# Soft Skills of the Students of Sri Karan Narendra Agriculture University , Jobner

# Jh d.kZ ujsUnz —f"k fo’ofo|ky;] tkscusj ds fo|kfFkZ;ksa dh lkSE; dkS’kyrk,a

**NITESH KUMAR TANWAR**

## Thesis

**MASTER OF SCIENCE IN AGRICULTURE**
**(EXTENSION EDUCATION)**

2018

**DEPARTMENT OF EXTENSION EDUCATION**
**S.K.N. COLLEGE OF AGRICULTURE, JOBNER**
**SRI KARAN NARENDRA AGRICULTURE UNIVERSITY,**
**JOBNER – 303 329**

# Soft Skills of the Students of Sri Karan Narendra Agriculture University , Jobner

# Jh d.kZ ujsUnz —f"k fo’ofo|ky;] tkscusj ds fo|kfFkZ;ksa dh lkSE; dkS’kyrk,a

# Thesis

**Submitted to the**
**Sri Karan Narendra Agriculture University, Jobner**
**in partial fulfilment of the requirements for**
**the degree of**

**Master of Science**

**in the**
**Faculty of Agriculture**
**(Extension Education)**

**By**
**Nitesh Kumar Tanwar**
**2018**

# Soft Skills of the Students of Sri Karan Narendra Agriculture University , Jobner

# Jh d.kZ ujsUnz —f"k fo’ofo|ky;] tkscusj ds fo|kfFkZ;ksa dh lkSE; dkS’kyrk,a

**NITESH KUMAR TANWAR**

## Thesis

**MASTER OF SCIENCE IN AGRICULTURE**
**(EXTENSION EDUCATION)**

2018

**DEPARTMENT OF EXTENSION EDUCATION**
**S.K.N. COLLEGE OF AGRICULTURE, JOBNER**
**SRI KARAN NARENDRA AGRICULTURE UNIVERSITY,**
**JOBNER – 303 329**

**Sri Karan Narendra Agriculture University, Jobner**
**S.K.N. College of Agriculture, Jobner**

**CERTIFICATE - I**

Date: .....2018

This is to certify that **Mr. Nitesh Kumar Tanwar** had successfully completed the comprehensive examination held on ……as required under the regulation for **Master's degree** in Extension Education.

**(I.M. Khan)**
Head
Department of Extension Education
S.K.N. College of Agriculture,
Jobner

**Sri Karan Narendra Agriculture University, Jobner**
**S.K.N. College of Agriculture, Jobner**

**CERTIFICATE - II**

Date: .....2018

This is to certify that this thesis entitled **"Soft Skills of the Students of Sri Karan Narendra Agriculture University, Jobner"**. Submitted for the degree of **Master of Science** in the subject of **Extension Education** embodies bonafide research work carried out by **Mr. Nitesh Kumar Tanwar** under my guidance and supervision and that no part of this thesis has been submitted for any other degree. The assistance and help received during the course of investigation have been fully acknowledged. The draft of the thesis was also approved by advisory committee on _____2017.

**(I.M. Khan)**
Head
Department of Extension Education
S.K.N. College of Agriculture,
Jobner

**(K.C. Sharma)**
Major Advisor

**(R.C. Kumawat)**
Dean
S.K.N. College of Agriculture,
Jobner

**Sri Karan Narendra Agriculture University, Jobner**
**S.K.N. College of Agriculture, Jobner**

**CERTIFICATE - III**

Date: …….....2018

This is to certify that this thesis entitled **"Soft Skills of the students of Sri Karan Narendra Agriculture University, Jobner"** submitted by **Mr. Nitesh Kumar Tanwar** to Sri Karan Narendra Agriculture University, Jobner in partial fulfillment of the requirements for the degree of **Master of Science** in the subject of **Extension Education** after recommendation by the external examiner, was defended by the candidate before the following members of the examination committee. The performance of the candidate in the oral examination on his thesis has been found satisfactory. We therefore, recommend that the thesis be approved.

**(K.C. Sharma)**
Major Advisor

**(Madhuri Joshi)**
Advisor

**(S.S. Jheebha)**
Advisor

**(I.M. Khan)**
Head
Department of Extension Education
S.K.N. College of Agriculture,
Jobner

**(J.P. Yadav)**
Director Education, Nominee

**(R.C. Kumawat)**
Dean
S.K.N College of Agriculture,
Jobner

**Approved**

Director Education
SKN Agriculture University, Jobner

**Sri Karan Narendra Agriculture University, Jobner**
**S.K.N. College of Agriculture, Jobner**

**CERTIFICATE – IV**

Date: ……..2018

This is to certify that **Mr. Nitesh Kumar Tanwar** of the **Department of Extension Education,** S.K.N. College of Agriculture, Jobner has made all corrections/modifications in the thesis entitled **"Soft Skills of the students of Sri Karan Narendra Agriculture University, Jobner"** which were suggested by the external examiner and the advisory committee in the oral examination held on _____2018. The final copies of the thesis duly bound corrected were submitted on _____2018 and forwarded herewith for approval.

**(K.C. Sharma)**
Major Advisor

**(I.M. Khan)**
Head
Department of Extension Education
S.K.N. College of Agriculture,
Jobner

**(R.C. Kumawat)**
Dean
S.K.N. College of Agriculture,
Jobner

**Approved**

Director Education
SKN Agriculture University, Jobner

# LIST OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF APPENDICES

# *ACKNOWLEDGEMENT*

*It is a great pleasure for me to express sincere and deepest sense of gratitude and indebtedness to my esteem major advisor* ***Dr. K.C. Sharma,*** *Professor, Department of Extension Education, S.K.N. College of Agriculture, Jobner for his invaluable inspiring guidance and encouragement during the course of present investigation and preparation of the manuscript.*

*It is my unique privilege and duty to express sincere gratitude and regards to the members of advisory committee namely* ***Dr. Madhuri Joshi,*** *Professor, Department of Extension Education and* ***Dr. S.S. Jheeba,*** *Professor, Department of Agricultural Economics and* ***Dr. J.P. Yadav,*** *Professor, Department of Extension Education (Director Education Nominee) for providing suggestions and guidance as and when needed.*

*Words can hardly acknowledge the help made by* ***Dr. I.M. Khan,*** *Professor and Head, Department of Extension Education, for providing necessary facilities and benevolent patronage.*

*I asseverate my deep sense of gratitude and sincere thanks to Dr.* ***R.C. Kumawat****, Dean, S.K.N. College of Agriculture, Jobner, for providing necessary facilities and valuable guidance in this venture.*

*I feel gratified to record my cordial thanks to* ***Dr. G.S. Bangarwa*** *Professor and Directorate of Extension Education and* ***Dr. Rajendra Rathore****, Professor, Department of Extension Education, for their valuable co-operation in completing this investigation smoothly. The help provided by Padam Ji, Vijay Ji and other non-teaching staff members of the Department of Extension Education is also unforgettable.*

*I offer my sincere thanks to my* ***seniors*** *Ms. Radhika Ms. Nisha, Ms. Palak, Mr. Love and my classmates Naresh, Vinod, Rakesh, Sohan and* ***dear junior*** *Dudaram, Hansa, Dinesh, Bindiya and my* ***Best friends*** *Iliyas, Sangita, Manish, Om, Vikash, Jitendra for their regular support, motivation and inspiration.*

*My vocabulary falls short to express heartiest regards to my loving father* ***Mr. Duli Chand Tanwar****, and mother* ***Mrs. Sushila Devi*** *for their determined support, ardent love and blessing which enable me to accomplish my studies .My loving sisters* ***Ms. Suman, Ms. Nisha****, and my brothers* ***Mr. Amit, Mr. Sumit, Mr. Jai*** *and my beloved* ***Mahi (Panchhi)*** *and* ***Dhruv*** *and all family members and relatives without whose blessing, affection and encouragement, I could not have completed this task successfully.*

*Last but not the least, a million thanks to almighty* ***God Shiva*** *and* ***Lord Krishna*** *that made it possible to complete this task and made every job a success for me.*

***Place: Jobner***

***Dated: / /2018*** ***(Nitesh Kumar Tanwar)***

# Chapter – 1

# INTRODUCTION

Human Resource Development is the process of enabling people to make things happen. It deals both with the process of competency development in people and creation of conditions (through public policy, programs and other interventions) to help people to apply these competencies for their own benefit and for that of others.

(T. V. Rao)

HRD is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. HRD includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

The most important element in any organization is its human capital. Any organization is made of people and its success depends mainly on the capabilities of the human resources and on the kind of collaboration they are able to establish. Human capital is then a fundamental component for any enterprise and the quality of it deeply affects the results that the company can achieve. (Harrison, 2015)

India is becoming one of the ‘developed’ economies in the world. Liberalization and globalization has been fast changing the human resource skill mapping of Indian economy. The country which was primarily based on the agriculture and allied services has become the

major platform for the global talent pool. Smart Indian graduates are welcomed to the global market mainly because of the cheap labour cost. There is a radical shift of personnel from the agricultural sector to the service sector. This has deskilled a vast segment of educated youth in India and created a demand for new skill set of the employees. Our development policy frameworks and educational system are in the evolving stages of transition to facilitate the new skill set. But the global labour market is dynamic and it is searching for other countries to meet its needs. So it is critical that young India restructure its higher education policies based on equity and inclusive growth to increase employability of its graduates.

India accounts for only about 2.4 % of the world's geographical area and 4% of its water resources, but has to support about 17 % of the world's human population and 11.6 % of the livestock. Agriculture is an important sector of the Indian economy, accounting for 16% of the nation's GDP, about 10% of its exports, about half (52%) of the population still relies on agriculture as its principal source of income and it is a source of raw material for a large number of industries (Anonymous, 2016-2017).

India achieved spectacular agricultural growth since 1966. The increase in food grain production from a meagre 51 million tonnes in 1950 to about 253 million tonnes in 2015-2016 is a remarkable achievement un-parallel in the history of world agriculture. Similar enhancement in production of milk, fish, oilseeds and fruit & vegetables has also been observed. Green, blue, yellow and white revolutions have been responsible for bringing in prosperity to the farming community.

Human resource development is, undoubtedly, the utopian dream of any country which aspires to become the food basket of the world. India, for sustaining the incremental improvement in productivity during the past decades, boasts of a very strong agricultural education (AUs) system comprising

- Sixty State Agricultural Universities (SAUs);
- Five Deemed-to-be-Universities (DUs);
- One Central Agricultural University (CAU); and
- Four Central Universities (CUs) with Agriculture Faculty.

Among the Deemed Universities, Indian Agricultural Research Institute (IARI) was established a century ago and has been given the status of Deemed University in 1958. The other Deemed Universities viz., Indian Veterinary Research Institute (IVRI), Izatnagar (U.P.), National Dairy Research Institute (NDRI), Karnal (Haryana) and Central Institute of Fisheries Education (CIFE), Mumbai (Maharashtra) cater to quality education in Animal Sciences, Dairy Technology and Fishery Sciences respectively. The SAUs are spread over the entire country and cater to HRD in agriculture and allied fields in the diverse spectrum of agro-climatic regions spanning the entire country. All the universities have been established based on the “Land Grant” pattern of USA. The system of education in Agricultural Universities was basically taken from USA pattern, which greatly enabled incorporation of a number of diverse subjects in the courses as also provision of hands-on practical experience to the students.

Agricultural Education and Training (AET) plays a key role as the *capacity-builder and supplier of the human resources* that can make the key segments of the country’s economy so that the system functions

effectively and efficiently. Past neglect and poor investment have foreclosed many national AET systems from equipping graduates with the skill set required to meet the needs of modern agriculture industry. Apart from the technical knowledge, that has been at the heart of traditional AET, graduates require knowledge and tools to envision innovative ideas and technology, catalyze communication among the Agricultural Innovation Systems (AIS) stakeholders, and provide feedback to researchers and investors. Present day graduates are expected to possess a variety of soft skills, such as leadership, communication, negotiation, facilitation, and organizational capabilities which are being demanded by potential employers and which foster active participation in the AIS.

Modern effective innovation systems demand a cadre of professionals whose mindset and skill set protracts beyond a particular specialization to encompass emergence of new areas of specialization such as rural institutions, rural finance and credit facilitation, systems analysis and conflict management, Intellectual Property Rights, other WTO-related areas, techno-legal specialties etc., and the cutting edge technologies such as biosensors, genomics and biotechnology, alternative sources of energy, nanotechnology, etc. Also, the education should address the stakeholders' expectations, especially for utilitarian mode. To foster these capabilities into the graduates and metamorphose them into next-generation leaders, the universities must reform their curricula so that graduates possess all those professional capabilities required to deal with the concerns of sustainable development (productive, profitable and stable) of agriculture in all its aspects. The demands placed on agricultural education programs are shifting so rapidly that programs in main locations can no longer produce human

resources capable of the sorts of innovation that the world's agro-economies require. To respond to these judicious and legitimate requirements, AET programs will need to strike a right balance between a highly technical curriculum with hands-on-training & experiential learning and a wide range of skills and core competencies required in the future.

Researchers, extension agents, and other service providers will need to bolster their professional training with skills that back up in the interaction with diverse actors to collaboratively address new challenges and opportunities and to share information and knowledge. For example, extension agents need to know how to build social capital by organizing rural actors, provide diverse services from technology transfer to marketing, and serve as facilitators or intermediaries among actors. Researchers, rather than sequestering themselves in labs and field stations, require managerial, entrepreneurial, leadership, negotiation, techno-legal, facilitation, and partnering skills that educational institutions rarely cover.

