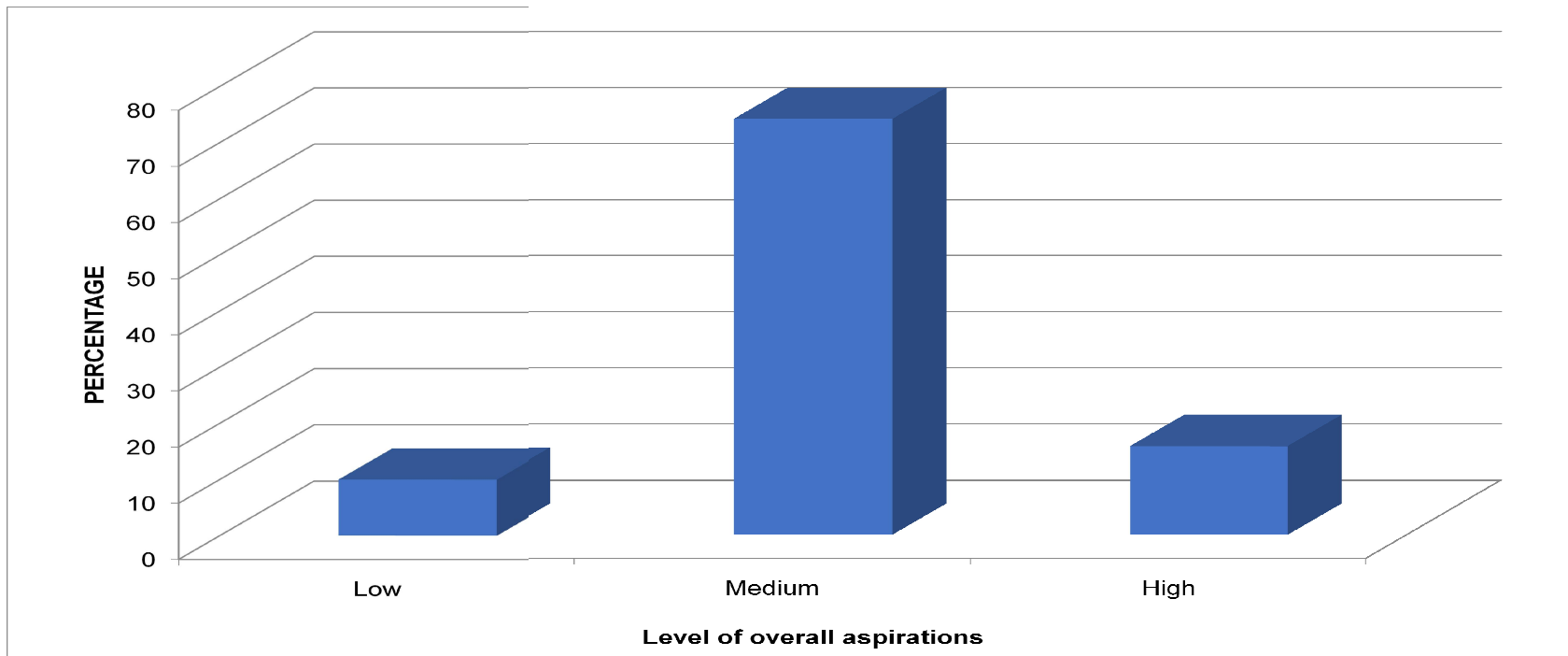


Fig. 4.2.6: Distribution of respondents according to their overall aspirations

4.3 Relationship between level of aspirations and profile of undergraduates:

Table 4.3: Relationship between level of aspirations and profile of undergraduates

n=120

S. No	Independent variable	Correlation coefficient (r) Independent variables with overall aspiration
1	Gender	0.21 *
2	Type of family	0.05
3	Occupation of parents	0.14
4	Annual income of family	0.22 *
5	Father's education status	0.40 *
6	Mother's education status	-0.03
7	Academic performance	0.21 *
8	Habitat	0.13
9	Participation in co-curricular and extracurricular activities	0.20 *

*Significant at 5% level

NS = non-significant

4.3.1 Gender

The data given in table 4.3 and fig. 4.3 reveal that there is a positive and significant relationship between gender and level of aspiration of agriculture undergraduates at one per cent level of significance. Therefore, the null hypothesis stated “there is no relationship between gender and the aspiration level of agriculture undergraduates” hence, was rejected.

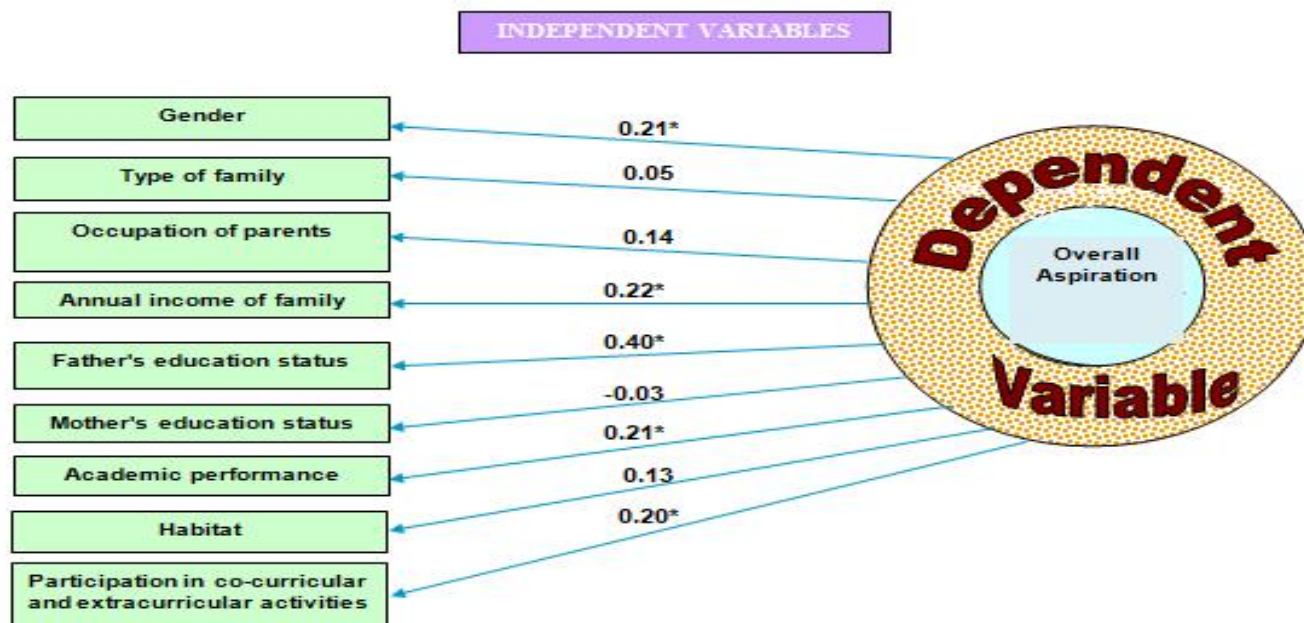


Fig. 4.3: Relationship between level of aspirations and profile of undergraduates

It means that the level of aspirations of the agriculture undergraduates might have varied in accordance to their gender. In this study, it might be concluded that both gender and aspiration were having significant and positive relationship.

The outcome of this study are similar to the outcome of Bothikar (2008).

4.3.2 Type of family

The data given in table 4.3 and fig. 4.3 reveal that there is a positive and non-significant relationship between type of family and level of aspiration of agriculture undergraduates at five per cent level of significance. Therefore, the null hypothesis stated “there is no relationship between type of family and the aspiration level of agriculture undergraduates” hence, was accepted.

It means the overall aspirations were not changed if there is a change in respondents type of family. This might be due to the facts that type of family might have not exerted any influence on level of aspiration.

The outcome of this study was similar to the outcome of Misal *et al.* (2009).

4.3.3 Occupation of parents

The data given in table 4.3 and fig. 4.3 reveal that there is a positive and non-significant relationship between occupation of parents and level of aspiration of agriculture undergraduates at five per cent level of significance. Therefore, the null hypothesis stated “there is no relationship between occupation of parents and the aspiration level of agriculture undergraduates” hence, was accepted.

It means the overall aspirations were not change with vary of occupation of parents. This might be due to the facts that occupation of parents might have not boosted the respondents level of aspiration.

The results of this study were similar to the study of Niketha (2012).