To be capable of surrogating agricultural innovations, graduates at the various levels of the AET system should possess a wide variety of skills as mentioned in Table 1.1:

**Table1.1**: Broad categorization of Skills and their scope

| Sr. No. | Category of Skill | Scope of coverage |
|---|---|---|
| **1** | Basic skills and digital literacy | Reading, writing, numeracy, digital literacy and data interpretation |
| **2** | Academic skills | Pursuing disciplines in advanced educational institutions, such as languages, mathematics, arts, law, and science |
| **3** | Technical skills | Academic and vocational skills required by specific occupations and knowledge of certain tools or processes |
| **4** | Generic skills | Problem solving, critical and creative thinking, ability to learn, unlearn and re-learn, complexity management |
| **5** | "Soft" skills | Ability to work and interact in teams, in heterogeneous groups, and across cultures; communication skills; motivation and initiative and receptiveness to innovation |
| **6** | Leadership skills | Building and leading teams, coaching and mentoring, lobbyi ng and negotiating, and coordinating with a clear understanding of ethical behaviour |
| **7** | Managerial and entrepreneurial skills | Putting innovations into practice and enabling organizations to adapt and respond in competitive environments |

(Thakur, 2015)

The modern agricultural sector exacts that institutions imparting technical and vocational training to highly skilled personnel having knowledge, skills, ability and also entrepreneurship to manage a

variety of farm and processing enterprises, manage and repair farm and processing machinery, monitor food quality and safety issues, provide a class of village-based services such as diagnostic laboratories, advisories on new innovations, markets and avenues of development assistance for corporate and contract farming and supporting AIS actors in assessing the suitability of a particular innovation for specific persons, communities, farming systems, and value chains. Furthermore, technical personnel should be equipped with critical behavioral skills such as teamwork, diligence, creativity, and entrepreneurship.

There is a need for competence in 'participation' and process in universities. Agricultural/development practitioners are now expected to work with multiple stakeholders, in arenas of negotiation and learning among individuals and groups. In a recent work-shop, a group of researchers and Deans of Agricultural Universities in Eastern and Southern Africa concluded that university graduates require far more personal skills, complementing the disciplinary theory and expertise, than is recognized in today's mainstream education (Patel *et al*., 2001). The 'ideal' graduates would have the capacity to integrate across disciplines and skills (hard and soft skills). They would be creative and critical thinkers, team players, take responsibility for their own development, and be able to facilitate learning in groups and communities. They would also have substantial management capacities and excellent communication skills. Most of these 'soft' skills are not at all considered in the present curricula, and disciplines and major reorientation programmes are required to enable graduates to practice effective facilitation of participatory processes. (Moyo and Hagmann, 2000)

Soft skills can be defined as a combination of good self management skills, interpersonal skills and generic competencies such as technology skills. Interpersonal skills means the skill-sets required to understand others and influence them. Self management skills refer to the ability to manage one's own self, thought process, attitude and emotions to best suit the situation and improve one's performance. Soft skills also refer to as a combination of impressive behaviour, positive attitude, effective communication skills, leadership abilities and the ability to get along with and influence others. Some of the phrases closely related to describe the concepts of soft skills include "People skills" "life skills" "social skills", "HR skills", and interpersonal skills." Soft skills are those skills that are crucial to employees ability to project oneself smarter, work better and also impress others. Business and industry representatives have expressed considerable dissatisfaction with the general level of preparedness of candidates who seeks executive appointments. It has been sad to note that more than half of our young people leave school/college without the knowledge and skills required to be positioned in a good job.

Higher soft skills play a very vital role in this dynamic Agriculture growth. Today there is a huge mass of capable job seekers existing in the agriculture sector and the competition within them for job acquisition and job sustainability is becoming tougher. To get an edge over the competitors they are left with no other choice but to add worth to their soft skills with hard skills to exhibit their true potential. If one has got advanced soft skills then definitely he will be able to establish themselves as distinct amongst other job seekers.

The development of soft skills was enunciated as a major challenge for these mostly technically and disciplinary oriented universities. In particular, competent and motivated faculties were identified as a central requirement to meet future demands. To develop these competencies, education institutions need to go way beyond imparting the conventional wisdom of agricultural sciences to include learning theories, social psychology and behavioral science communication, facilitation (including group dynamics), and organization and management science. Even more critical than cognitive abilities are elements of personal development. They need to be understood conceptually and mastered practically. Incorporating elements of personal development in the curriculum prognosticate for teachers/lecturers with new ideas and competencies. This does not necessarily mean replacing the existing disciplinary courses with soft skills oriented course, or introducing separate courses in soft skills. But about interweaving them with existing courses In lieu of the facts cited, it is thought essential to conduct a study entitled **"Soft Skills of the Students of Sri Karan Narendra Agriculture University, Jobner"** with following specific objectives

1. To study the personal characteristics of the students.
2. To measure the gaps in the Soft Skills of the students.
3. To find out the relationship between some selected personal characteristics & gaps in the Soft Skills.
4. To find out the constraints in development of Soft Skills faced by the students.

## 1.1 Explanation of the problem

Agriculture has never been as dynamic as it is today, constantly calling for a set of skills that is a panacea to address the burgeoning challenges in agriculture which India faces today. As attitudes, expectations and employment in agriculture up swell exponentially, so does the evidence about the lack of skills and competencies grappling the graduates employed in the agricultural sector. The "*next generation professionals"* should, for instance, be better able to work across a spectrum of disciplines and in partnership with different stakeholders, understand the value chain and potential for profit generation and entrepreneurship at different stages of the food chain. With increased attention to holistic and multi-disciplinary approaches to address the challenges, agricultural professionals are expected to work out a strategy where a confluence of knowledge and practices from outside the discipline to ameliorate the work within the multi-functionality of agriculture can be cogitated.

With the interest among the younger generation to enter into Agricultural Research for Development (ARD) related subjects declining like never before, it is crucial that future careers meet the ideas and aspirations of the youth in order to generate and sustain their interest in agriculture field. Skills possessed by graduates pursuing agricultural education has become a focal point at numerous discussions and brain-storming sessions and has highlighted the dichotomies between the skills possessed from those expected. Graduates are, indeed, lacking soft skills, such as communication, writing and other non-technical skills. This information, however, is largely from the perspective of experts.

Employability skills of India's graduates are found greatly insufficient. These skills include soft skills and entry level basic work skills. Example: Spoken English, Problem Solving, and team playing and related cognitive skills. According to National Employability Report 2013 and National Association of Software and Services Companies (NASSCOM) over 70 % of professionals, Arts and Science graduates in India are not immediately employable and they lack work-readiness. During campus interview process most graduates struggle to clear Group Discussions and Personal Interviews. The lack of soft skills is not a problem for the rural and semi-urban areas alone. Even many students from Metros like Delhi, Mumbai, Bangalore, and Kolkata also need soft skills training as they lack such skills important for getting employment.

Hence, making changes in agricultural education has become inevitable. It is the need of the hour, to provide the right incentives that can assist in making careers more attractive and better recognized that are in simpatico with the range of roles now demanded by ARD. Also graduate, lack access to financial capital and have limited opportunities to gain education, knowledge, and skills that can lead to economic advancement. Inadequate policy frameworks and inequitable gender norms often create barriers to newly graduate students. Hence, this requires an approach, designing a quality training process that builds up newly graduate students' technical skills as well as soft skills. There is a need to help the newly graduate students to build a wide set of soft skills, such as conflict resolution, team building, and communication, which they can use in a variety of jobs. There is a perceived vacuum in this space of extension education which requires urgent attention.

## 1.3 Scope of the study

The present study will contribute to suggest some urgently needed reforms in the agricultural curriculum and policy framework by highlighting those skill sets that are required in today and tomorrow's agricultural-related fields and which are not adequately being addressed by present tertiary level agricultural education. The present study will contribute by bringing the issues to notice of the agricultural faculty and the curriculum developers. This will also try the emphasis the importance of the needs and aspirations of the younger generation vis-a-vis what changes are required in agricultural education and the incentives needed to make the career more attractive and valued and also to better recognize the range of roles now required in agricultural research for development.

This study may be used to take the discussion further, build on the research and stimulate the creation of agricultural curriculum working groups. Youths are often ignored and undervalued when it comes to developing priorities in the agricultural sector, including curriculum development that has been, until now, restricted to be a sole prerogative of the learned. Integrating the outcomes of this study into the university curriculum will allow the agriculture education sector to better reflect the needs and aspirations expressed by the youths within the agricultural sector. This will help to 'pro-create' graduates better attuned and pre-acclimatized to the needs and atmosphere of the workplace. Thus, these prepared and ignited minds will be in a better position to be able to meet the needs of the priority sectors and be more effective at spawning, integrating newer ideas and innovations. The present study will also be useful for researchers to know the gap in the soft skills of students. The

study will be helpful in deciphering the relationship, if any, between the profile of the students and the gap in their respective soft skills. The study will also find out the constraints faced by the students in development of Soft Skills.

The findings will equally be helpful to the academia, scholars, employers, policy makers, agriculture graduation and all those involved in improving the standards of agricultural education in India and breed a generation of leaders for rendering highly professional and dedicated services to the nation and that could help us in achieving our ambitious goal of being the world preacher in making agriculture a profitable profession where impossible isn't a thing to worry about.

### 1.4 Conceptual framework of the study

The conceptual framework given in the preceding section may be presented pragmatically which has been developed during the course of study. The model shown in figure is tentative and a generalized one. The final form of such a model will be suggested at the end of this thesis in the chapter of "summary and conclusions" when the investigation will yield information of respondents characteristics, their association and extent of variation with overall Gaps in Soft Skills of under graduate students. The model shows postulated relationship between variables based on discussion and assumption made earlier.

#### 1.4.1 Independent Variables

In the tentative model given in there are independent variables, which demonstrate the nature of relationships with Gaps in Soft Skills of under graduate students studying in constituent colleges of Sri Karan Narendra Agriculture University, Jobner. In the present study,

independent variables considered to be studied were personal and achievement & exposure of under graduate students studying in constituent colleges of Sri Karan Narendra Agriculture University, Jobner. They were native place of the student, educational background of parents, family occupation, annual family income and job preference as personal variables, academic performance, medium of instruction at school level, involvement in extra-curricular activities, library exposure, computer exposure and internet exposure as achievement and exposure variables. Understanding the review of literature, it was assumed that such independent variables might have a relationship with the dependent variable.

### 1.4.2 Dependent variable

**Gaps in Soft Skills**

The word soft skill is a sociological term referring EQ- the Emotional intelligence quotient of a person. Soft skills are also called as Interpersonal skills, Life skills, People skills, Employable skills, Personal habits, Friendliness, Optimism, Social graces, Personality development skills, Behavioral competencies. Soft skills are the abilities and skills that help to become a complete professional especially in corporate sectors around the globe.

According to Hewitt Sean (2008) soft skills are "non-technical, intangible, personality specific skills" which determines an individual's strength as "a leader, listener and negotiator, or as a conflict mediator". Soft skills are the traits and abilities of attitude and behaviour rather than of knowledge or technical aptitude (Tobin, 2006).

The Center for Career Opportunities at Purdue University defines soft skills as "the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees." Their list of soft skills includes work ethic, courtesy, teamwork, self-discipline, self-confidence, conformity to prevailing norms, and language proficiency.

The Government of India has been spending tremendous investments on education, still it is receiving minimal returns because there is a gap between the soft skills possessed by the professional students and the soft skills required by the industries and organizations. Experts believe that today a lot of professional students are unemployed. They earn the certifications, but the right attitude and values are missing. University education has been criticized as being too theoretical while employers are searching for employees who reflect competency in soft skills. Many job opportunities remain vacant in spite of the high unemployment rate of the university professional students. Therefore big institutions are considering the development of soft skills based education in response to reform traditional education systems which appear to be out dated with the realities and challenges of modern social and economic life. Some higher institutions have introduced a training program to improve or develop the soft skills of professional students in order to meet the needs of their future workplace. Educationists in urban institutions have become more aware that teaching soft skills for professionals and personal success is as important as developing academic capability. In professional colleges the management, principals and teachers have been emphasizing greatly on the importance and improvement of soft skills.

To know the overall gaps in soft skills of the respondents, eleven indicators were selected finally taking opinion of experts working as social scientists and academies as the final list of indicators to measure overall Gaps in Soft Skills of under graduate agricultural students studying in constituent colleges of SKNAU, Jobner.

### 1.5 Operationalisation of terms used in the study

In order to give operational meaning and to facilitate clarity in expression the terms which have been most frequently used in this research report are being explained below.

**Definition of the terms used:**

#### 1.5.1 Time Management skill

Time management is the process of applying management functions such as planning, organizing and controlling to one's own activity in order to reach their goal individually in his/her personal and business life in an efficient and productive way.

#### 1.5.2 Decision Making skill

Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives.

### 1.5.3 Self confidence

It is the degree to self-dependence of any individual on his/her own abilities, talent, capability and understanding to accomplish desired outcome.

### 1.5.4 Verbal communication skills

Verbal communication is the ability to send verbal messages effectively to the intended receiver. Effective spoken communication requires being able to express your ideas and views clearly, confidently and concisely in speech, tailoring your content and style to the audience and promoting free-flowing communication.

### 1.5.5 Written communication skills

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

### 1.5.6 Teamwork

It refers to the willingness and ability of the postgraduate scholars to work in a team and produce expected result or meet set targets.

### 1.5.7 Problem solving skills

Problem solving is the act of defining a problem determining the cause of the problems identifying, prioritizing and selecting alternatives for a solutions and implementing a solution.

### 1.5.8 Leadership trait

Leadership trait refers to the ability of the postgraduate scholars to influence the behavior of others to achieve a goal in a specified time.

### 1.5.9 Optimistic behaviour

Optimistic behaviour is a form of positive thinking that includes the belief that you are responsible for your own happiness, and that more good things than bad will continue to happen to you.

### 1.5.10 Competitive orientation

It is the extent to which postgraduate scholars are oriented to place themselves in competitive situations in relation to others for projecting his/her excellence in any profession.

### 1.5.11 Information Communication Technology Skills (ICT)

Information Communication Technology Skills has been defined as the ability in using a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information.

### 1.5.12 Native place of the respondents

It refers to urban or rural background of the students from where they have taken their primary education and passed their childhood.

### 1.5.13 Education

Education is the process of bringing desired changes in the knowledge, skill and attitude. It is the process of imparting and acquiring knowledge and habits through instructions and study.

### 1.5.14 Family occupation

It is the act or work performed by the parents of the students for earning money.

### 1.5.15 Annual family income

This indicates the total annual income expressed in rupees earned by the respondent's family. This was considered as the gross income of the respondent's family. The actual income in rupees itself was considered as a score to quantify this variable of the respondents.

### 1.5.16 Job preference

This refers to the interest of any individual about liking and desiring to do a job confidently and satisfactorily after completing his education.

### 1.5.17 Academic performance

The academic performance of the respondents was measured in terms of Over All Grade Point Average (OGPA) obtained by them in their last degree. The OGPA itself was considered as a score to quantify academic performance of the respondents.

### 1.5.18 Medium of instruction at school level

This refers to the medium of instruction in which respondents had taken their education from primary to higher secondary level of education.

### 1.5.19 Involvement in extra-curricular activities

This is the involvement of the respondents in activities like debates, sports, student presentation, music etc. during the last five years both at college level and university level.

### 1.5.20 Library Exposure

It is the frequency of contact of library in terms of everyday, twice in a week, once in a week, once in a fortnight, once in a month, once in three months, once in six months, once in a year and never of the respondents

### 1.5.21 Computer exposure

It was conceptualized as the degree of experience of computer use in terms of frequency of its utilization by the respondents. It was measured by preparing a structured schedule.

### 1.5.22 Internet exposure

It was conceptualized as the degree of experience of internet used in terms of frequency of its utilization by the respondents.

### 1.5.23 Dependent variable

The dependent variables are the conditions or characteristics that appear, disappear or change due to the change in magnitude of

independent variable. The dependent variable is presumed effect and it is predicted from the independent one.

### 1.5.24 Independent variable

Independent variables are the conditions or characteristics that the researcher manipulates as certain to their relationship to observed phenomenon. An independent variable is presumed cause of the dependent variable.

### 1.5.26 Null hypothesis

Null hypotheses is a hypothesis of 'no' difference.

### 1.5.27 Alternative hypothesis

It is the contradictory of null hypothesis. If the null hypothesis is rejected then alternative hypothesis is accepted.

### 1.5.28 Constraints faced by students in development of soft skills

This refers to the item of difficulties faced or perceived by the undergraduate students while developing soft skills.

### 1.5.29 Gaps in Soft Skills

The difference between the communication, teamwork, initiative and analytical skills recent graduates possess and the expectations of the employers in meeting the needs of a workplace environment.

## 1.6 Abbreviations

| | | |
|---|---|---|
| AET | = | Agricultural Education and Training |
| AIS | = | Agricultural Innovation System |
| COA | = | College of Agriculture |
| d.f. | = | degree of freedom |
| *et.al.* | = | (et alibi) and else where |
| *i.e.* | = | that is |
| SKNAU | = | Sri Karan Narendra Agriculture University |
| $H_o$ | = | Null Hypothesis |
| $H_1$ | = | Alternate Hypothesis |
| OGPA | = | Overall Grade Point Average |
| M.S. | = | Mean Score |
| N.S. | = | Non-Significant |
| NCC | = | National Cadet Corps |
| NSS | = | National Service Scheme |
| No. | = | Number |
| Sr. No. | = | Serial Number |
| S.D. | = | Standard Deviation |
| SRC | = | Students Representative Council |
| *Viz*. | = | (Videlicet) namely |

## 1.7 Limitations of the study

In lieu of the constraints of time and availability of resources, the study was subjected to the following limitations:

1. The findings of the study are based on the verbal expression of responses of the students. Hence, there may be chances of biasness from respondent's side.
2. The present study was restricted only to Sri Karan Narendra Agriculture University, Jobner.
3. The study was conducted only on the under-graduate final year students of agriculture.
4. This study includes only a few selected characteristics of students.
5. Findings of this study are based on the verbal expressions of the students only.
6. Though all possible care was taken to make the best use of valid & reliable instruments for collecting the data, yet their accuracy can't be guaranteed.

# Chapter – 2

# REVIEW OF LITERATURE

The main purpose of this chapter is to recapitulate the findings of past studies which are related to the present investigation. A comprehensive review of literature is an essential part of my scientific investigation. The literature reviewed so far clearly indicated that a few studies on some of the aspects under present investigation are available. No such systematic study has so far been conducted in the areas of present investigation at Shri Karan Narendra Agriculture University, Jobner.

The review of literature leads the researcher to conclude his finding with reference to past studies. It is also necessary in developing conceptual framework and selection of appropriate design for the study. As the literature having direct bearing on different aspects of the present study is limited and hence, the literatures having indirect bearing were also reviewed. A brief account of such literature reviewed has been presented under the following heads:

2.1 Personal characteristics of the students
2.2 Gaps in the Soft Skills of the students
2.3 Relationship between some selected personal characteristics &gaps in Soft Skills
2.4 Constraints in development of Soft Skills faced by the student

## 2.1Personal characteristics of the students

### 2.1.1 Personal variables of the students

#### 2.1.1.1 Native place of the students

Patel (2004) concluded that 51.66 per cent of the postgraduate students of Agriculture College were from rural background while 48.34 per cent were from urban background.

Christian (2010) revealed that majority (69.00 per cent) of the woman research scholars belonged to urban areas, while 31.00 per cent of them had their native from rural areas.

Pattar (2011) observed that slightly more than three-fifth (61.67 per cent) of the agricultural postgraduates were rural residents and nearly two-fifth (38.33 per cent) of the agriculture postgraduates were from urban background.

Gadhvi (2012) revealed that slightly less than three-fifth (59.17 per cent) of the postgraduate scholars had urban residents, and slightly more than two-fifth (40.83 per cent) of them had rural background.

Sasidharan (2013) concluded 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.

#### 2.1.1.2 Educational background of parents

Ajit (2004) showed that 36.17 per cent of the respondent'sfather were graduates followed by 14.89 per cent were postgraduates. Respondents' father with the educational qualification of higher secondary

level, high school level, primary school level and literates (can read and write) were 21.28 per cent, 14.18 per cent, 6.38 per cent and 4.26 per cent, respectively.

Shingare (2005) observed that more than one-fourth (27.6 per cent) of the student respondents' father's education was graduate level, followed by 20.0 per cent with higher secondary school level, 15.2 per cent with high school level, 14.4 per cent with above graduation, 12.8 per cent with primary school to middle school level and 5.60 per cent with literate level of fathers' education, while 2.4 per cent of them were illiterates.

Patel (2007) concluded that majority (76 per cent) of the agriculture postgraduate research scholars' mother had SSC to above SSC level of education, followed by 15.33 per cent of them were with up to primary level of mothers' education. It was also observed that 8.67 per cent of the research scholars' mothers were with no any formal education.

Aher (2010) observed that nearly one-third (31.00 per cent) of the agriculture students' father had high school level of education, followed by 23.33 per cent, 13.33 per cent and 12.50 per cent who had primary school, graduate and above higher secondary school level of education respectively. While 10.83 per cent respondent's father was literate and 9.01 per cent of the agriculture students' father were illiterate.

Christian (2010) reported that half (50 per cent) of the postgraduate woman research scholars' mother had up to secondary level education, followed by 28.00 per cent of them were with HSC level of mother's education, 9.00 per cent with graduate level of mother's education and 7.00 per cent of the woman research scholars were with up to primary

level of mother's education and 6.00 per cent of them with illiterate mothers.

Dobariya (2011) observed that majority (70.00 per cent) of the postgraduate research scholars had their father's education above SSC level, followed by 17.00 per cent and 7.00 per cent of them had their father's education up to SSC and up to primary level. It was also noticed that 6.00 per cent of the postgraduate research scholars had illiterate fathers. He also noted that 37.00 per cent of the postgraduate research scholars had above SSC level of mothers' education, followed by 29.00 per cent and 16.00 per cent of them had up to SSC and up to primary level of their mother's education. It was also noticed that 18.00 per cent of the postgraduate research scholars had illiterate mothers.

Pattar (2011) indicated that a great majority (80.00 per cent) of the respondents were with S.S.C level of fathers' education followed by 08.33 per cent with above S.S.C level of fathers' education, 05.00 per cent of them with primary level of father's education and 06.67 per cent of them were with illiterate father. He also reported that 45.00 per cent of the agriculture graduates were with above SSC level of mother's education, followed by 28.33 per cent of them were with SSC level of mother's education and 6.67 per cent of them were with primary level of mother's education, While 20.00 per cent of them were with illiterate mothers.

Sasidharan (2013) concluded that slightly more than two-fifth (44.17 percent) of the postgraduate scholars studying in higher agriculture education had graduation and above graduation level of father's education.

### 2.1.1.3 Family occupation

Ajit (2004) found that the respondents' father engaged in farming were 45.39 per cent, respondents' fathers engaged in service, private sector, business and labour were 38.30. 7. 10. 7. 10 and 0.7 per cent, respectively. Only 1.14 per cent of the respondents' fathers were not having any job.

Aher (2010) concluded that 27.50 per cent of the agricultural students' fathers were engaged in government service followed by business, independent profession, labour, agricultural farming and private service were 20.83 per cent, 15.00 per cent, 14.17 per cent, 13.33 per cent and 9.17 per cent, respectively.

Dobariya (2011) indicated that majority (83.00 per cent) of the postgraduate research scholars of AAU had either only farming or farming and animal husbandry as their major sources of family income, remaining only 1 7.00 per cent were dependent on other than agricultural occupation either on service only or only business.

### 2.1.1.4 Annual family income

Ajit (2004) reported that more than half (51.77 per cent) of the agricultural student respondents' family had an income above Rs. 80,000 per annum, followed by 26.24 per cent of their families had an annual income ranging from Rs. 35,001 to 80,000, while 21.99 per cent of their families had less than Rs. 35,000 of annual income.

Shingare (2005) indicated that majority (60.80 per cent) of the undergraduate student respondents of Veterinary Science and Animal

Husbandry College had high family income while 20.80 per cent and 18.40 per cent had medium and low level of income, respectively.

Dahake (2009) revealed that slightly more than half (57.46 per cent) of the postgraduate students' family had above Rs. 1.51 lakh income and 10.00 per cent of their families had up to Rs. 1.0 lakh annual income, rest 32.14 per cent of their family income was between 1.1 lakh to 1.5 lakh.

Aher (2010) reported that slightly less than two-fifth (37.50 per cent) of students' family had income between Rs. 1.01 lakh to 1.5 lakh, followed by 32.50 per cent of the agriculture students' with family income Rs. 1.51 lakh to Rs. 2.0 lakhs and 19.17 per cent of the agriculture students' with family income above Rs. 2.0 lakhs. Rest (10.83 per cent) of the students' family had income up to Rs. 1.0 lakh.

Pattar (2011) revealed that majority (61.67 per cent) of the agriculture graduates had less than 2.00 lakh rupees of family annual income, followed by 18.33 per cent who had 2.00 to 3.00 lakhs and remaining (20.00 per cent) of them had above 3.00 lakh rupees of annual income.

Gadhvi (2012) observed that nearly half (46.67 per cent) of the agriculture postgraduates had medium (Rs. 1.5 to 3 lakh) of annual family income followed by 37.5 per cent and 15.83 per cent of them had high (above Rs. 3.00 lakh) and low (up to Rs. 1.5 lakh) level of annual family income, respectively.

Sasidharan (2013) concluded that slightly more than one-third (34.17 percent) of the postgraduate scholars studying in higher agriculture education had up to 1,00,000 rupees annual family income followed by 32.50 were with1,00,001 to 2,00,000 rupees of annual income and

remaining 33.33 per cent of them had above 2,00,000 rupees of annual income.

**2.1.1.5 Job preference**

Ajit (2004) inferred that majority (60.28 per cent) of the respondents had inclination towards agricultural education.

Shah (2006) reported that slightly more than two-fifth (41.66 per cent) of the respondents had favorable inclination towards agriculture education activity.

Christian (2010) concluded that most preferred job of majority of woman research scholars of SAUs of Gujarat was agricultural academic work, followed by job of agricultural research and development, banking job, agricultural extension, NGO, consultancy, marketing, own enterprise, job of media, cooperative sector and salesmanship.

Thakur (2015) revealed that most preferred job by majority of girl students studying in agriculture was academic teaching (Rank-1), followed by agricultural research (Rank-2), jobs in banking sector (Rank-3), jobs in NGOs (Rank-4), agricultural marketing (Rank-5), dairy farming (Rank-6) and agricultural consultancy (Rank-7). The less preferred jobs as expressed by the girl students were farming enterprise, agricultural journalism, nursery, cooperative society and Vermi composting.

Mishra (2016) concluded that first preferred job of the majority of postgraduate scholars studying in Agriculture Universities in Rajasthan were academic teaching, state agriculture department, farming(Entrepreneurship), extension related and banking sector. One of these professions are entrepreneurship related; this shows that great

interest of majority of respondents in farming activity for their family and owning their own business to earn money.

### 2.1.2 Achievement & exposure variables

#### 2.1.2.1 Academic performance

Ajit (2004) observed that more than one-third (36.88 per cent) of the students studying in higher agriculture education (had second class, followed by 18.44 per cent with first class and 31.21 per cent were with pass class, while only 13.48 per cent of them were with distinction in academic performance.

Shingare (2005) observed that more than half (52.00 per cent) of the undergraduate students of Veterinary Science and Animal Husbandry College of Gujarat were with second class, whereas 24 per cent, 17.6 per cent and 6.40 per cent of them were with first class, distinction and pass class academic performance, respectively.

Dahake (2009) observed that more than two-fifth (46.43 per cent) of the postgraduate students were with first class, whereas 27.80 per cent, 10.71 per cent and 15 per cent of postgraduate students were with second class, pass class and distinction in academic performance, respectively.

Aher (2010) concluded that slightly more than two-fifth (43.33 per cent) of the agriculture students had second class followed by 31.67 per cent, 14.17 per cent and 10.83 per cent of the students who were in first class, pass class and distinction, respectively.

Pattar (2011) revealed that slightly more than half (51.67 per cent) of the agriculture graduates had academically first class with seven and above OGPA in their under graduation while the remaining almost half

(48.33 per cent) were in the second class category and none was found with pass class.

Gadhvi (2012) reported that slightly more than three-fifth (62.5 per cent) of the postgraduate students had second class followed by 30.84 and 6.66 per cent of them had first class and pass class academic performance, respectively.

Sasidharan (2013) concluded that slightly more than two-fifth (42.50 percent) of the postgraduate scholars studying in higher agriculture education were with first class category of academic performance.

**2.1.2.2 Involvement in extra-curricular activities**

Ajit (2004) reported that participation in extra-curricular activities of majority of agricultural students was low (56.03 per cent), followed by 17.73 per cent of them were observed with medium participation and 11.35 per cent were with high level of participation. It was also seen that 14.89 per cent of them had no any participation in the extra-curricular activities.