4.3.4 Annual income of family

The data given in table 4.3 and fig. 4.3 reveal that there is a positive and significant relationship between annual income of family and level of aspiration of agriculture undergraduates at five per cent level of significance. Therefore, the null hypothesis stated “there is no relationship between annual income of family and the aspiration level of agriculture undergraduates” hence, was rejected.

It means, if there was a change in annual income of family then there was a positive change in overall aspirations of respondents. It explains that respondents with high economic background/annual income of family had high aspirations because they might have more exposure of electronic media.

The outcomes of this study were similar to the study of Niketha (2012).

4.3.5 Father's educational status

The data given in table 4.3 and fig. 4.3 reveal that there is a positive and significant relationship between father's educational status and level of aspiration of agriculture undergraduates at five per cent level of significance. Therefore, the null hypothesis stated “there is no relationship between father's educational status and the aspiration level of agriculture undergraduates” hence, was rejected.

It means the overall aspirations of respondents change positively if there was a change in father's educational status in positive direction. It explains that highly educated father's children had high aspirations.

The results of this study are alike to the study of Meena (2018).

4.3.6 Mother's educational status

The data given in table 4.3 and fig. 4.3 reveal that there is a negative and non-significant relationship between mother's educational status and level of aspiration of agriculture undergraduates at five per cent level of significance. Therefore, the null hypothesis stated "there is no relationship between mother's educational status and the aspiration level of agriculture undergraduates" hence, was accepted.

It means if the respondents mother's educational status varies there is no change in overall aspirations of respondents. In this study we observed that high aspirations were observed in respondents whose mother's were illiterates, educated up to middle school and respondents whose mother's were educated to high school level, graduates had less aspirations.

4.3.7 Academic performance

The data given in table 4.3 and fig. 4.3 reveal that there is a positive and significant relationship between academic performance and level of aspiration of agriculture undergraduates at five per cent level of significance. Therefore, the null hypothesis stated "there is no relationship between academic performance and the aspiration level of agriculture undergraduates" hence, was rejected.

It means the increase in academic performance of respondents were increased the overall aspirations of respondents. The respondents with high academic performance had high aspirations.

The outcomes of this study were similar to the study of Reddy (2018).

4.3.8 Habitat

The data given in table 4.3 and fig. 4.3 reveal that there is a positive and non-significant relationship between habitat and level of aspiration of agriculture undergraduates at five per cent level of

significance. Therefore, the null hypothesis stated “there is no relationship between habitat and the aspiration level of agriculture undergraduates” hence, was accepted.

It means the change in habitats of respondents did not create a change in overall aspirations of respondents.

The outcomes of this study were similar to the study of Misal *et al.* (2009), Lukngam (2014) and Pakale(2016).

4.3.9 Participation in co-curricular and extracurricular activities

The data given in table 4.3 and fig. 4.3 reveal that there is a positive and significant relationship between participation in co-curricular and extracurricular activities and level of aspiration of agriculture undergraduates at five per cent level of significance. Therefore, the null hypothesis stated “there is no relationship between participation in co-curricular and extracurricular activities and the aspiration level of agriculture undergraduates” hence, was rejected.

It means the increase of participation in co-curricular and extra-curricular activities were positively increased the overall aspirations of respondents. The respondents who had participated in co-curricular and extracurricular activities had high aspirations.

4.4 The constraints being faced by undergraduates in agriculture education & suggestions to overcome.

The constraints faced by the undergraduates in agriculture education were collected by investigator as the main constraints. These were personal, financial, informative, administrative, examination and career development constraints.

In this research study the constraints were categorized in to 6 classes such as, (I) Personal constraints, (ii) Financial constraints, (iii) Informative constraints, (iv) Administrative constraints, (v) Examination

constraints, (vi) Career development constraints. The constraints perceived by the students were given as under.

4.4.1 Personal constraints

The personal constraints mean the problem faced by the respondents personally like physical health, mental health, fear, less motivation etc. personal constraints varied from person to person. The personal constraints faced by undergraduates is mentioned below.

Table 4.4.1: Personal constraints faced by agriculture undergraduates

n=120

S. No	Personal constraints	MPS	Rank
1	High exposure to sun in field practicals	77.70	I
2	Lack of personal guidance	72.50	II
3	Low educational level of parents	53.05	VII
4	Physically handicap	40.20	XI
5	Mental weakness	47.20	X
6	Hesitation / stage fear	58.60	V
7	Lack of individual exposure	60.55	IV
8	No motivation	65.83	III
9	Negative attitude	50.00	IX
10	Anxiety / Stress	53.33	VI
11	Lack of encouragement between genders to participate in programmes/ training	52.70	VIII

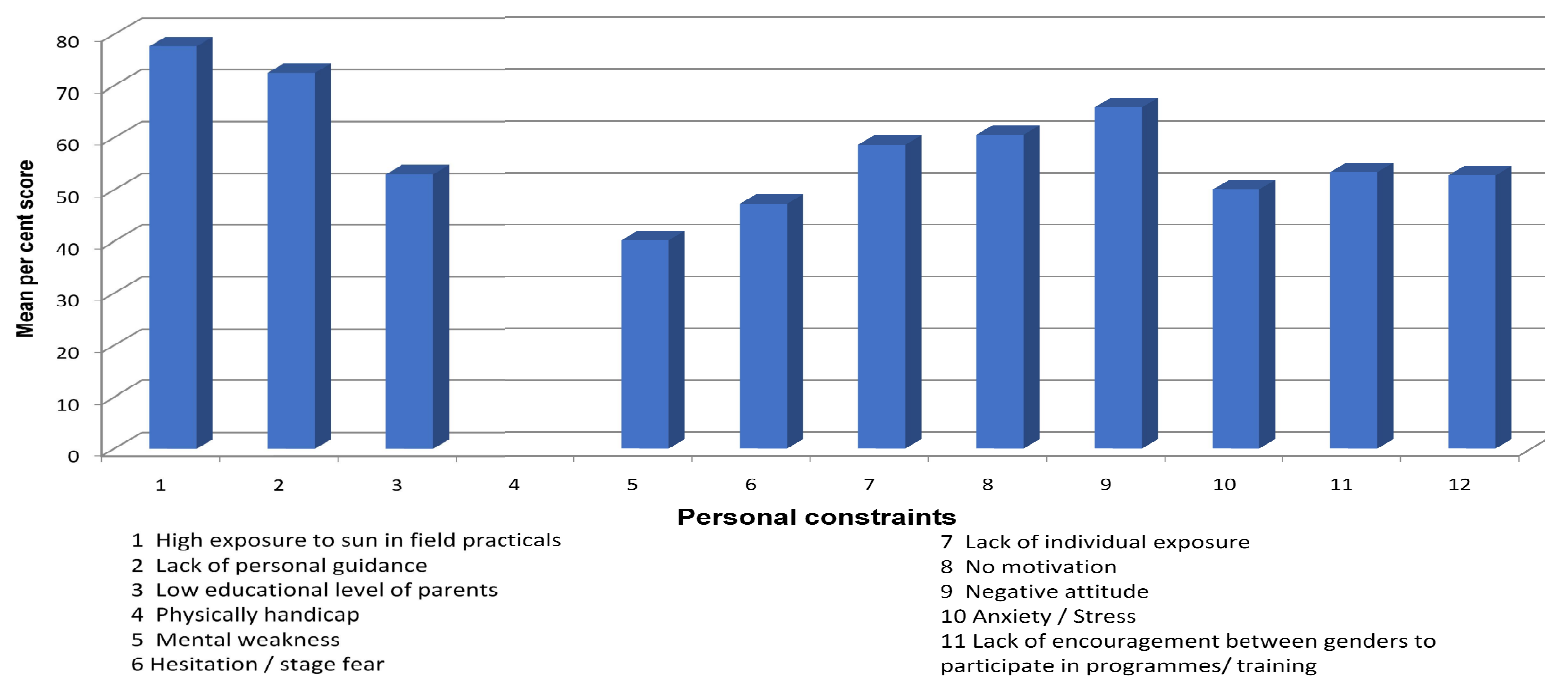


Fig. 4.4.1: Personal constraints faced by agriculture undergraduates

Results:

In this study the results in table; 4.4.1 and fig. 4.4.1 reveal that high exposure to sun in field practical (77.70 MPS) was the most important constraint as perceived by respondents and ranked first whereas lack of personal guidance was observed as the second most important constraint (71.10 MPS) followed by no motivation (65.83 MPS), lack of individual exposure (60.55 MPS), hesitation/ stage fear (58.60 MPS), anxiety/stress (53.33 MPS), low educational level of parents (53.05 MPS), lack of encouragement between genders to participate in programmes / trainings (52.70 MPS), negative attitude (50.00 MPS) and mental weakness (47.20 MPS) which ranked as III, IV, V, VI, VII, VII, VIII, IX, respectively. The least important constraint was physically handicap (40.20 MPS) as perceived by respondents and last rank i.e. XI was assigned.