Dahake (2009) observed that more than two-fifth (42.14 per cent) of the postgraduate students had medium participation in extra-curricular activities, followed by 27.14 per cent of them had high and 23.58 per cent had low participation in the extra-curricular activities.

Aher (2010) observed that more than two-fifth (44.14 per cent) of the students had low participation in extra-curricular activities, followed by 33.33 and 17.50 per cent of students who had medium and high participation, respectively. Only 5.00 per cent of the agricultural students had no participation in any of the extra-curricular activities.

Pattar (2011) revealed that slightly more than two-fifth (43.30 per cent) of the agriculture graduates had medium level of participation, followed by 36.7 per cent with low and 20.00 per cent with high level of participation in extra-curricular activities during undergraduate study.

Dobariya (2011) observed that nearly half (48.00 per cent) of the agricultural postgraduate research scholars had low participation in extra-curricular activities, followed by 31.00 and 21.00 per cent of them had medium and high participation in any of the extra-curricular activities, respectively.

**2.1.2.3 Library exposure**

Patel (2004) concluded that majority (75 per cent) of the postgraduate students of agricultural university had practice to utilize library facility every day, out of which 38.34 per cent, 21.66 per cent and 19 per cent of them used it for two to three hours, for one hour and for more than three hours, respectively. She also concluded that 23.34 per cent and only 1.66 per cent of them utilized library facility once in a week.

Christian (2010) reported that nearly half (48 per cent) of the postgraduate woman research scholars of SAU's of Gujarat had exposure of library facility every day.

Dobariya (2011) reported that exactly half (50 per cent) of the postgraduate research scholars utilized library facility every day, out of which 26.00 per cent, 19.00 per cent and 5.00 per cent of them used it for one hour, two to three hours and more than three hours, respectively. It was also observed that 30.00 per cent and 15.00 per cent of the post-

graduate scholars utilized library twice in a week and once in a week, respectively.

Pattar (2011) reported that nearly two-fifth (38.40 per cent) of the agriculture graduates under study had low level of library exposure, followed by 31.70 and 30.00 per cent of them who had medium and high level of library exposure, respectively.

Gadhvi (2012) observed that more than half (55.00 per cent) of the postgraduate students had exposure of library facility every day. Out of which 23.34 per cent, 16.66 per cent and 15 per cent of them used it for two to three hours, for up to one hour and for more than three hours, respectively. It was also seen that almost one-third (33.34 per cent) of them had exposure of library facility twice in a week and 11.66 per cent of them had exposure of library facility once in a week.

Mubashrah *et al.* (2013) observed that a group of students visiting library only for collecting materialrequired for academic and non-academic work. The stated reasons were gettingneeded books issued, collecting information & material, consulting reference booksand borrowing material to improve English reading skill. A few students use libraryfor spending their free time and consume their wait time between the classes. Girlstudents assume library as safe place for using their free time as compared to other places in the university.

**2.1.2.4 Internet and computer exposure**

Patel (2004) concluded that exactly half (50.00 per cent) of the postgraduate research scholars had above 3 years of exposure of internet, followed by 26.67 per cent with one year, 13.33 per cent with up to 3 years

and one-tenth of them with up to two years of exposure of internet. The same researcher also concluded that more than half (53.33 per cent) of the research scholars had exposure of internet facility every day. Out of which 21.66 per cent, 16.66 per cent and 15.00 per cent used it up to one hour, two to three hours and above three hours, respectively. It was also seen that 21.66 per cent each of them had exposure of internet twice a week and once in a week, whereas 1.66 per cent of them used internet either once in a fortnight or once in a month.

Patel (2007) observed that slightly more than one-third (36.00 per cent) of the post-graduate students had medium level of overall internet exposure, followed by 32.67 and 31.33 per cent of post-graduate students who had high and low level of internet exposure, respectively.

Christian (2010) reported that majority (70.00 per cent) of the postgraduate women research scholars had more than three years of experience of computer for internet and other usages. A vast majority (91.00 per cent) of them utilized it every day for internet and other usages. Out of which 40.00 per cent, 28.00 per cent and 23.00 per cent of them utilized it up to one hour, two to three hours and above three hours, respectively.

Dobariya (2011) reported that majority (65.00 per cent) of the postgraduate research scholars used internet every day. Out of which 37.00, 19.00 and 9.00 per cent of them utilized it up to one hour, two to three hours and above three hours, respectively. It was also observed that 21.00 per cent of postgraduate research scholars of agriculture discipline made use of internet twice in a week, followed by once in a week (7.00 per cent).

Thakur (2015) concluded that slightly more than two fifth (42.50 per cent) of the girl students studying in agriculture had every day exposure of computer. It is also evident that rest (13.33 per cent and 11.67 per cent) of the girl students studying agriculture had twice in a week and once in a week exposure of computer, respectively. Whereas, a meagre number (3.33 per cent, 2.50 per cent and 1.67 per cent) of the girl students studying in agriculture had once in three months, once in six months and once in a year exposure of computer, respectively. Further, a few number (9.17 per cent, 8.33 per cent and 7.50 per cent) of the respondents had once in a month, never and once in fortnight exposure of computer.

**2.2 Gaps in the Soft Skills of the students**

Cartmell and Garton (2000) revealed that one-third (33.33%) of agricultural graduates entered professions outside of school-based teaching. Because of the diversity of career interests and the variety of opportunities available to agricultural education graduates, faculty often finds it challenging to prepare students for the array of skills required for success in their respective employment.

Khan (2002) suggested that Agricultural Universities in Pakistan should have an institutionalized agricultural extension service, with elaborate infrastructure at the district level for agricultural technology transfer to the farmers. There is a felt-need for specialized training in human relation skills, resource management, leadership skills, programme development, communication techniques, personnel guidance and monitoring and evaluation. An advanced extension education-training institutes recommended to be established at the federal level to undertake

the professional capacity building activities in a planned manner. To make the agriculture department more service oriented.

Anonymous (2002) defined employability skills are required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.

Anonymous (2002) reported that good social skills are critical to the successful functioning of life. They enable one to know what to say and when to say something, how to make choices that fit within the norms and expectations of society, and how to behave in a variety of situations – both positive and negative.

Billing (2003) reported that skills such as solving problems, communicating effectively, working on a team, thinking critically, and possessing interpersonal skills are the employability skills most desired by employers.

Davis and Brantley (2003) concurred that the ability to communicate is essential for success in career growth and personal relationships.

Hoggatt (2003) found that 94% of the respondents listed oral communication skills and 89% listed written communication skills as crucial skills for employees. He further says that it is essential for business students to develop and refine communication skills before they enter the workforce.

Anonymous (2005) experienced that one must have social abilities to communicate, negotiate, assert one's self, work in a team, and have empathy for others.

Noddings (2005) stated that a democratic society expects much more than reading and math. It wants graduates who exhibit sound character, have a social conscience, think critically, are willing to make commitments, and are aware of global problems.

Anonymous (2006) observed that in an increasing competitive global economy, it is not enough for students to acquire subject-level mastery alone. Skills like creativity, problem solving, communication and analytical thinking are necessary for all levels of success.

Anonymous (2006) revealed that employers value communication skills and team working above leadership in the 'Soft skills' they look for in a workforce. The report shows the major skill gaps employers are currently facing are related to 'Soft skills'. Team work and customer handling are lacking most in employees skill sets. 'Soft skills' should be part of everyone's professional make-up and need to be nurtured to bring out the best in people.

Bryan and Robinson (2006) concluded that agricultural graduates from the University of Missouri had employability skill for entering a wide variety of career paths, 94.00 per cent had employability skill to be employed fulltime in professional schools, 6.00 per cent had employability skill to be employed part-time and/or caring for their family, 68.00 per cent were with employability skill to be employed as school-based agriculture teachers or in industry sales or management positions. When looking solely at teacher certification option graduates,

approximately 79.00 per cent had employability skill in teaching in public schools. This percentage exceeds national data where 56.00 per cent of newly certified agricultural education majors were entered in school-based teaching positions. With regard to graduates of the leadership option, 50.00 per cent had employability skill to work in sales, management, industry education-training and communication careers.

Robinson *et al.* (2007) ,nreported that the three most important employability skills needed in the workplace according to supervisors of college of agriculture, food and natural resources graduates to possess were: “working well with others,” “functioning well in stressful situations” and “ability to work independently.” Supervisors perceived graduates to be most competent at: “maintaining a positive attitude,” “relating well with supervisors” and their “ability to work independently.”

Jaderstrom and Schoenrock (2008) noted that clear, concise communication is vital for success in the global business environment.

Lehman and Dufrene (2008) stated that attending meetings, writing reports, presenting information, explaining and clarifying management procedures, coordinating the work of various employees, and promoting the company’s image are all described as ways to communicate.

Robinson and Bryan (2008) revealed that solving problems, working independently, and functioning well in stressful situations were perceived by graduates as being most important to their job, and identifying political implications of the decisions to be made was the least important. In terms of competence, graduates perceived themselves to be most competent at working independently, relating well with supervisors, and

working well with fellow employees and least competent at identifying political implications of the decisions to be made.

Auwal (2009) reported that graduates have perceived all items to be important to employability success in the teaching profession; they also felt that having experience and competence in the employability skills such as instruction, supervised agricultural experience, and computer skills was the influencing factor for their success.

Mitchell *et al.* (2010) revealed that the significant difference was found between the perceived importance of how specific Soft skills affect success in the workforce and the location of school (city, county). Respondents perceived all eleven Soft skills included in this study to be very important to success in the twenty-first century workforce. Approximately three-fourths of the respondents reported general ethics (75.2%) and general communication (73.2%) as extremely important skills that students need for success in the twenty-first century workforce. More than half of the respondents reported written communication (57.0%) and time management organization skills (56.4%) as extremely important.

Koka and Raman (2015) found that almost all the HR Managers (98%) emphasized on problem solving ability followed by communication skills (92%), Inter personal skills (88%) and time management skills (65%) to select a student in campus placements. Only 43% of managers have given preference for Team building skills. It can be concluded that the students requires problem solving ability, communication skills, inter personal skills and time management skills, in addition to their subject knowledge for campus placement. And, new recruits may not require team building skills because they are only entrants to the company and such skills are required at higher levels.

**2.3 Relationship between some selected personal characteristics & gaps in Soft Skills.**

Patel (2004) reported that the academic performance of the postgraduate students was non-significantly related with the degree of ICT exposure as a component of Soft Skills.

Chauhan (2004) reported that the academic performance of the postgraduate students was not affected by their degree of internet exposure as a component of Soft Skills.

Patel (2007) observed that there was significant relationship between extra-curricular activities of the research scholars and their multimedia occupied internet exposure.

Jat (2009) reported that there was negative and non-significant relationship between native of the higher agriculture teachers and their attitude towards application of multimedia in higher agricultural education.

Cemaloglu & Sevil (2010) find that there is a significant and positive relation between time planning and academic achievement of students.

Christian (2010) observed that there was non-significant relationship between the native place of research scholars and their computer skills as a Soft Skills variable.

Igdem (2010) investigated the relationship of time management to academic performance of Master level students. Employing survey research design, his findings showed that there was a significant positive relationship between time management and academic performance of

Master's level students. He concluded that the competitive conditions in business life have forced people and business to do so many things simultaneously.

Mercanlioglu (2010) revealed that there was a significant difference between Females and Males in terms of their GRADE. Females are more successful than males with average grades 3,303 and 3,037 respectively.

Daraei and Ghaderi (2012) revealed that education of parents had an influence on degree of their children's optimism and pessimism. In other words, students with high degree of optimism had parents with high level of education.

Dalli (2014) concluded there was a positive correlation between university students' time management skills, academic life satisfaction and academic achievement level. Besides, no significant difference was detected between students' time management skills across gender.

Sharon S. C. (2014) suggested that transformational leadership has no significant impact on student academic achievement as measured by the Similar Schools Decile Ranking, API, and the percentage of students who pass the CAHSEE exams in mathematics and ELA.

Gupta et al (2015) revealed that problem solving ability had a significant effect on academic achievement of high school students.

Thakur (2015) found that there was non-significant relationship between medium of instruction at school level of girl students studying in agriculture and their overall professional Soft Skills gap.

Amonallahi et al (2016) observed that the dimensions of time perspective have significant relationships with self- efficacy and career decision-making and predict them. In addition, there was not a significant relationship between career decision-making self-efficacy and academic achievement.

Mishra (2016) revealed that the level of employability was observed positive and significant among the postgraduate scholars were father's education, mother's education and medium of instruction at school level.

## 2.4 Constraints in development of Soft Skills faced by the students

Watkins (2004) reported that employers regard shortages in soft skills, including communication, teamwork, and customer focus and responsiveness as far more crucial than hard or technical skills.

Quibble (2004) agreed that many recent college graduates have difficulty in communicating.

National Association of Software and Services Companies (NASSCOM) and McKinsey (2005) reported that only 25% of the engineering education graduates are employable by a multinational company. Many employers give concrete examples on the lack of skills of the newly graduated hires, which the employers link to shortcomings in the education system.

Christopher (2006) found that poor business writing causes waste, errors, and lost productivity in the workplace. In addition, many

reports are disorganized, use unnecessary words and are hard to understand.

Pauw et al (2006) agreed that poor soft skills like communication skills create a negative impression with employers during the recruitment phase and may exclude a graduate with good technical skills from being selected for employment.

Anonymous (2007) stated that India is experiencing skills gap, which needs immediate attention. It stated that financial services organizations in India are experiencing fierce competition for talent, with more than 58 per cent of Indian organizations that participated in this research, were experiencing difficulties in recruiting right person with right skills.

Igun & Adogbeji (2007) found the problems of graduate students in Nigerian Universities include time management, study habits, note taking, internet skill, the elimination of distraction and assigning a high priority to study.

Herren (2008) stated that employees in the United States demonstrated much difficulty in transferring soft skills to their work settings. The problem of transference of soft skills to the work setting is also evident in the local setting of the study, as employers have opined about their disappointment with the employment readiness level of students of a local community college.

Westray (2008) conveyed that the employers' criticisms continue to be leveled against community colleges for the inability to keep pace with key soft skills–teamwork, problem solving, critical thinking, and communication skills, which were deemed the most deficient skills.

Perera and Perera (2009) surveyed in Srilanka and revealed that inadequate English language competency becomes an obstacle against employability of the graduates.

World Bank (2009) find that Insufficient supply of quality skills is one of the main impediments to further economic growth in India. The Indian economy grew more than 8% on average over the past 5 years, including the year of the unprecedented financial crisis in 2009. However, the skill shortage is still one of the major constraints in most industries in India.

Choudhary (2011) stated that a survey of 303 employers across the country by the Federation of Indian Chambers of Commerce and Industry (FICCI) in 2010 found a majority of graduates lacked adequate "soft skills" to be employed in the industry.

Palatine (2013) concluded that majority of recent graduates express concern that they were insufficiently prepared for employment or self-employment by their university studies.

Koka and Raman (2015) found that almost all the HR Managers (93%) cite poor schooling followed by lack of encouragement by the faculty (89%), lack of motivation (85%), lack of infrastructural facilities by the engineering educational institutions (80%), lack of interest shown by the student (66%) and lack of confidence (57%) as the hindrances many engineering graduates face in developing the required soft skills. It can be concluded that poor schooling is the main reason for students' difficulty in developing the required soft skills. However, this can be overcome by providing proper encouragement and motivation to the students and also

by enhancing the infrastructural facilities at the engineering educational institutions.

Mishra (2016) found that the foremost constraints as realized by the postgraduate scholars for low level of employability were education system does not provide platform to build necessary confidence among scholars to face the job competition.

# Chapter – 3

# RESEARCH METHODOLOGY

This chapter of the study describes the details of methods and procedures used in the selection of location and sample for present investigation. This also includes the construction and measuring devices used for data collection and statistical analysis. The detailed methodology has been described under the following sections:-



## 3.1 Locale of study

The present study was conducted in constituent colleges of Sri Karan Narendra Agriculture University, Jobner. It was purposively selected for the study because of the following reasons:

1. This is one of the newly formed Agriculture University in Rajasthan and majority of the agricultural graduates of the university are reputed entrepreneurs and serving on important posts in different seats of India and abroad.
2. S.K.N. College of Agriculture is one of the premier & oldest agriculture college of Rajasthan state.
3. Till date no such study has been conducted by the past researchers in this field at the university
4. A large number of students are pursuing their higher education in this university.
5. The area is easily accessible and is in close proximity of the college campus that will facilitate the student researcher to spend with the subjects.
6. Researcher was able to cover this area within time limit. .

**3.2 Selection of samples**

**(a) Selection of Colleges:-**

The present investigation was conducted in constituent colleges of SKNAU, Jobner. This University has four constituent colleges, these are:-

1. S.K.N. College of Agriculture, Jobner.
2. College of Agriculture, Lalsot.
3. College of Agriculture, Fatehpur-Shekhawati.
4. College of Agriculture, Bharatpur.

**(b)Selection of respondents:-**

The present investigation was conducted in constituent colleges of Sri Karan Narendra Agriculture University, Jobner namely

SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA, Fatehpur. The total number of undergraduate students were 171 (114 boys and 57 girls). Out of these 171 students, 50 per cent students *i.e.* 59 boys and 29 girls were selected randomly. Then the total sample was comprised of 88 students. From each constituent college, students studying in B.Sc.(Ag.) Final year of session 2016-2017 were selected.

**Table 3.1 Selection of respondents**

| Name of College | Total Number of Boys | Selected Boys | Total Number of Girls | Selected Girls | Selected students |
|---|---|---|---|---|---|
| **S.K.N. College of Agriculture, Jobner** | 51 | 26 | 40 | 20 | 46 |
| **College of Agriculture, Lalsot** | 23 | 12 | 05 | 03 | 15 |
| **College of Agriculture, Fatehpur** | 17 | 9 | 06 | 03 | 12 |
| **College of Agriculture, Bharatpur** | 23 | 12 | 06 | 03 | 15 |
| **Total students** | 114 | **59** | 57 | **29** | **88** |

### 3.3 Tools for the study

The crucial method used in collecting data was interview schedule. An interview schedule was used as a tool for collection of requisite information.

#### 3.3.1 Construction of interview schedule

The data were collected through personal interview. The interview schedule was prepared by keeping in view the objectives of the

study and was common for all the respondents. In formulating the questions and statements for the schedule, the investigator sought the opinion and guidance of the members of advisory committee and experts of Department of Extension Education of SKNAU, Jobner. While preparing the interview schedule, available literature and internet sources were also reviewed.

### 3.3.2 Method of data collection

The data was collected by personal interview from selected students. The respondents were contacted using final format of interview schedule at their classrooms or dwelling places for the collection of the information. Before the interview, the investigator introduced himself to the respondents and then the objectives of the study were explained to them with a view of facilitating free responses. Every possible care was taken to establish good rapport with the respondent students to secure full cooperation for collecting reliable and valid information. The secondary data and other relevant information related to the study were gathered from the reference books, bulletins, reports, periodicals, journals, research papers published by different authors, internet and postgraduate theses pertaining to similar study.

### 3.4Selection of variables

The selection of the variables included in the study was done on the basis of an extensive review of literature on the subject, discussion with the experts and previous studies taken up on the related subject. Only those variables which were having relevance with the study were finally selected.

### 3.3.1 Dependent variable

### 3.3.1.1 Gaps in Soft Skills

### Components of Soft Skills

1. Time Management skills
2. Decision Making skills
3. Self Confidence
4. Written Communication Skills
5. Verbal Communication Skills
6. Teamwork
7. Problem Solving skills
8. Leadership traits
9. ICT Skills
10. Optimistic behaviour
11. Competitive Orientation

### 3.4.2 Independent variables

**A. Personal variables**

1. Native place of the student
2. Educational background of parents
3. Family occupation
4. Annual family income
5. Job preference

**B. Achievement and exposure variable**

6. Academic performance
7. Medium of instruction at school level
8. Involvement in extracurricular activities
9. Library exposure
10. Internet exposure

11. Computer exposure

**3.5 Variables and their empirical measurement**

The dependent and independent variables were measured with the help of prepared interview schedule. For this scales developed by various social researchers and structured schedules were used. The details of each variable and their empirical measurement are given as under.

**3.5.1 Measurement of dependent variable**

**3.5.1 Measurement of Soft Skills among students of agriculture faculty of SKNAU**

Soft skills are human skills that are non-technical, intangible, personality-specific skills that determine one's strength as a leader, listener, negotiator and conflict mediator. It refers to personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees.

To measure the gaps in Soft Skills among students a systematic procedure was followed. First and foremost 14 indicators were collected on the basis of review of literature and discussion with other experts of the Department of Extension Education and University. To know relevancy of each of the 14 indicators, a list of primarily selected all 14 components was sent to 15 experts. The indicators were English proficiency skills, Time management, Decision making, Self confidence, Habit of information collection, Verbal communication skills, Written communication skills, Team work, Problem solving, Leadership, Optimistic, Competition orientation, ICT skills and Attitude towards agriculture as a profession. The judges were requested to give response in two ways viz. 'relevant or non-

relevant' for each component. The responses for all the components were collected personally and their relevancy in percentage was calculated. The components which were found relevant to include in the list of measuring overall gap in Soft Skill of students by more than 80 per cent of the experts were selected as the final components. Out of 14 components, 11 components viz. Time management skills, Decision making skills, Self confidence, Verbal communication skills, Written communication skills, Team work, Problem solving skills, Leadership traits, Optimistic behaviour, Competitive orientation and ICT Skill were finally selected to measure the overall gap in soft skills.

#### 3.5.1.1Details of scoring

Each scale item had four response categories: 'Strongly agree', 'Agree', ‘Disagree’ and ‘Strongly disagree’ except ICT skill, in ICT skill each item had four response categories: ‘Nil’, ‘Average’, ‘Above average’ and ‘Complete’. Scale items were scored from 1 to 4 for positive statement and reverse score from 4 to 1 for negative statement except ICT Skills, in ICT Skills these were scored from 0 to 3 with a high score indicating a positive attempt at managing time.

**Table 3.2 Components of Soft Skills**

| Sr. No. | Components of Soft Skills | Measurement |
|---|---|---|
| **1** | Time Management | Scale developed by Britton and Tesser's (1991) used with modification |
| **2** | Decision Making | Schedule developed by the researcher |
| **3** | Self Confidence | Scale developed by Heatherton and Polivy (1991) used with modification |
| **4** | Verbal communication | Schedule developed by the researcher |
| **5** | Written communication | Schedule developed by the researcher |
| **6** | Teamwork | Schedule developed by the researcher |
| **7** | Problem Solving | Schedule developed by the researcher |
| **8** | Leadership | Schedule developed by the researcher |
| **9** | Optimistics | Scale developed by Michael F. Scheier and Charles S. Carver. (1985) used with modification |
| **10** | Competition Orientation | Scale developed by Singh (1981) used with modification |
| **11** | ICT | Schedule developed by the researcher |

**3.5.1.2 Measurement of gaps in Soft Skill**

Gaps in Soft skills have been defined as the proportion of gap in the development of these skills among students and it is expressed in percentage. Soft Skills are what accompany the hard skills, and help one use his or her technical expertise to full advantage.

The gap in Soft Skills of students studying in agriculture was first measured indicator-wise, individually for each indicator. An interview schedule was constructed to measure this variable. Thereafter, by summation of scores of all 11 indicators, the overall gap in soft skills was measured using the following formula:

$$\text{Gap in Soft Skills} = \frac{(\text{Maximum score} - \text{Score obtained})}{\text{Maximum score}} \text{ X } 100$$

Based on the above formula, the individual indicator-wise gaps in Soft Skills and the overall gap in Soft Skills were worked out for all the respondents, respectively. Thereafter the respondents were categorized into three categories i.e. low, medium and high on the basis of mean and standard deviation.

**3.5.2. Measurement of independent variables**

**3.5.2 Personal variables**

**3.5.2.1 Native of the respondents**

It refers to urban or rural background of the students from where they have taken their primary education and passed their childhood. The respondents were classified into the following two groups viz. rural and urban and scores of 1 and 2 were given respectively to quantify it.

**3.5.2.2 Educational background of parents**

**3.5.2.2.1 Father's education**

Level of fathers' education of respondents was measured in years of formal education completed by the fathers. The respondents were classified into eight categories. The scoring system followed was as under.

| Sr. No. | Categories | Score |
|---|---|---|
| **1** | Illiterate | 0 |
| **2** | Can read only | 1 |
| **3** | Can read and write | 2 |
| **4** | Primary education (up to 5$^{th}$ standard) | 3 |
| **5** | Middle Education (up to 8$^{th}$ standard) | 4 |
| **6** | Secondary education (up to 10$^{th}$ standard) | 5 |
| **7** | Higher secondary (up to 12$^{th}$ standard) | 6 |
| **8** | College education (Graduation and above) | 7 |

**3.5.2.2.2 Mother's education**

Level of mothers' education of respondents was measured in years of formal education completed by the mothers. The respondents were classified into eight categories. The scoring system followed was as under.

| Sr. No. | Categories | Score |
|---|---|---|
| **1** | Illiterate | 0 |
| **2** | Can read only | 1 |
| **3** | Can read and write | 2 |
| **4** | Primary education (up to 5$^{th}$ standard) | 3 |
| **5** | Middle Education (up to 8$^{th}$ standard) | 4 |
| **6** | Secondary education (up to 10$^{th}$ standard) | 5 |
| **7** | Higher secondary (up to 12$^{th}$ standard) | 6 |
| **8** | College education (Graduation and above) | 7 |

### 3.5.2.3 Family occupation

It was measured in terms of respondent's family member's involvement in various income-generating activities. To quantify this variable the respondents were classified into four categories based on their family member's involvement in various occupations viz. Job (Private and Govt. service), Business, Agriculture and others and reverse score 4, 3, 2 and 1 was given for each occupation.

| S. No. | Category | Score |
|---|---|---|
| 1 | Job(Private and Govt. service) | 4 |
| 2 | Business | 3 |
| 3 | Agriculture | 2 |
| 4 | Any other (Labourer, Artisan etc.) | 1 |

### 3.5.2.4 Family income

Family income of the respondents was measured by directly asking the about their annual family income and the absolute score were used for analysing the data. On the basis of mean and standard deviation, the respondents were categorized into three categories and 1, 2 and 3 scores were assign.

| S. No. | Category | Criteria |
|---|---|---|
| 1 | Low | < Mean -S.D. |
| 2 | Medium | (Mean – S.D. to Mean + S.D.) |
| 3 | High | > Mean + S.D. |

### 3.5.2.5 Job preference

It is the interest of any individual about his liking and desire to do job confidently and satisfactorily after completing his education. This

variable was measured in terms of type of job preferred by the students. They were classified into ten groups viz., academic teaching, agricultural entrepreneurship, agricultural marketing, agricultural research, agricultural journalism, banking sector, cooperative society, agriculture consultancy, non government organizations (NGOs), and non- agricultural professions. The respondents were requested to give their preference in a three point continuum viz. first, second and third with respective scores of three, two and one for each. Thereafter the mean score for each job was calculated and the jobs were ranked on the basis of their mean score.

### 3.5.3. Achievement & exposure variable

#### 3.5.3.1 Academic performance

The academic performance of the respondents was measured by directly asking them about their Overall Grade Point Average (OGPA) and the absolute score were used for analyzing the data. On the basis OGPA, the respondents were categorized into five categories.

| Sr. No. | Categories | Score |
|---|---|---|
| **1** | Very low | (Up to 5.50 OGPA) |
| **2** | Low | (from 5.51 to 6.50 OGPA) |
| **3** | Medium | (from 6.51 to 7.50 OGPA) |
| **4** | High | (from 7.51 to 8.50 OGPA) |
| **5** | Very high | (Above 8.51 OGPA) |

#### 3.5.3.2 Medium of instruction at school level

It refers to the medium of instruction in which respondents had taken their education from primary to higher secondary level of education.

The respondents were classified into two groups, viz. English and Hindi language and scores of 2 and 1 were given respectively to quantify it.