Discussion:

In this study personal constraints faced by the respondents were varied for every person but the major constraint was “high exposure to sun in field practicals”, it makes the respondents to lose the energy and feel weak. If the practical is in the early mornings or evenings or shady times makes them easy to learn and work. The “lack of personal guidance” was the second major constraint faced by respondents, because of lack of guidance they don’t know what they can do for their education, future development. So, provision of guides/ advisors for them to guide is the best way to improve themselves. “Physically handicap” was the least important constraint faced by agriculture undergraduates, it explained that most of the respondents were physically strong.

4.4.2 Financial constraints

The financial constraints mean the constraints which comes with money. The financial constraints perception is different for individual. The financial constraints perception by respondents is mentioned below.

Table 4.4.2: Financial constraints faced by agriculture undergraduates

n=120

S. No	Financial constraints	MPS	Rank
1	High semester fee	72.77	I
2	High hostel fee	68.00	III
3	High fees of other coaching	62.50	IV
4	Insufficient pocket money	58.05	VI
5	High cost of stationary, books etc.	68.60	II
6	High cost of internet to access study material	59.40	V

Results:

In this study, data are depicted in table; 4.4.2 and fig. 4.4.2 reveal that most important constraint faced by agriculture undergraduates was high semester fee (72.77 MPS) as perceived by respondents and ranked first whereas high cost of stationary, books etc. (68.60 MPS) was the second most important constraint followed by high hostel fee (68.00 MPS), high fees of other coaching (62.50 MPS), high cost of internet to access study material (59.40 MPS) which were ranked as III, IV and V respectively. The least important financial constraint as perceived by respondents was insufficient pocket money (58.05 MPS) and ranked as VI.

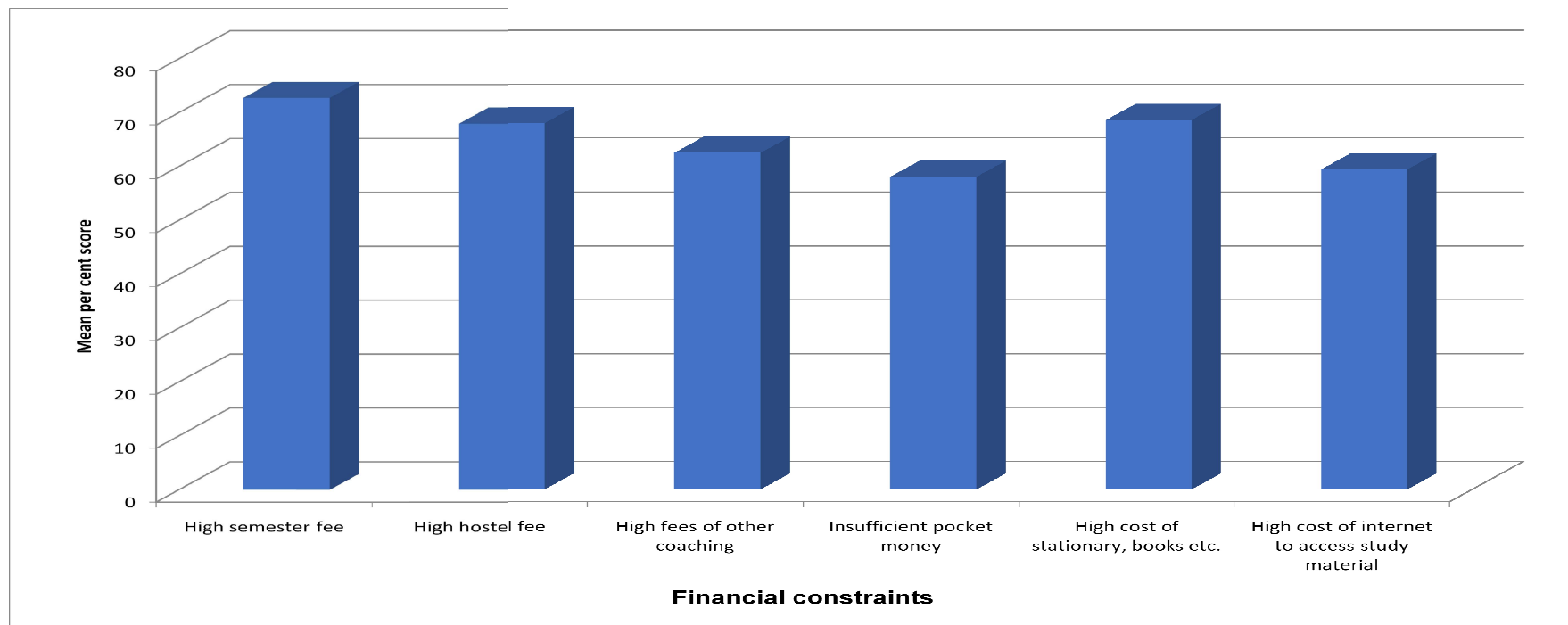


Fig. 4.4.2: Financial constraints faced by agriculture undergraduates

Discussion:

In this research study the major financial constraint faced by respondents was “high semester fee”, it was explained that the college semester fee is higher than they expected and higher than they can give, it makes them feel pressurized and because of this they can't provide money for other coachings too. If the college fee is less, they can use that money for other coachings and to buy few competitive books also. The minor was “insufficient pocket money”, it explains that their parents provided the required money for their education and personals.

4.4.3 Informative constraints

The informative constraints are the constraints related to information. These informative constraints may be lack of required information in different areas related to their education. The informative constraints faced by the respondents as per collected information the results were mentioned below.

Table 4.4.3: Informative constraints faced by agriculture undergraduates

n=120

S. No	Informative constraints	MPS	Rank
1	Remote location of agriculture colleges	76.38	III
2	Complex process of joining in agriculture college	67.77	VII
3	Less number of admission seats available	69.10	VI
4	Less information about job opportunities after completing agriculture degree	81.38	I
5	Less number of scholarships	72.50	V
6	Insufficient information on types of competitive exams	79.44	II
7	Limited source of study material	74.70	IV

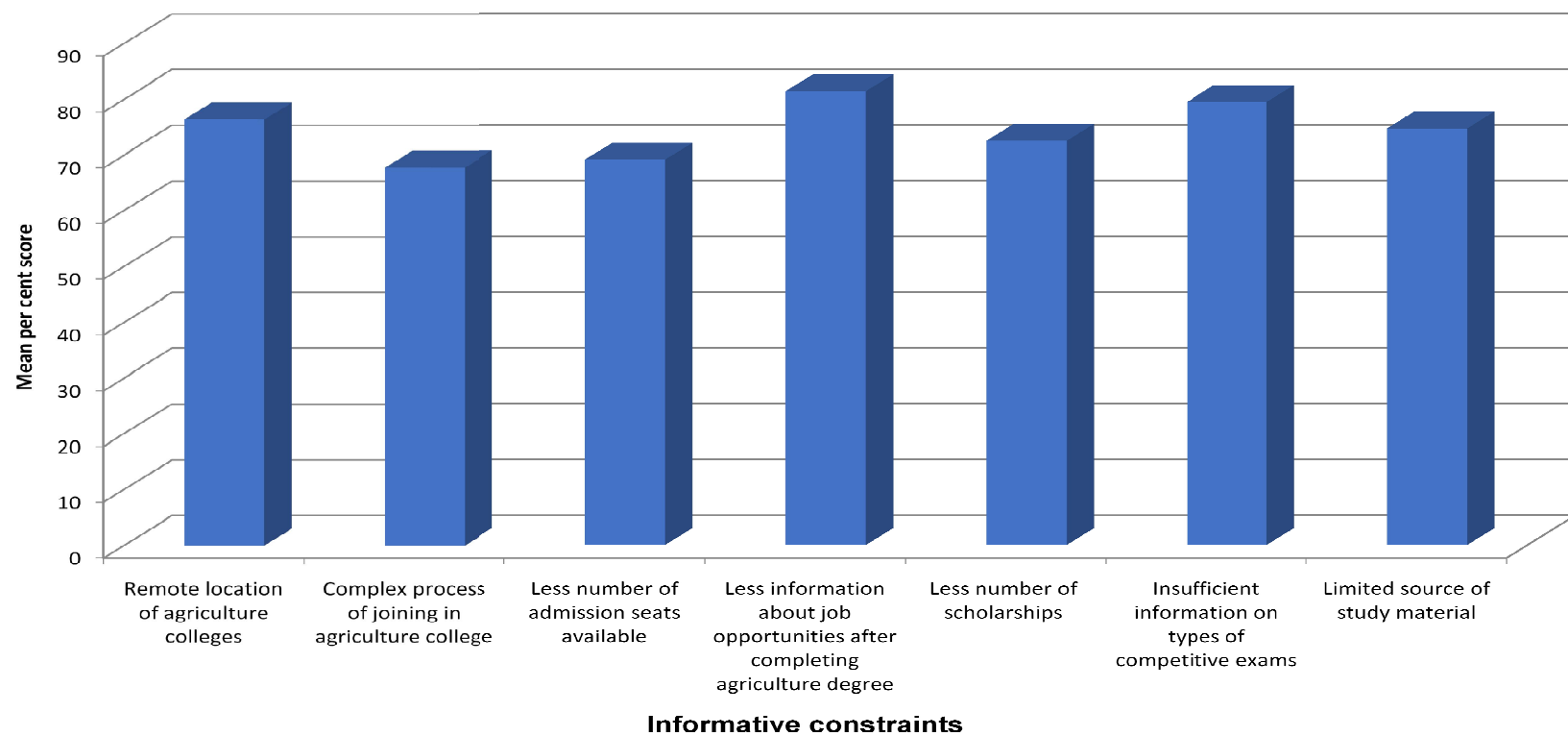


Fig. 4.4.3: Informative constraints faced by agriculture undergraduates

Results:

The data explained in table; 4.4.3 and fig. 4.4.3 show that the major constraint was less information about job opportunities after completing agricultural degree (81.38 MPS) as perceived by respondents and ranked as first whereas the insufficient information on types of competitive exams was the second major informative constraint (79.44 MPS) followed by the remote location of agriculture colleges (76.38 MPS), limited source of study material (74.70 MPS), less number of scholarships (72.50 MPS) and less number of admission seats available (69.10 MPS) which were ranked as III, IV, V, and VI respectively. Complex process of joining in agriculture college (66.66 MPS) was the minor informative constraint as per the respondent's perception and ranked as VII.

Discussion:

In this research study the major informative constraints faced by agriculture undergraduates as per respondent's perception was "less information about job opportunities after completing agricultural degree". It means they don't know about the opportunities after completing the agricultural degree, it makes them tensed and confused about their future. By providing the information related to their opportunities makes them clear and focused on their goals. In this the minor constraint was "complex process of joining in agriculture college", it explains that the information about which exam to write, score to join in agriculture and the lengthy process of admission in agriculture college was little bit complex but not highly complexed.

4.4.4 Administrative constraints

The administrative constraints mean those constraints which are related to the administration in the college and their education

programme. The results of administrative constraints as perceived by the respondents were mentioned below.

Table 4.4.4: Administrative constraints faced by agriculture undergraduates

n=120

S. No	Administrative constraints	MPS	Rank
1	Less infrastructure facilities	73.60	III
2	Less laboratory facilities	75.83	I
3	Lack of teaching and non-teaching staff	65.83	VII
4	Less transportation facilities	75.00	II
5	Less facilities for games	71.10	V
6	Less field visits	69.44	VI
7	Lack of hostel facilities	72.50	IV

Results:

The data explained in table; 4.4.4 and fig. 4.4.4 reveal that less laboratory facilities (75.83 MPS) was the major administrative constraint as perceived by respondents and ranked as first whereas less transportation facilities (75 MPS) was the second major constraint followed by less infrastructure facilities (73.60 MPS), lack of hostel facilities (72.50 MPS), less facilities for games (71.10 MPs) and less field visits (69.44 MPS) which were ranked as III, IV, V, and VI respectively. Lack of teaching and non-teaching staff (65.83 MPS) was the minor administrative constraints as perceived by respondents and ranked as VII.

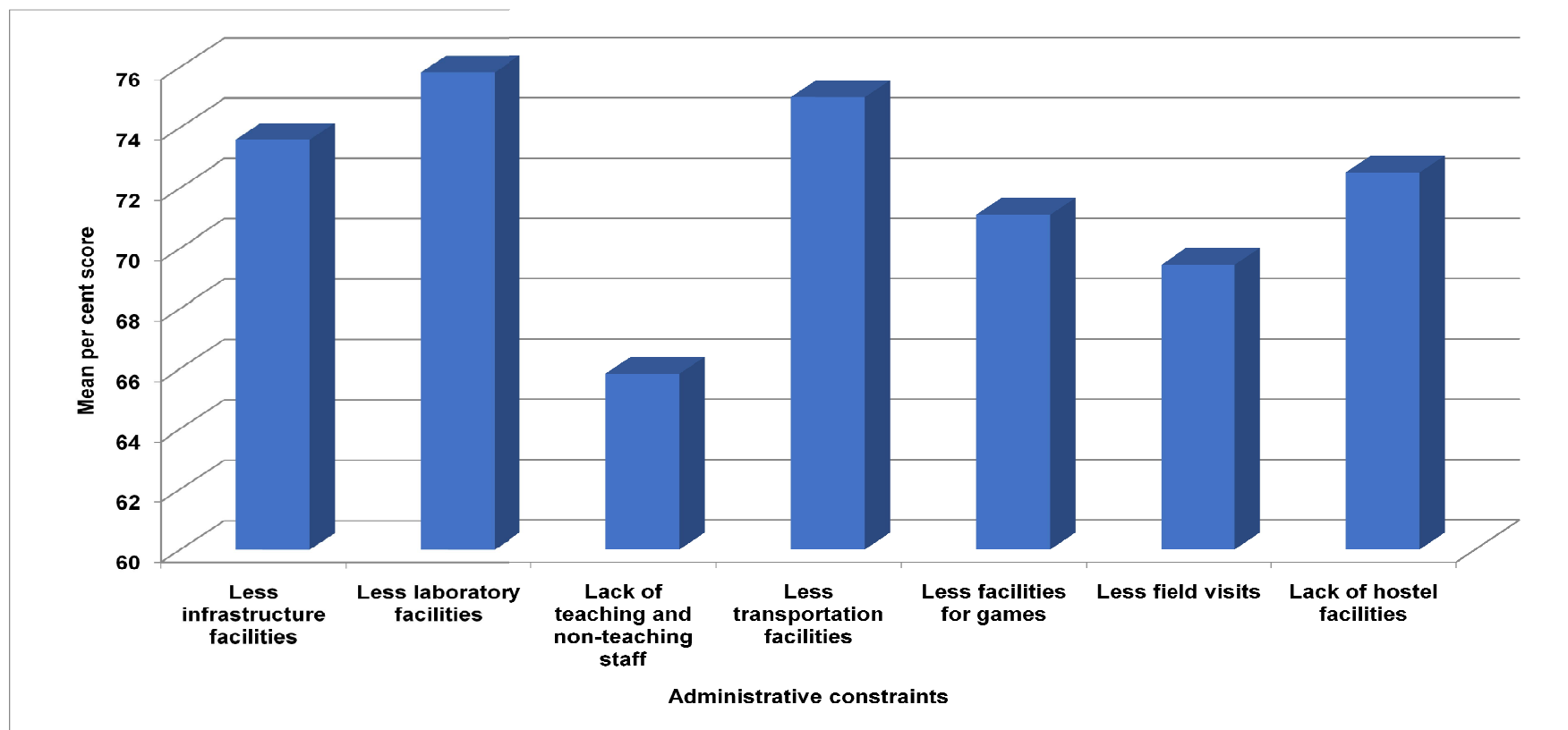


Fig. 4.4.4: Administrative constraints faced by agriculture undergraduates

Discussion:

In this research study the major administrative constraints faced by agriculture undergraduates as per respondent's perception was, they were not having proper laboratory facilities, it makes the respondents inefficient in lab work and less practical knowledge. Providing the best laboratory facilities makes the respondents to improve their practical knowledge and easy understanding of theories too. The minor administrative constraint was “lack of teaching and non-teaching staff”, it means they were provided with good teaching and non-teaching staff.