**3.5.3.3 Involvement in extra-curricular activities**

It refers to the participation of respondents in extra-curricular activities like students' welfare activities, drama, outdoor or indoor games, debates, essay competition, National Cadet Corps (NCC), National Service Scheme (NSS), Students Representative Council (SRC) membership etc. One score was given for participating in one activity at college level; Two score was given for participating in one activity at university level; and zero score was given for non-participation in any extra-curricular activity by the respondents. The final score of extra-curricular activities was received by adding scores received for participation in extra-curricular activities in terms of year. Maximum score one could receive was 20 and minimum could be 0. Afterwards, the respondents were categorized in to five groups as under.

| Sr. No. | Categories | Score |
|---|---|---|
| **1** | Very low | (Up to 4 score) |
| **2** | Low | (5 to 8 score) |
| **3** | Medium | (9 to 12 score) |
| **4** | High | (13 to 16 score) |
| **5** | Very high | (Above 16 score) |

**3.5.3.4 Library exposure**

It refers to the frequency of visit and use of the library by the students. Library is an important place to update their knowledge. The

library exposure of respondents and criteria for scoring procedure was as under.

| Sr. No. | Frequency of library use | Score |
|---|---|---|
| **1** | Every day | 8 |
| **2** | Twice in a week | 7 |
| **3** | Once in a week | 6 |
| **4** | Once in a fortnight | 5 |
| **5** | Once in a month | 4 |
| **6** | Once in three months | 3 |
| **7** | Once in six months | 2 |
| **8** | Once in a year | 1 |
| **9** | Never | 0 |

One could receive maximum score of 8 and minimum 0.

**3.5.3.5 Computer exposure**

It was conceptualized as the degree of experience of computer use in terms of frequency of its utilization by the respondents. The computer exposure of the respondents was measured in terms of their association with application of computer. The calculation of score for computer exposure was done based on the frequency of computer application viz. every day, twice in a week, once in a week, once in a fortnight, once in a month, once in three months, once in six months, once in a year and never. The computer exposure of respondents and criteria for scoring procedure was as under

| Sr. No. | Frequency of computer use | Score |
|---|---|---|
| **1** | Every day | 8 |
| **2** | Twice in a week | 7 |
| **3** | Once in a week | 6 |
| **4** | Once in a fortnight | 5 |
| **5** | Once in a month | 4 |
| **6** | Once in three months | 3 |
| **7** | Once in six months | 2 |
| **8** | Once in a year | 1 |
| **9** | Never | 0 |

One could receive maximum score of 8 and minimum 0.

**3.5.3.6 Internet exposure**

It was conceptualized as the degree of experience of internet use in terms of frequency of its utilization by the respondents. The internet exposure of the respondents was measured in terms of their association with application of internet. The calculation of score for internet exposure was done based on the frequency of its application viz. every day, twice in a week, once in a week, once in a fortnight, once in a month, once in three months, once in six months, once in a year and never. The internet exposure of respondents and criteria for scoring procedure was as under.

| Sr. No. | Frequency of internet use | Score |
|---|---|---|
| **1** | Every day | 8 |
| **2** | Twice in a week | 7 |
| **3** | Once in a week | 6 |
| **4** | Once in a fortnight | 5 |
| **5** | Once in a month | 4 |
| **6** | Once in three months | 3 |
| **7** | Once in six months | 2 |
| **8** | Once in a year | 1 |
| **9** | Never | 0 |

One could receive maximum score of 8 and minimum 0.

### 3.6 Measurement of Constraints

To identify the constraints in development of soft skills faced by the Students of SKNAU, Jobner a suitable schedule containing all possible constraints was developed. The schedule consisted of 19 statements pertaining to constraints related to development of soft skills of students.

To assess the constraints faced by the students, their responses were recorded on a three-point continuum i.e. Most severe, Severe and Least severe, which were assigned 3, 2 and 1 scores respectively.

### 3.7 Statistical frame work for analysis of data

To analyze the collected information, following statistical tools and methods were used for interpreting the data:

**3.7.1 Percentage**: Simple comparisons were made on the basis of frequency and percentage.

**3.7.2 Mean score**: It is obtained by total score of each statement divided by total number of farmers.

**3.7.3 Mean Percent Score (MPS)**:

Mean percent scores were obtained by multiplying total obtained score of the respondents by hundred and divided by the maximum obtainable score under each practice. Formula of MPS is given as under:

$$MPS = \frac{\text{Total score obtained by the respondent}}{\text{Maximum obtainable score}} \times 100$$

**3.7.4 Standard Deviation (S.D.):**

The standard deviation measures the absolute dispersion of variability of distribution. Here mean and standard deviation were used for categorization of respondents in to different categories.

$$S.D. = \sqrt{\frac{\sum X_i^2}{N} - \frac{(\sum X_i)^2}{N}}$$

Where,

$\sum X_i^2$= Sum of squares of the variables

$\sum X_i$= Sum of values of the variables

N= Number of respondents

### 3.7.5 Correlation Coefficient: -

The correlation coefficient ('r' value) was used to measure the relationship between dependent and independent variables. The correlation coefficient between two groups was calculated by using the following formula.

$$r = \frac{\sum(XY) - \frac{\sum X \sum Y}{n}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{n}\right]\left[\sum Y^2 - \frac{(\sum Y)^2}{n}\right]}}$$

Where r = Correlation Coefficient

X = Independent variable

Y = Dependent variable

n = Total number of respondents

### 3.8 Derivation of hypothesis (stated in null form)

$H_{01.1}$ There is no relationship between native of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.2}$ There is no relationship between father's education of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.3}$ There is no relationship between mother's education of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.4}$ There is no relationship between family occupation of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.5}$ There is no relationship between family income of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.6}$ There is no relationship between academic performance of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.7}$ There is no relationship between medium of instruction at school level of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.8}$ There is no relationship between involvement in extra-curricular activities of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.9}$ There is no relationship between library exposure of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.10}$ There is no relationship between computer exposure of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{01.11}$ There is no relationship between internet exposure of the students of SKNAU, Jobner and gaps in their Soft Skills.

**3.9 Derivation of hypothesis (stated in alternate form)**

$H_{1.1}$ There is relationship between native of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.2}$ There is relationship between father's education of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.3}$ There is relationship between mother's education of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.4}$ There is relationship between family occupation of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.5}$ There is relationship between family income of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.6}$ There is relationship between academic performance of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.7}$ There is relationship between medium of instruction at school level of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.8}$ There is relationship between involvement in extra-curricular activities of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.9}$ There is relationship between library exposure of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.10}$ There is relationship between computer exposure of the students of SKNAU, Jobner and gaps in their Soft Skills.

$H_{1.11}$ There is relationship between internet exposure of the students of SKNAU, Jobner and gaps in their Soft Skills.

# Chapter – 4

# RESULTS AND DISCUSSION

This chapter deals with the findings and discussion of the study. The information collected through personal interview from the respondents was classified, tabulated and analyzed in light of the objectives of the study. The facts and findings of the study had been presented under the following heads:

4.1 To study the personal characteristics of the students
4.2 To measure the gaps in the Soft Skills of the students
4.3 To find out the relationship between some selected personal characteristics and gaps in the Soft Skills
4.4 To find out the constraints in development of Soft Skills faced by the students

## 4.1 PERSONAL CHARACTERISTICS OF THE STUDENTS

One of the objectives of the study was to know the various characteristics of students studying in Sri Karan Narendra Agriculture University in Jobner-Jaipur (Raj). On the basis of extensive review of literature and discussion with experts, some of the important characteristics of the students were selected and information was collected, analyzed and presented in tables with the aim to draw a general picture of the students under the following heads:

### 4.1.1 Personal characteristics

#### 4.1.1.1 Native place of the students

It refers to urban or rural place of birth of the students from where they have passed their childhood and taken their primary level of education. The native place of the students plays an important role on their behavior. It is assumed that persons who have to work for the

development of farmers should have knowledge about the life, social system, customs, problems, needs and psychology of the farmers. Generally the students with rural background have positive tendency towards the development of rural area, farming and farmers. The native place of the individuals also plays a decisive role in developing the soft skills and their capacity to cope up with diverse situations. Thus, to understand the role of this factor on Soft Skills of students studying agriculture, information was collected and the data regarding the native place are presented in Table and Fig. 4.1.1.1

**Table 4.1.1.1: Distribution of students according to native place**

**[N = 88]**

| Sr. No. | Native place | SKNCOA, Jobner $n_1$=46 | COA, Lalsot $n_2$=15 | COA, Bharatpur $n_3$=15 | COA, Fatehpur $n_4$=12 | Overall N = 88 |
|---|---|---|---|---|---|---|
| 1 | Rural | 37 (80.44) | 10 (66.67) | 10 (73.33) | 10 (83.33) | 67 (76.14) |
| 2 | Urban | 9 (19.56) | 5 (33.33) | 5 (26.67) | 2 (16.67) | 21 (23.86) |
| **Total** | | **46 (100.00)** | **15 (100.00)** | **15 (100.00)** | **12 (100.00)** | **88 (100.00)** |

Figures in parenthesis represent percentage

It is evident from table-4.1.1.1 that 80.44, 66.67, 73.33 and 83.33 per cent of the students belonged to rural background in SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA, Fatehpur respectively. 19.56, 33.33, 26.67 and 16.67 per cent of the students belonged to urban background in SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively. The overall distribution of native place shows that majority (76.14 per cent) of the students studying in SKNAU, Jobner were from rural areas, whereas 23.86 per cent were from urban areas. The higher agricultural education deals with agriculture and rural development. Thus, syllabus in higher agricultural education is dominated by subjects dealt with various topics of agriculture and rural development. This might have restricted urban students towards agriculture education which would

be useful to them in improving parental occupation as well as getting job for their livelihood. This may be the probable reason for a large proportion of the students having rural background.

The findings are in line with the findings of Patel (2004), Pattar (2011), Dadhania (2011) and Sasidharan (2013)

### 4.1.1.2 Educational background of parents

#### 4.1.1.2.1 Father's education

Father's education is an important factor affecting the soft skills of the students studying in SKNAU, Jobner. High level of education of the father motivates the children to choose strong and successful careers. Fathers with higher level of education understand need of better education imparted to their children, also give them the freedom to choose an occupation of their aptitude. This has a presumed effect in developing Soft Skills of the children. To understand the role of father's education in developing the soft skills of the students studying in SKNAUU, Jobner, data was collected, analyzed and presented in Table and Fig. 4.1.1.2.1

It was observed from Table-4.1.1.2.1 that majority of the student's father were illiterate in SKNCOA Jobner (23.91 per cent), COA Bharatpur (46.67 per cent) and COA Fatehpur (41.67 per cent), whereas in case of COA Lalsot majority (26.67 per cent) of the student's father were educated up to college level. The overall distribution of the student's father shows that majority of the students were from rural background, 29.55 per cent had illiterate level of father's education, followed by 12.50 per cent with primary and middle level of fathers' education, 10.23 per cent can read only, secondary, higher secondary and college level of father's education was on the same level. Only a meagrer number (04.54 per cent) which can read and write level of education.

**Table 4.1.1.2.1: Distribution of students according to their father's education [N = 88]**

| Sr. No. | Father's education Level | SKNCOA, Jobner $n_1$=46 | COA, Lalsot $n_2$=15 | COA, Bharatpur $n_3$=15 | COA, Fatehpur $n_4$=12 | Overall N = 88 |
|---|---|---|---|---|---|---|
| 1 | Illiterate | 11 (23.91) | 3 (20.00) | 7 (46.67) | 5 (41.67) | 26 (29.55) |
| 2 | Can read only | 6 (13.04) | 00 (00.00) | 2 (13.33) | 1 (08.33) | 9 (10.23) |
| 3 | Can read and write | 2 (04.35) | 1 (06.67) | 1 (06.67) | 0 (00.00) | 4 (04.54) |
| 4 | Primary | 7 (15.22) | 3 (20.00) | 1 (06.67) | 0 (00.00) | 11 (12.50) |
| 5 | Middle | 6 (13.04) | 1 (06.67) | 2 (13.33) | 2 (16.67) | 11 (12.50) |
| 6 | Secondary | 4 (08.69) | 1 (06.67) | 1 (06.67) | 3 (20.00) | 9 (10.23) |
| 7 | Higher Secondary | 6 (13.04) | 2 (13.33) | 1 (06.67) | 0 (00.00) | 9 (10.23) |
| 8 | College | 4 (08.69) | 4 (26.67) | 0 (00.00) | 1 (08.33) | 9 (10.23) |
| **Total** | | **46** (100.00) | **15** (100.00) | **15** (100.00) | **12** (100.00) | **88** (100.00) |

Figures in parenthesis represent percentage

The findings are in accordance the observation of Ajit (2004), Shingare (2005), Pattar (2011), Dadhania (2011) and Sasidharan 2013.

### 4.1.1.2.2 Mother's Education

It is said that mother is the first teacher of any child and she plays very vital role in developing and inculcating good traditions, customs, progressive tastes of development and outlook among children. Such lessons help children in mounting good habits leading towards growth and progress during their employable age. Considering this, level of education of the mother was studied to understand its role in the Soft Skills of the students studying in agriculture. The data pertaining to this are presented in the Table and Fig. 4.1.1.2.2

**Table 4.1.1.2.2: Distribution of students according to their mother's education [N = 88]**

| Sr. No. | Mother's education Level | SKNCOA, Jobner $n_1$=46 | COA, Lalsot $n_2$=15 | COA, Bharatpur $n_3$=15 | COA, Fatehpur $n_4$=12 | Overall N = 88 |
|---|---|---|---|---|---|---|
| 1 | Illiterate | 22 (47.83) | 8 (53.33) | 10 (66.67) | 7 (75.00) | 47 (53.41) |
| 2 | Can read only | 1 (02.17) | 0 (00.00) | 0 (00.00) | 0 (00.00) | 1 (01.14) |
| 3 | Can read and write | 0 (00.00) | 0 (00.00) | 0 (00.00) | 0 (00.00) | 0 (00.00) |
| 4 | Primary | 13 (28.26) | 4 (26.67) | 3 (20.00) | 2 (16.67) | 22 (25.00) |
| 5 | Middle | 5 (10.87) | 2 (13.33) | 1 (06.67) | 2 (16.67) | 10 (11.36) |
| 6 | Secondary | 3 (06.52) | 0 (00.00) | 1 (06.67) | 1 (08.33)) | 5 (05.68) |
| 7 | Higher Secondary | 1 (02.17) | 0 (00.00) | 0 (00.00) | 0 (00.00) | 1 (01.14) |
| 8 | College | 1 (02.17) | 1 (06.67) | 0 (00.00) | 0 (00.00) | 2 (02.27) |
| **Total** | | **46 (100.00)** | **15 (100.00)** | **15 (100.00)** | **12 (100.00)** | **88 (100.00)** |

Figures in parenthesis represent percentage

It was experience from Table-4.1.1.2.2 that majority of the student's mother were illiterate in SKNCOA Jobner (47.83 per cent), COA Lalsot (53.33 per cent), COA Bharatpur (66.67 per cent) and COA Fatehpur (75.00 per cent). The overall distribution of student's mother shows that majority of the students were from rural background, 53.41 per cent had illiterate level of mother's education, followed by 25.00 per cent with primary education, 11.36 per cent with middle education, 05.68 per cent with secondary education and 02.27 per cent with college education level. Only a meagrer number (01.14 per cent) which can read only and higher secondary level of education on same level. None of the student was found with read and write level of mother's education.