4.4.5 Examination constraints

The examination constraints mean those constraints will be faced by the respondents in the process of conducting examination. The results of examination constraints as perceived by respondents were mentioned below.

Table 4.4.5: Examination constraints faced by agriculture undergraduates.

n=120			
S. No	Examination constraints	MPS	Rank
1	Problem of writing in English	65.20	III
2	Only one exam per semester is problematic to get good G.P.A	60.55	IV
3	No proper examination hall	72.50	I
4	No proper management of practical exam	71.38	II
5	Delay in examination	51.38	VII
6	Lack of circulars/ notices of examination in time	58.00	V
7	Low weightage for practicals	55.83	VI

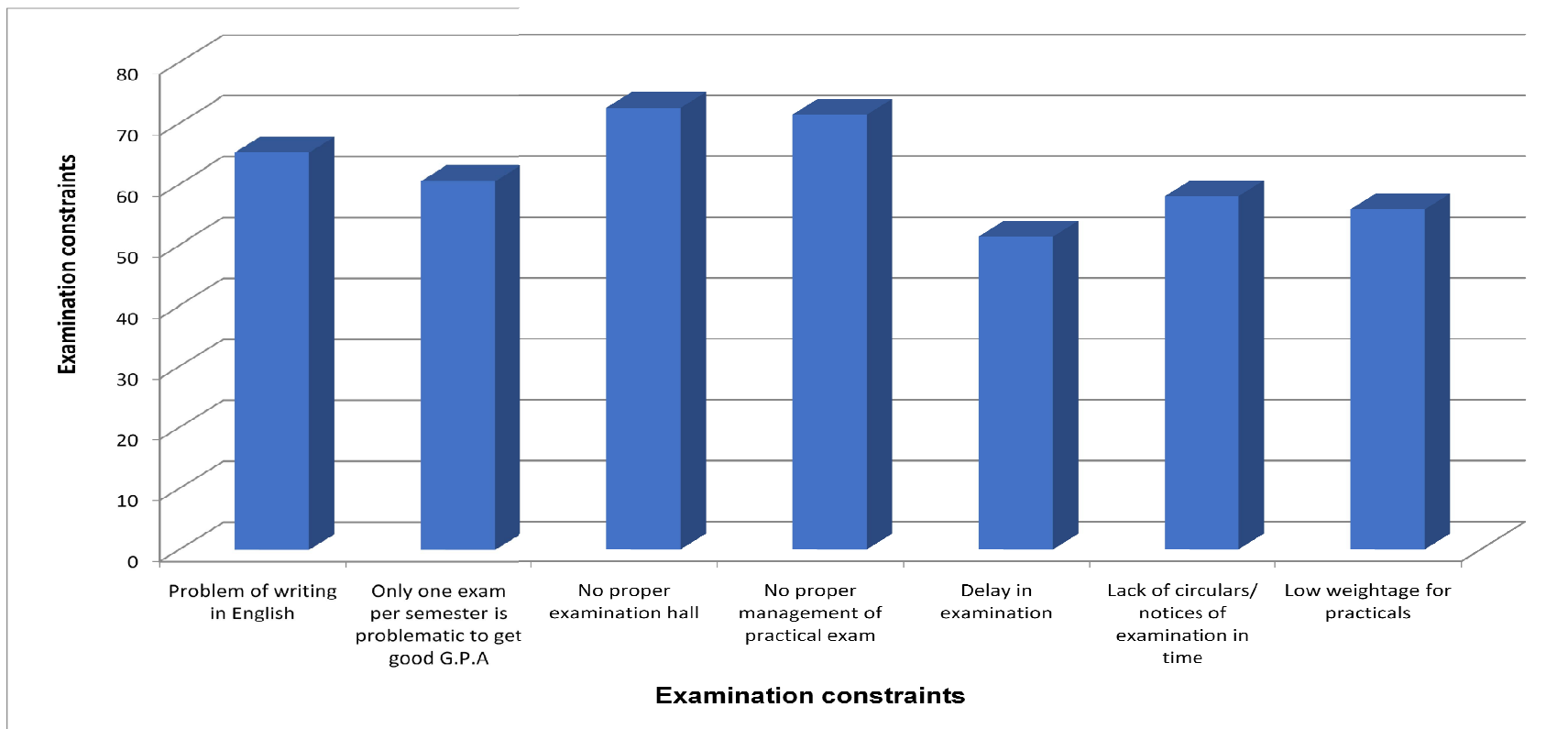


Fig. 4.4.5: Examination constraints faced by agriculture undergraduates

Results:

In this study the results are explained in table: 4.4.5 and fig. 4.4.5 reveal that “no proper examination hall (72.5 MPS) was the most important constraint as perceived by respondents and ranked as first whereas no proper management of practical exam (71.38 MPS) was second most important constraint followed by problem of writing in English (65.2 MPS), only one exam per semester is problematic to get good G.P.A (60.55 MPS), lack of providing circular/notice of examination in time (58 MPS), low weightage for practicals (55.83 MPS) and delay in examination (51.38 MPS) which were ranked as III, IV, V, VI and VII respectively.

Discussion:

In this research study the major examination constraint faced by agriculture undergraduates as perceived by respondents was “no proper examination hall “, it means in college no proper examination hall to sit and write, it makes the respondents disturbance and uncomfortable while writing the examination. Providing proper examination hall with good arrangements makes them feel comfortable to write exam. The minor examination constraints faced by respondents as perceived by respondents was “delay in examination” it explained that there was lesser number of times delay in examination happened.

4.4.6 Career development constraints

Career development constraints are the constraints because of which the development in their career is fluctuated and getting low. The results of the career development constraints as perceived by respondents mentioned below.

Table 4.4.6: Career development constraints faced by agriculture undergraduates

n=120

S. No	Career development constraints	MPS	Rank
1	Lack of skill development programmes in college	88.33	I
2	Lack of encouragement for extracurricular activities	69.72	III
3	Lack of coaching for other exams	81.38	II

Results:

In this study the data are depicted in table; 4.4.6 and fig. 4.4.6 explain that lack of skill development programmes in college (88.33 MPS) was the most important career development constraint as perceived by respondents and ranked as first whereas lack of coaching for other exams (81.38 MPS) was the second most important career development constraint. Lack of encouragement for extracurricular activities (66.72 MPS) was the least important career development constraint as perceived by respondents.

Discussion:

The first major career development constraint faced by agriculture undergraduates as perceived by the respondents was lack of skill development programmes, it explained that students were not had any skill development programmes in their college, so they needed the programmes which makes them to improve their skills in related to education, behaviour, social and job. The second major constraint was lack of coaching for other exams, it explained that no coaching's were provided to the students except the subject syllabus. Majority of the

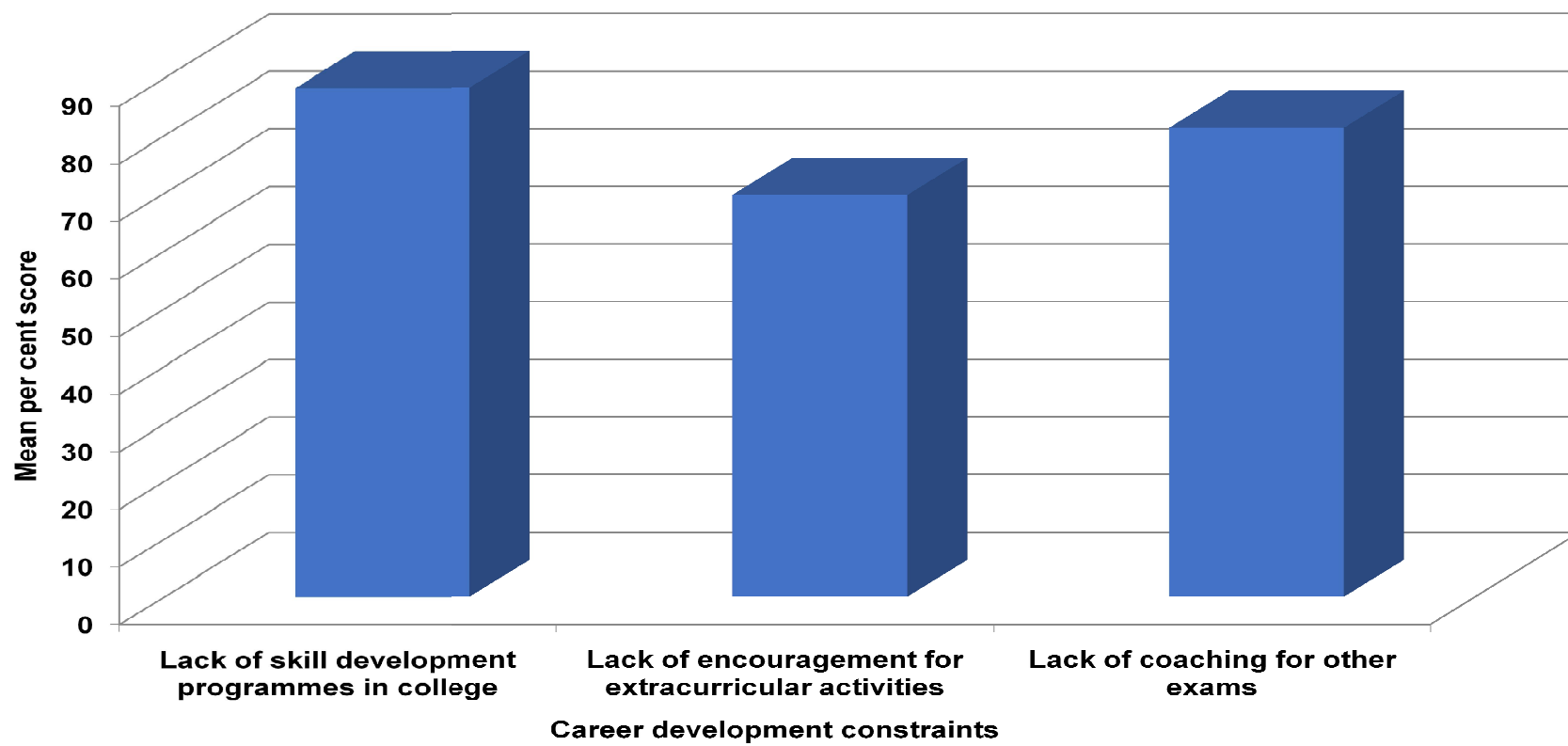


Fig. 4.4.6: Career development constraints faced by agriculture undergraduates

students wants to provide coaching for JRF, CAT and another examination. The minor constraint was lack of encouragement for extracurricular activities, it explained that there was lack encouragement for extracurricular activities. So, the respondents want the encouragement to participate in extracurricular activities like sports, cultural activities etc.

4.4.7 Overall constraints

This overall constraint includes the all the constraints personal constraints, financial constraints, informative constraints, administrative constraints, examination constraints, career development constraints. In this all categorized constraints were ranked according its perception by the respondents.

Table 4.4.7: Overall constraints faced by agriculture undergraduates.

n=120

S. No	Constraints	MPS	Rank
1	Personal constraints	57.44	VI
2	Financial constraints	64.90	IV
3	Informative constraints	74.40	II
4	Administrative constraints	71.90	III
5	Examination constraints	62.14	V
6	Career development constraints	79.90	I

Results:

In this study the results are explained in table; 4.4.7 and fig. 4.4.7 reveal that career development constraints (79.90 MPS) were the most important constraints as perceived by respondents and ranked as first whereas informative constraints (74.40 MPS) were the second most important constraints followed by administrative constraints

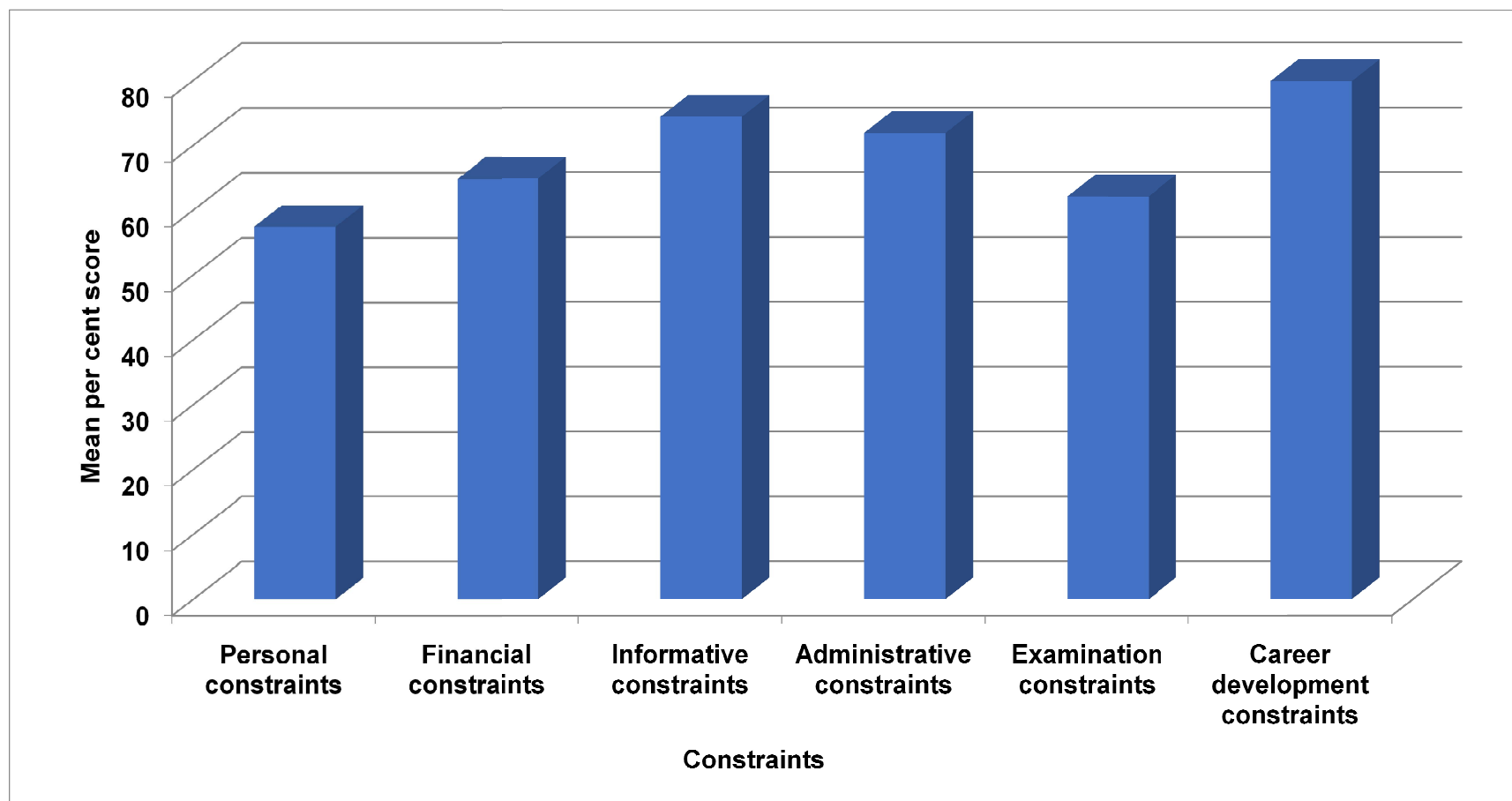


Fig. 4.4.7: Overall constraints faced by agriculture undergraduates

(71.90 MPS), financial constraints (64.90 MPS) and examination constraints (62.14 MPS) which were ranked as III, IV and V respectively. Personal constraints (57.44 MPS) were the least important constraints as perceived by respondents and ranked as VI.

Discussion:

The career development constraints were the major constraints it means the respondents were not had any career development programmes in their college. So, they wanted more development programmes for their career development in all perspectives personal, social, financial, educational, future and job etc.

Chapter- 5

Summary and Conclusions

Education is very important for human development. Education makes the person to know broadly about the surroundings. It improves the person's knowledge, skill and attitude which are essential for human development. Education always makes the people know more about the unknown. Most of the people know what they want their future to be, it is called as aspiration. Educated or uneducated people or anyone may have aspirations. The aspirations are different for different branches of education like engineering, medicine, commerce, agriculture and veterinary etc. The aspirations may be varied for persons in the same branch. But this study is focused on the undergraduates of agriculture because agriculture subject makes the persons to develop in all the aspects of life. So, this study is focused to know more about final year's agriculture undergraduates aspirations. In this study, we had chosen B.Sc. (Hons.) Ag. part IV students because they were going to complete their graduation and they gained knowledge in their completed three years and also, they have to choose their occupation after their degree completion. The investigation was focused on measurement of aspiration of agriculture undergraduates of Sri Karan Narendra Agriculture University Jobner with some parameters and constraints faced by them in agriculture education. In this study the aspiration levels of students explain their focus achieving their goals. Thus, keeping the facts in view, the present study entitled "Occupation Oriented Aspirations of Agriculture Undergraduates of Sri Karan Narendra Agriculture University, Jobner" was undertaken with the following specific objectives.