The findings are in accordance the observation of Ajit (2004), Shingare (2005), Pattar (2011), Dadhania (2011) and Sasidharan 2013.

### 4.1.1.3 Family occupation

Occupation of family is an essential factor for providing professional education to their children. It was measured in terms of student's family member's involvement in various income generating activities. To quantify this variable the students were classified into four groups based on their family member's involvement in various occupation viz. Job (Private and Govt. Service), Business, Agriculture and any other (labourer, artisans etc.).

**Table 4.1.1.3 Distribution of students according to their family occupation [N = 88]**

| S. No. | Category | Over All N = 88 | |
|---|---|---|---|
| | | Frequency | Per cent |
| **1** | Job(Private and Govt. Service) | 12 | 13.64 |
| **2** | Business | 07 | 07.95 |
| **3** | Agriculture | 52 | 59.09 |
| **4** | Any other (labourer, artisan etc.) | 17 | 19.32 |
| | Total | **88** | **100.00** |

It can be seen from table-4.1.1.3 that more than half of the student's family had the occupation of agriculture (59.09 per cent) followed by any other (labourer and artisans) 19.32 per cent, Job (private and Govt. service) 13.64 per cent and business (07.95 per cent).

Result might be due to majority of the students are belonged to rural background and in rural background the main source for occupation is farming and agriculture.

The findings are in accordance the observation of Gadhvi (2012).

### 4.1.1.4 Family income

It refers to total annual earning of the family through all sources of the students. An estimation of annual family income gives an idea about the job preferences and job competencies of the students, thus expected to play a role in developing their soft skills. To understand the relationship

between annual family income and soft skills of students studying in SKNAU, Jobner necessary data were collected and presented in Table and Fig. 4.1.1.4

**Table 4.1.1.4: Distribution of students according to their annual family income [N = 88]**

| 1 | Income group | SKNCOA, Jobner $n_1$=46 | COA, Lalsot $n_2$=15 | COA, Bharatpur $n_3$=15 | COA, Fatehpur $n_4$=12 | Overall N = 88 |
|---|---|---|---|---|---|---|
| 1 | Low (up to Rs. 52553 ) | 2 (04.35) | 2 (13.33) | 00 (00.00) | 3 (25.00) | 7 (07.95) |
| 2 | Medium (Rs. 52553 to 245848) | 32 (69.56) | 9 (60.00) | 12 (80.00) | 7 (58.33) | 60 (68.18) |
| 3 | High (above Rs. 245848) | 12 (26.09) | 4 (26.67) | 03 (20.00) | 2 (16.67) | 21 (23.87) |
| **Total** | | **46** | **15** | **15** | **12** | **88** |

Figures in parenthesis represent percentage

Mean= 149196, SD= 96652

The above table reveals that 4.35, 13.33 and 25.00 of the students have low level (up to Rs. 52553) of annual income in SKNCOA Jobner, COA Lalsot and COA Fatehpur respectively, none of the students of COA, Bharatpur found in this category. 69.56, 60.00, 80.00 and 58.33 per cent of the students have middle level (Rs. 52553 to 245848) of annual income in SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively. 26.09, 26.67, 20.00 and 16.67 per cent of the students have high level (above Rs. 245848) of annual income in SKNCOA, Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively.

In overall distribution of annual family income it was found that majority (68.16 per cent) of the students studying in SKNAU, Jobner were from middle level of annual income, followed by high level (23.87 per cent) and low level (07.95 per cent) of family income. The family income status of students can be attributed to the fact that majority of them had rural

background and agriculture as the main source of family income and occupation.

The findings are in conformity with the findings of Ajit (2004), Shingare (2005), Dahake (2009), Aher (2010) and Gadhvi (2012).

### 4.1.1.5 Job preference

It is defined as the choice of students studying in SKNAU, Jobner to do any job as profession. It is a mental position suggesting an action, intent, purpose, emotion or psychological attachment to involve in various jobs for livelihood. It is an accepted fact that, preference of an individual plays an important role in determining his behavior and his abilities. Thus, job preference of students is certainly an important aspect in developing their soft skills which allow them to excel in any job preferred by them. To understand the role of this factor, information was collected and presented in Table-4.1.1.5.

It can be concluded from the result that first five preferred jobs of majority of the students studying in SKNCOA, Jobner were banking sector, research and development, academic teaching, dairy farming and non-government organization. The job preferences according to students of COA, Lalsot were banking sector, academic teaching, research and development, dairy farming and non-government organization. The preferences of COA, Bharatpur were banking sector, academic teaching, dairy farming, agricultural marketing and non- government. The responses of the COA, Fatehpur were academic teaching, nursery management, banking sector, research and development and farming.

It can be concluded from the results that first five preferred job of the majority of students studying in SKNAU, Jobner were banking sector, academic teaching, research and development, dairy farming and non-government organization.

Further, the least preferred job of majority of the students were farming (agriculture entrepreneurship) followed by agricultural consultancy, nursery, agricultural marketing, cooperative society, non-agricultural professions, vermin-composting and agricultural journalism which were ranked sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth and fourteenth respectively.

Agriculture entrepreneurship was less preferred by the students due to the reason that agricultural land is degrading and dividing with generation to generation among the sons of farmers and today, there is lot of opportunities in banking sector so students mostly preferred jobs in this sector.

The findings are in conformity with the findings of Dahake (2009), Aher (2010), Gadhvi (2012) and Mishra (2016).

**Table 4.1.1.5: Distribution of students according to their job preference** **[N = 88]**

| S. No. | Job preference | SKNCOA, (Jobner) $n_1$=46 | Rank | COA, (Lalsot) $n_2$=15 | Rank | COA, (Bharatpur) $n_3$=15 | Rank | COA, (Fatehpur) $n_4$=12 | Rank | Overall N=88 | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Academic teaching | 2.17 | III | 2.4 | II | 2.20 | II | 2.58 | I | 2.27 | II |
| 2. | Agriculture entrepreneurship | | | | | | | | | | |
| (A) | Farming | 1.58 | VI | 1.86 | VI | 1.80 | V | 1.91 | VI | 1.71 | VI |
| (B) | Nursery | 1.47 | VIII | 1.6 | IX | 1.26 | VIII | 2.00 | V | 1.53 | VIII |
| (C) | Dairy Farming | 1.97 | IV | 2.13 | IV | 2.06 | III | 2.41 | II | 2.07 | IV |
| (D) | Vermi-composting | 1.41 | X | 1.2 | XIII | 1.06 | XI | 1.08 | XII | 1.27 | XIII |
| (E) | Any other | 1.56 | VII | 1.73 | VIII | 1.20 | IX | 1.16 | XI | 1.47 | X |
| 3. | Agricultural Marketing | 1.56 | VII | 1.4 | XII | 1.40 | VI | 1.67 | VIII | 1.52 | IX |
| 4. | Research and development | 2.41 | II | 2.2 | III | 2.00 | IV | 2.16 | IV | 2.26 | III |
| 5. | Agricultural journalism | 1.23 | XI | 1.06 | XIV | 1.06 | XI | 1.58 | IX | 1.22 | XIV |
| 6. | Banking sector | 2.45 | I | 2.46 | I | 2.73 | I | 2.25 | III | 2.47 | I |
| 7. | Cooperative society | 1.34 | XI | 1.46 | XI | 1.20 | IX | 1.41 | X | 1.35 | XI |
| 8. | Agricultural consultancy | 1.45 | IX | 1.8 | VII | 1.33 | VII | 1.83 | VII | 1.54 | VII |
| 9. | Non-government organizations | 1.80 | V | 2.0 | V | 1.46 | V | 1.91 | VI | 1.79 | V |
| 10. | Non-agricultural professions | 1.28 | XIII | 1.53 | X | 1.13 | X | 1.41 | X | 1.31 | XII |

### 4.1.2 Achievement and Exposure variable

#### 4.1.2.1 Academic performance

Academic performance of the students is the marks in terms of OGPA obtained in seventh semester of B.Sc. (Agri.). The academic performance shows degree of brilliancy, interest, sincerity, involvement and intelligence of the students in agriculture education. It is an important variable which may have relationship with their ability to develop soft skills. To understand the role of academic performance of students on their soft skills, data was collected and results are presented in Table and Fig. 4.1.2.1

**Table-4.1.2.1: Distribution of students according to academic performance [N = 88]**

| S. No. | Academic performance | SKNCOA, Jobner $n_1$=46 | COA, Lalsot $n_2$=15 | COA, Bharatpur $n_3$=15 | COA, Fatehpur $n_4$=12 | Overall N = 88 |
|---|---|---|---|---|---|---|
| 1 | Very low (below than 5.5 OGPA) | 3 (06.52) | 0 (00.00) | 0 (00.00) | 0 (00.00) | 3 (03.41) |
| 2 | Low (from 5..50 to 6.50 OGPA) | 14 (30.43) | 8 (53.33) | 5 (33.33) | 5 (41.67) | 32 (36.36) |
| 3 | Average (from 6.51 to 7.50 OGPA) | 23 (50.00) | 5 (33.33) | 8 (53.33) | 5 (41.67) | 41 (46.59) |
| 4 | High (from 7.51 to 8.50 OGPA) | 6 (13.04) | 2 (13.33) | 2 (13.33) | 2 (16.67) | 12 (13.64) |
| 5 | Very high (above 8.50 OGPA) | 0 (00.00) | 0 (00.00) | 0 (00.00) | 0 (00.00) | 0 (00.00) |
| | | **46 (100.00)** | **15 (100.00)** | **15 (100.00)** | **12 (100.00)** | **88 (100.00)** |

Figures in parenthesis represent percentage

A look at Table-4.1.2.1 indicates that 30.43, 53.33, 33.33 and 41.67 per cent students were with low academic performance in SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively, followed by 50.00, 33.33, 53.33 and 41.67 per cent of the students were with average academic performance in SKNCOA

Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively and 13.04, 13.33, 13.33 and 16.67 per cent students were with high academic performance in SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively.06.52 per cent students were with very low academic performance in SKNCOA Jobner.

The overall academic performance indicates that majority of the students (46.59 per cent) studying in SKNAU, Jobner were with average academic performance, followed by low academic performance (36.36 per cent) and high academic performance (13.64 per cent). Only a meagre number (03.41 per cent) were with low academic performance. High quality of education imparted and the self-motivation among students to excel might have resulted in better academic performance. It is expected that students with average good academic performance has knowledge, skills and positive attitude to develop Soft Skills.

The findings supports the views expressed by Patel (2004), Dahake (2009), Christian (2010), Pattar (2011), Dadhania (2011) and Sasidharan (2013).

### 4.1.2.2 Medium of instruction

Medium of instruction at school level affects the language competency and verbal communication of the students. In the long run, this also affects their ability to procure and maintain high profile jobs. Thus, medium of instruction at school level may play a key role in developing soft skills amongst the students. Knowledge of English in addition to a local language gives a better edge to the job seekers. To understand this role, data were collected and presented in Table and Fig. 4.1.2.2

**Table 4.1.2.2 Distribution of students according to medium of instruction [N = 88]**

| Sr. No. | Medium of instruction | SKNCOA, Jobner $n_1$=46 | COA, Lalsot $n_2$=15 | COA, Bharatpur $n_3$=15 | COA, Fatehpur $n_4$=12 | Overall N = 88 |
|---|---|---|---|---|---|---|
| 1 | Hindi | 38 (82.61) | 12 (80.00) | 10 (66.67) | 8 (66.67) | 68 (77.27) |
| 2 | English | 08 (17.39) | 3 (20.00) | 5 (33.33) | 4 (33.33) | 20 (22.73) |
| **Total** | | **46 (100.00)** | **15 (100.00)** | **15 (100.00)** | **12 (100.00)** | **88 (100.00)** |

Figures in parenthesis represent percentage

It can be concluded from Table-4.1.2.2 that 82.61, 80.00, 66.67 and 66.67 per cent of the students had school level education in Hindi in SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively. 17.39, 20.00, 33.33 and 33.33 per cent of the students had school level education in English language in SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively. The overall distribution of medium of instruction at school level concluded that majority (77.27 per cent) of the students studying in the constituent colleges took their school level education in Hindi language while the rest 22.73 per cent of them took their school level education in English medium. Since, majority of the students from rural areas had their schooling from Government aided institutions; their medium of instruction was mostly in Hindi. This might be the probable reason for more number of students in the category of local language as a medium of instruction at school level.

The findings are in line with the findings of Dadhania (2011), Thakur (2015) and Mishra (2016).