- To study the profile of agriculture undergraduates.
- To know the level of aspiration of agriculture undergraduates.
- To find out the relationship between level of aspiration and profile of agriculture undergraduates.
- To identify the constraints being faced by agriculture undergraduates and suggestions to overcome.

This study helps to know what are the aspirations of present generation i.e. agriculture undergraduates. Constraints means the problems which are faced by the agriculture undergraduates in their education was included in this study. The constraints which they faced in their college and education were included.

5.1 Methodology

- In this study five constituent colleges viz., SKN college of agriculture, Jobner, college of agriculture, Lalsot, college of agriculture, Fatehpur, college of agriculture, Kumher (Bharatpur) and SKN college of agribusiness management, Jobner of Sri Karan Narendra Agriculture University, Jobner where B.Sc. (Hons.) Ag. IV year students studying were selected and 120 respondents were selected from total of 339 students of five selected colleges by using of proportional random sampling method.
- In this study the independent variables gender, type of family, occupation of parents, annual income of family, father's educational status, mother's educational status, academic performance, habitat and participation in co-curricular and extracurricular activities which might affect the aspirations were selected. These independent variables status was not similar for every respondent. Similarly, dependent variable aspirations and

their types of aspirations namely educational aspirations, professional aspirations, economic aspirations, social aspirations and political aspirations were considered and level of overall aspirations was measured. The relationship between profile of undergraduates and aspirations was also measured by using of correlation coefficients. It was expressed that how profile of respondents had effect on aspirations of respondents.

- In this study the constraints of undergraduates in agriculture education were classified into six categories by the investigator herself, those were personal constraints, financial constraints, informative constraints, administrative constraints, examination constraints and career development constraints. In this study most important constraints were ranked according to the perception of undergraduates.

Finding

5.2 Profile of agriculture undergraduates

- This study concludes that 52.50 per cent male and 48 per cent female respondents were present.
- This study explains that more than half of respondents 60.83 per cent are from the nuclear family.
- It was found that 48.30 percentage respondent's parents occupation was agriculture/ dairy. It specifies that most of respondent's parents were doing agriculture/dairy as their source of income. It was also observed that 38.30 per cent of respondent's annual income of family was from Rs.1,00,001/- to Rs. 2,00,000/-.
- This study found that 32.5 per cent of respondent's fathers were educated up to middle school and 23.33 per cent respondent's

fathers were graduates. It means most of the respondent's fathers were educated.

- It was found that 45.87 per cent respondent's mothers were illiterate and only 0.83 per cent respondent's mothers were graduates.
- It was found that 85 per cent respondents were got second class and none got distinction.
- It was also found that 69.17 per cent respondents belonged to rural habitat. It specifies most of respondents were from rural habitats.
- It was observed that 85 per cent respondents belonged to medium level participation in co-curricular and extracurricular activities. It specifies most of the respondents participated in more than one activity and they are moderately interested to participate in co-curricular and extracurricular activities.

5.3 Level of aspirations of agriculture undergraduates

- This study concluded that 64.17 per cent respondents aspired to complete post-graduation.
- It was also found that 79.17 per cent respondents aspired to work in government sector. It specifies that most of respondents aspired to work in state government jobs, agriculture universities, agriculture institutions and banks.
- It was observed that 53.33 per cent of respondents aspired to get income above Rs. 5,00,001/- and only 4.17 per cent of respondents aspired to get income up to Rs. 1,00, 000/-.
- This study found that 34.17 per cent of respondents aspired to support farmers. It specifies most of respondents were choosing to be a support system for agriculture and farmers.

- This study found that only 41.67 percent respondents aspired to be in political positions, but majority 58.33 per cent respondents did not have any political aspirations.
- It was concluded from findings that 74.17 per cent of respondents aspirations was medium level. It was also found that most of the undergraduates had aspirations to improve themselves and their life too than being without aspirations.

5.4 The relationship between level of aspiration and profile of agriculture undergraduates

- This study concluded that the relationship between the independent variables like gender, annual income of family, father's educational status, academic performance and participation in co-curricular and extracurricular activities and overall aspirations were found positive and significant. It explained that if any positive change in gender, family annual income, father's educational status, academic performance and participation in co-curricular and extracurricular activities would also increase the overall aspirations. It was found that relationship between type of family, occupation of parents and habitat and overall aspirations was positive and non-significant. It was also found that relationship between mother's educational status and overall aspirations was negative and non-significant.

5.5 The constraints being faced by undergraduates in agriculture education & suggestions to overcome.

- In this study the important constraints faced by undergraduates in agriculture education were classified as personal constraints, financial constraints, informative constraints, administrative

constraints, examination constraints, career development constraints.

- It was found that in personal constraints the major constraint faced by undergraduates was high exposure to sun in field practical.
- It was also found that in financial constraints the major constraint faced by undergraduates was high semester fee. The students suggested that if the college fee was less, they can use that money for coaching and to buy competitive books also.
- It was found that in informative constraints the major constraints faced by the undergraduates was less information about job opportunities after completing agriculture degree. The students suggested that providing the information related to their job opportunities makes them clear and focused on their goals.
- Among administrative constraints, the major constraint faced by undergraduates was less laboratory facilities. The students suggested that providing the best laboratory facilities helps them to improve their practical knowledge and easy understanding of theories too.
- Among examination constraints, the major constraint faced by undergraduates was no proper examination hall. The students suggested that providing proper examination hall with good infrastructure makes them feel comfortable.
- It was found that among career development constraints the major constraint faced by undergraduates was lack of skill development programmes in college. The students suggested that they need the programmes which makes them to improve their skills in related to education, behavior, social and job.

Among the overall constraints the undergraduates felt that career development constraints were the major constraint faced by them. The students suggested that providing of skill development programmes which were useful personally, socially, economically and technically, encouragement in extracurricular activities and coaching for further exams.

5.6 Conclusions

1. Majority of respondents (52.50 per cent) were male students and they had a positive and significant relationship with their overall aspirations.
2. More than one third of the respondents (38.30 per cent) belonged to Rs.1,00,001/- to Rs. 2,00,000/- annual income of family and they had a positive and significant relationship with their overall aspirations.
3. In this study 32.50 per cent and 23.33 per cent of the respondents father's educational status was up to middle school and graduates respectively and they had a positive and significant relationship with their overall aspirations.
4. Majority of the respondents (85.00 per cent) got second class in their academic performance and they had a positive and significant relationship with their overall aspirations.
5. Majority of the respondents (85.00 per cent) have medium level participation in co-curricular and extracurricular activities and they had a positive and significant relationship with their overall aspirations.
6. More than two-third of the respondents (69.17 per cent) belonged to rural habitat and they had a positive and non-significant relationship with their overall aspirations.

7. Nearly less than half of the respondents (48.33 per cent) occupation of parents was dairy/agriculture and they had a positive and non-significant relationship with their overall aspirations.
8. Majority of the respondents (60.83 per cent) belonged to nuclear family and they had a positive and non-significant relationship with their overall aspirations.
9. Nearly less than half of the respondents (45.87 per cent) mother's educational status was illiterate and they had a negative and non-significant relationship with their overall aspirations.

5.7 Recommendations:

Based on the findings of this study these recommendations were emerged.

- The majority of respondent's mothers were illiterates therefore, women must be educated about the importance of agriculture education by which they support their children for higher aspirations.
- The members of family of respondents may be trained in agriculture technologies that may increase their annual income and improve their level of aspirations.
- Encourage the agriculture undergraduates to participate in co-curricular and extracurricular activities that makes them active and aspired them to achieve goals.
- Motivate the agriculture undergraduates for higher education which may increase their level of aspirations.

- Encourage the students through exposure visits in the areas/sectors where the agriculture graduates having high earnings that may motivate them for high level of aspirations.
- Provide guidance to students to establish their own enterprise so that they may create more job opportunities for others instead of searching for white collar jobs.
- To achieve aspiration level, better coaching for JRF/SRF and other counseling facilities may be provided to the students for successful appearing in competitive exams as well as selection of better job opportunities in agriculture
- For improvement in the agriculture skills of students' better laboratory/ practical facilities may be provided to them. So, they may become more practical about understanding and use of agriculture technologies in their respective fields.
- Career development facilities may also provide at the college level for their improvement and achievement of the aspirations.

5.8 Suggestions for future research:

- This study was conducted in Sri Karan Narendra Agriculture University with small size of sample, for future research they can choose other universities with big size of sample.
- The study on entrepreneurship behavior of agriculture undergraduates and post graduate students in agriculture universities may also be studied in which comparative studies in between colleges and different courses may be undertaken.
- More variables like achievement motivation, interests, attitudes and perception also they can include.

- This study was conducted on B.Sc. (Hons.) Ag. Part IV students which may be conducted for post-graduate and diploma students in agriculture education or any other educational field.

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APPENDIX -I

(Covering letter sent to the experts)

Extn./S.K.N./2020

No...

Date: .../...../2020

From: Dr. J. P. YADAV

Professor and Head Dept. of Extension Education

S.K.N. College of Agriculture

Jobner (Jaipur) Rajasthan

To,

Dear Sir/ Madam

One of my M.Sc. (Ag.) students **Ms. Gundamedi Srivani** has undertaken a research study entitled, "**Occupation Oriented Aspirations of Agriculture Undergraduates of Sri Karan Narendra Agriculture University, Jobner**" for partial fulfillment of her M.Sc. (Ag.) degree in Department of Extension Education. We are trying to develop a comprehensive questionnaire for measuring the following objectives of the said study. (i) To study the profile of agriculture undergraduates. (ii) To know the level of aspiration of agriculture undergraduates. (iii) To find out the relationship between level of aspiration and profile of agriculture undergraduates. (iv) To identify the constraints being faced by agriculture undergraduates and suggestions to overcome.

The statements in the questionnaire have been developed on the basis of relevant literature, reviews, personal experience, discussions held with subject matter specialists and Extension personnel which were incorporated in the schedule developed by investigator herself considering the past study. In this context, we want to take advantage of your vast experience and knowledge. Kindly spare some valuable time and go through the questionnaire very critically and feel free to comment upon/ add / delete and / or modify the statements, if necessary, so that the final questionnaire can be developed prior to undertaken the study.

Kindly mail the questionnaire to the under-signed after your necessary comments in the self-addressed stamped envelope attached with questionnaire.

Thanking you for kind co-operation.

Encl: As above

Yours faithfully
(Dr. J.P. YADAV)

APPENDIX-II

INTERVIEW QUESTIONNAIRE

**Occupation Oriented Aspirations of Agriculture Undergraduates of
Sri Karan Narendra Agriculture University, Jobner.**

Questionnaire No.....

Date: / / 2020

PART - A

Profile of agriculture undergraduates

1. Name of the student:
2. Class:
3. College name:
4. Father / Guardian name:
5. Village: Block/ Tehsil:.....
District:
6. Gender: Male (1) / Female (2) (Tick the answer)
7. Family type: Nuclear (1) / Joint (2) (Tick the answer)
8. Occupation of parents

S. No	Occupation of parents	Tick
1	Labour	
2	Caste occupation	
3	Dairy/ Agriculture	
4	Business	
5	Service	

9. Family annual Income: Rs...../-
10. Father's educational status

S. No	Father's educational status	Tick
1	Illiterate	
2	Can read only	
3	Can read and write	
4	Primary	
5	Middle	
6	High School	
7	Graduate	
8	Above graduate	

11. Mother's educational status

S. No	Mother's educational status	Tick
1	Illiterate	
2	Can read only	
3	Can read and write	
4	Primary	
5	Middle	
6	High School	
7	Graduate	
8	Above graduate	

12. Students O.G.P.A..... (up to 3rd year)

13. Habitats

S. No	Habitats	Tick
1	Rural	
2	Semi- Urban	
3	Urban	

14. Participation in co-curricular and extracurricular activities.

Do you participate in any extra-curricular activity during your educational career?

Yes/No

If yes, please tick the activities in which you participate.

S.No	Activity/ Participation	NO (0)	Yes (1)
1	NCC		
2	NSS		
3	Essay competition/ Elocution competition		
4	Quiz competition/ Debate competition		
5	Drama/ Puppet show		
6	Dance competition		
7	Music competition		
8	Athletics		
9	Games Indoor/ Outdoor		
10	Student union		

PART – B

Level of aspiration of agriculture undergraduates

1. Educational Aspiration:

Do you wish to continue education further? Yes / No

If yes, please tick the field and level of education you aspire

S. No	Educational Aspiration	Tick
1	To complete MBA	
2	To complete post-graduate studies	
3	To complete doctoral studies	
4	To complete post- doctoral studies	

2. Professional Aspirations

Do you aspire for a job after completion of your studies?

Yes / No

If yes, please tick the field in which you want to do job

S. No	Professional Aspiration	Tick
1.	Non-Government Organization	
2.	Self- employment	
3.	Private Sector	
i.	Banking	
ii.	Multinational companies	
iii.	Agri based Industry	
iv.	Teaching	
v.	Agriculture institutes	
vi.	Corporate sectors	

4.	Government sector	
a)	Job through RPSC / UPSC	
b)	Banking	
c)	Teaching	
d)	Defense	
e)	Public sector undertaking	
f)	Local body / autonomous body	
g)	Agriculture Universities/ Institutes	

3. Economic Aspiration

Do you have any economic aspirations? Yes / No

How much annual income would you like to earn?

S. No	Economic Aspiration	Tick
1	Below Rs.1,00,000/-	
2	Rs.1,00,001/- to Rs. 1,50,000/-	
3	Rs. 1,50,001/- to Rs. 3,00,000/-	
4	Rs. 3,00,001/- to Rs. 5,00,000/-	
5	Above Rs. 5,00,001/-	

4. Social Aspirations

Do you have any social aspirations? Yes / No

If yes please tick the field you interested

S. No	Social Aspiration	Tick
1	To develop your own family	
2	To develop your own caste	
3	To develop your own village	
4	To support the farmers	
5	To be a member of agri. produce market committee and agri- co-operative societies	
6	To be a community leader	
7	To be a youth club leader	
8	To participate in other social services	

5 . Political Aspirations

Do you have any political aspirations? Yes / No

If yes, please tick the field you're interested.

S. No	Political Aspiration	Tick
1	Gram panchayat member/ sarpanch	
2	Panchayat samiti member	
3	Zilla parishad	
4	Municipal chairman	
5	Mayor	
6	M.L.A	
7	M.P	
8	Minister	

PART- C

Constraints being faced by agriculture undergraduates and suggestions to overcome.

S. No	Statements	Most important (3)	Important (2)	Least important (1)
1.	Personal Constraints			
i.	High exposure to sun in field practicals			
ii.	Lack of personal guidance			
iii.	Low educational level of parents			
iv.	Physically handicap			
v.	Mental weakness			
vi.	Hesitation / stage fear			
vii.	Lack of individual exposure			
viii.	No motivation			
ix.	Negative attitude			
x.	Anxiety / Stress			
xi.	Lack of encouragement between genders to participate in programmes/ training			

2.	Financial Constraints			
i.	High semester fee			
ii.	High hostel fee			
iii.	High fees of other coaching			
iv.	Insufficient pocket money			
v.	High cost of stationary, books etc.			
vi.	High cost of Internet to access study material			
3.	Informative Constraints			
i.	Remote location of agriculture colleges			
ii.	Complex process of joining in agriculture college			
iii.	Less number of admission seats available			
iv.	Less information about job opportunities after completing agriculture degree			
v.	Less number of scholarships			
vi.	Insufficient information on types of competitive exams			
vii.	Limited source of study material			
4.	Administrative			

	Constraints			
i.	Less infrastructure facilities			
ii.	Less laboratory facilities			
iii.	Lack of teaching and non-teaching staff			
iv.	Less transportation facilities			
v.	Less facilities for games			
vi.	Less field visits			
vii.	Lack of hostel facilities			
5.	Examination Constraints			
i.	Problem of writing in English			
ii.	Only one exam per semester is problematic to get good G.P.A			
iii.	No proper examination hall			
iv.	No proper management of practical exam			
v.	Delay in examination			
vi.	Lack of circulars/ notices of examination in time			
vii.	Low weightage for practicals			

6.	Career Development Constraints			
i.	Lack of skill development programmes in college			
ii.	Lack of encouragement for extracurricular activities			
iii.	Lack of coaching for other exams			

Suggestions

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