### 5.1.2.3 Involvement in extracurricular activities

Students had been provided ample opportunities to participate in personality development related activities like nature club, general knowledge quiz, personality contest, SRC membership, essay

competition, debate competition, National Service Scheme, National Cadet Corps and so on. Participation in these activities is expected to boost the confidence levels and creativity of students and thus their soft skills. Keeping this in view, the data was collected from the students in this regard and is presented in Table and Fig. 4.1.2.3

**Table 4.1.2.3: Distribution of students according to involvement in extra-curricular activities [N = 88]**

| S. No | Involvement in extra-curricular activities | SKNCOA, Jobner $n_1$=46 | COA, Lalsot $n_2$=15 | COA, Bharatpur $n_3$=15 | COA, Fatehpur $n_4$=12 | Overall N = 88 |
|---|---|---|---|---|---|---|
| 1 | Low (0 to 4.4 score) | 30 (65.22) | 06 (40.00) | 12 (80.00) | 08 (66.67) | 56 (63.64) |
| 2 | Below Average (4.5 to 8.8 score) | 14 (30.43) | 09 (60.00) | 03 (20.00) | 04 (33.33) | 30 (34.09) |
| 3 | Average (8.9 to 13.2 score) | 02 (04.35) | 00 (00.00) | 00 (00.00) | 00 (00.00) | 02 (02.27) |
| 4 | Above Average (13.2 to 17.6 score) | 00 (00.00) | 00 (00.00) | 00 (00.00) | 00 (00.00) | 00 (00.00) |
| 5 | High (17.7 to 22 score) | 00 (00.00) | 00 (00.00) | 00 (00.00) | 00 (00.00) | 00 (00.00) |
| **Total** | | **46 (100.00)** | **15 (100.00)** | **15 (100.00)** | **12 (100.00)** | **88 (100.00)** |

Figures in parenthesis represent percentage

It was observed from Table-4.1.2.3 that more than half of the students (63.64 per cent) had low level of involvement in extracurricular activities, followed by 30.09 per cent and 02.07 per cent of the students have below average and average level of involvement in extracurricular activities respectively. None of the students had above average and high level of involvement in extracurricular activities. As discussed earlier, there were enough opportunities for students to get involved in extra-curricular activities both at college level and University level but as it was observed during administration of interview schedule that many students prefer to interact with their friends in the evenings and share ideas or talk about the day's activities than getting involved in sporting activities together. This can be the reason to have low and

below average degree of involvement in extracurricular activities amongst majority (97.73 per cent) of the students.

These results are in line with the views expressed by Ajit (2004), Dahake (2009), Aher (2010, Pattar (2011) and Dobariya (2011).

### 4.1.2.4 Library exposure

It refers to the frequency of visit and use of the library by the students studying in SKNAU, Jobner. Library is an important place to update the knowledge. Generally it is seen that people with good library exposure have updated knowledge about the related aspects of their study and show better level of soft skills. The data collected from the students in this regard is presented in Table and Fig. 4.1.2.4

The data in Table-4.1.2.4 indicates majority of the students (23.91per cent) of SKNCOA Jobner were visit library twice in a week whereas in case of COA Lalot (46.67per cent) and COA Bharatpur (40.00per cent) majority of the students were visit library every day and in COA Fatehpur, majority of the students (33.33per cent) were visit library every day and twice in a week. The overall distribution of the students shows that slightly more than one-fourth (28.41 per cent) of the students visited the library every day, followed by 27.27 per cent twice in a week, 14.77 per cent once in a week, 12.50 per cent once in a month, 09.09 per cent once in a fortnight and 07.95 per cent once in three months. There was none who had visited the library once in six months, once in a year and never.

Thus, it can be said that slightly more than half (55.68 per cent) of the students had either every day or twice in a week type of library exposure. The results indicate that vast majority of the students have considered library as a source of updated information for their study, assignment work, job opportunities as well as useful materials for their study and other aspects. The Central library of Sri Karan

Narendra Agriculture University, Jobner is well equipped with newspapers, thousands of current journals, books, internet facility and useful information in different forms which might have played important role in arousing interest to take regular and frequent visit of library among the students.

The results are in line with the results obtained by Patel (2004), Christian (2010), Dadhaniya (2011) and Gadhvi (2012).

**Table-4.1.2.4: Distribution of students according to their library exposure** **[N = 88]**

| S. No. | Library exposure | SKNCOA, Jobner $n_1$=46 | | COA, Lalsot $n_2$=15 | | COA, Bharatpur $n_3$=15 | | COA, Fatehpur $n_4$=12 | | Overall N = 88 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Freq. | Per cent | Freq. | Per cent | Freq. | Per cent | Freq. | Per cent | Freq. | Per cent |
| 1. | Every day | 8 | 17.39 | 7 | 46.67 | 6 | 40.00 | 4 | 33.33 | 25 | 28.41 |
| 2. | Twice in a week | 11 | 23.91 | 5 | 33.33 | 4 | 26.67 | 4 | 33.33 | 24 | 27.27 |
| 3. | Once in a week | 9 | 19.57 | 1 | 06.67 | 2 | 13.33 | 1 | 08.33 | 13 | 14.77 |
| 4. | Once in a fortnight | 5 | 10.87 | 2 | 13.33 | 0 | 0 | 1 | 08.33 | 08 | 09.09 |
| 5. | Once in a month | 6 | 13.04 | 0 | 0 | 3 | 20.00 | 2 | 13.33 | 11 | 12.50 |
| 6. | Once in three months | 7 | 15.22 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 07.95 |
| 7. | Once in six months | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00.00 |
| 8. | Once in a year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00.00 |
| 9. | Never | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00.00 |

### 4.1.2.5 Computer exposure

Computer has become the part and parcel of student's life now-a-days. Use of computer helps them to get acquainted with technological advances as well as speedy accomplishment of all their assignments and research work. To get an idea about the role of use of computers in developing Soft Skills among the students studying in SKNAU, Jobner, the data were collected and presented in the Table and Fig. 4.1.2.5

It was observed from Table-4.1.2.5 that majority of the students (30.43per cent) of SKNCOA Jobner were exposed to computer twice in a week and once in a week while in COA Lalsot, the students (43.75 per cent) exposed to computer once in a month and in COA Bharatpur, the students (26.67per cent) were exposed to computer twice in week, once in a month and once in three months whereas in case of COA Fatehpur, the students (41.67per cent) never exposed to computer.

The overall distribution of the students shows that slightly more than one-fourth (27.27 per cent) of the students studying in SKNAU, Jobner had once in a week exposure of computer, followed by 19.32 per cent students twice in a week, 17.06 per cent students once in a month, 11.36 per cent once in a fortnight, 10.23 per cent students once in three months, 07.95 per cent students every day exposure of computer. A meagre number (06.81 per cent) of the students had never exposure of computer. There was none who had exposure of computer once in six months and once in a year.

Thus, it can be concluded that slightly more than half of the students (54.54 per cent) studying in SKNAU, Jobner had every day, twice in a week and once in a week exposure of computer.

The reason might be that in SKNCOA Jobner, M.Sc. and Ph.D. degrees are awarded to students and it is one of the oldest agriculture college of Rajasthan state and there is well established library also. COA

Fatehpur is the newest constituent college of SKNAU, Jobner and there was no computer lab facility, student either used department computers or private cyber cafes.

The high computer exposure among the students can be accounted for the increasing need of computers in the course curriculum as well as the perceived advantages of using computers in their study and education purposes by the students themselves.

The findings are similar to the findings of Patel (2004), Patel (2007), Christian (2010) and Dadhaniya (2011).

**Table-4.1.2.5: Distribution of students according to their compute exposure** **[N = 88]**

| S. No. | Computer exposure | SKNCOA, Jobner $n_1$=46 | | COA, Lalsot $n_2$=15 | | COA, Bharatpur $n_3$=15 | | COA, Fatehpur $n_4$=12 | | Overall N = 88 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Freq. | Per cent | Freq. | Per cent | Freq. | Per cent | Freq. | Per cent | Freq. | Per cent |
| 1. | Every day | 4 | 08.70 | 1 | 02.16 | 0 | 0 | 2 | 16.67 | 07 | 07.95 |
| 2. | Twice in a week | 14 | 30.43 | 4 | 08.70 | 4 | 26.67 | 2 | 16.67 | 24 | 27.27 |
| 3. | Once in a week | 14 | 30.43 | 1 | 02.16 | 1 | 06.67 | 1 | 08.33 | 17 | 19.32 |
| 4. | Once in a fortnight | 9 | 19.57 | 0 | 0 | 1 | 26.67 | 0 | 0 | 10 | 11.36 |
| 5. | Once in a month | 3 | 06.52 | 7 | 43.75 | 4 | 06.67 | 1 | 08.33 | 15 | 17.06 |
| 6. | Once in three months | 2 | 04.75 | 2 | 13.33 | 4 | 26.67 | 1 | 08.33 | 09 | 10.23 |
| 7. | Once in six months | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00 | 00.00 |
| 8. | Once in a year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00 | 00.00 |
| 9. | Never | 0 | 0 | 0 | 0 | 1 | 06.67 | 5 | 41.67 | 06 | 06.81 |

### 4.1.2.6 Internet exposure

It refers to the frequency of use of internet facility by the students studying in SKNAU, Jobner. Internet has become one of the most powerful media today. Internet is an effective communication tool in everyday life of students, teachers and research workers. It provides the students with updated round-the-globe information without any delay. Internet also provides information pertaining to career choices of the students. To get an idea about the role of internet in developing Soft Skills among the students, data were collected and presented in the Table and Fig. 4.1.2.6

It is observed from Table-4.1.2.6 that majority of the students using internet every day in SKNCOA Jobner (56.52 per cent), COA Lalsot (73.33 per cent), COA Bharatpur (60.00 per cent) and COA Fatehpur (66.67 per cent). The overall distribution of the students shows that slightly more than two-fifth (61.36 per cent) of the students had every day exposure of internet, followed by 23.86 per cent twice in a week exposure of internet, 11.36 per cent had once in a week exposure of internet. A meagre number (02.28 and 01.14 per cent) of the students had once in a month and once in three months respectively. There was none who had once in a fortnight, once in six months, once in a year and never.

Thus, it can be concluded that slightly more than three-fifth (61.36 per cent) of the students had everyday exposure of internet. The high internet exposure among the students might be accounted for the reason that internet is being considered as an integral part of the life by students to acquire updated round-the-globe information, education information, research related references, information pertaining to their choice of professional career and many other useful information. Another reason for high internet exposure was that every students was having mobile facility and due to this they used internet at any time.

These findings are in line with the findings of Patel (2004), Patel (2007), Christian (2010) and Dobariya (2011).

**Table-4.1.2.6: Distribution of students according to their internet exposure** **[N = 88]**

| S. No. | Internet exposure | SKNCOA, Jobner $n_1$=46 | | COA, Lalsot $n_2$=15 | | COA, Bharatpur $n_3$=15 | | COA, Fatehpur $n_4$=12 | | Overall N = 88 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Freq. | Per cent | Freq. | Per cent | Freq. | Per cent | Freq. | Per cent | Freq. | Per cent |
| 1. | Every day | 26 | 56.52 | 11 | 73.33 | 9 | 60.00 | 8 | 66.67 | 54 | 61.36 |
| 2. | Twice in a week | 12 | 26.09 | 4 | 26.67 | 4 | 26.67 | 1 | 08.33 | 21 | 23.86 |
| 3. | Once in a week | 7 | 15.22 | 0 | 0 | 2 | 13.33 | 1 | 08.33 | 10 | 11.36 |
| 4. | Once in a fortnight | 1 | 02.17 | 0 | 0 | 0 | 0 | 2 | 16.67 | 03 | .3.42 |
| 5. | Once in a month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00 | 00.00 |
| 6. | Once in three months | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00 | 00.00 |
| 7. | Once in six months | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00 | 00.00 |
| 8. | Once in a year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00 | 00.00 |
| 9. | Never | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 00 | 00.00 |

## 4.2 Measuring the gaps in the Soft Skills of the students

Soft Skills are particular abilities that can improve one's employment performance and career prospects. These soft skills help students to develop their skills and make them confident to work in a performance oriented work environment as a critical lifelong learner. To measure the level of soft skills of students studying in constituent colleges of SKNAU, Jobner, components were selected adopting systematic methods as explained in the chapter of research methodology. Eleven components selected as indicators to measure the gaps in Soft Skills of students were Time management, Decision making, Self-confidence, Verbal communication skills, Written communication skills, Teamwork, Problem solving, Leadership, Optimistic, Competitive Orientation and ICT Skills.

### 4.2.1 Time Managements Skills

Time management is self-management with an explicit focus on time in deciding what to do; how much time to allocate to activities; on how activities can be done more efficiently and deciding right time for particular activities. Good time management helps in solving problems. For those who cannot perform the necessities of time management effectively in their private and business lives will result in failure and unhappiness. The data regarding time management skill among the students were collected and are presented in Table and Fig. 4.2.1.

The data in Table-4.2.1 revealed that “If I have several things to do, I think it is best to do a little bit of work on each one” (81.52 MPS) was the most important statement and “I write a set of goals for myself each day” and “I continue to carry out unprofitable routines or activities” (64.13 MPS) was the least important statement given by the students of SKNCOA,

Jobner, while in case of COA Lalsot “I have a set of goals for the entire term”(78.33 MPS) was the most important statement and “I plan my day before I start it” (56.66 MPS) was the least important statement given by the students whereas in case of COA Bharatpur “I feel I am in charge of my own time, by and large” (80.00 MPS) was the most important statement and “I believe that there is room for improvement in the way I can manage my time” (58.33 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to “I have a set of goals for the entire term” (83.33 MPS) statement and least importance to “I have a clear idea of what I want to accomplish during the next week” (58.33 MPS).

The overall time management skills shows that “I have a set of goals for the entire term” (77.84 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of Time management skills which was ranked first, followed by “If I have several things to do, I think it is best to do a little bit of work on each one” (76.14 MPS), “I plan time to relax and be with friends in my weekly schedule” (74.72 MPS), “I feel I use my time effectively”(73.86 MPS), “I feel I am in charge of my own time, by and large” (72.16 MPS), “I make a list of the things I have to do each day” (71.30 MPS), “I make constructive use of my time” (70.74 MPS), “I believe that there is room for improvement in the way I can manage my time” and “I set and keep priorities” (69.03 MPS), “I plan my day before I start it” and “I am still working on a major assignment in the night as it is due” (67.04), “I write a set of goals for myself each day” (64.62 MPS), “I have a clear idea of what I want to accomplish during the next week” and “I regularly review my lecture notes, even when a test is not imminent” (64.34 MPS)

which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth, eleventh and twelfth respectively.

The reason behind most important statement might be due to that the students were optimist about their future and career and want to success in future so they have a set of goals to achieve their goals or aim and the reason behind least important statement might be due to that students were very responsible about their exams so they prepared for their exams.

These results are in line with the results obtained by Trueman (1996).

**Table 4.2.1 Distribution of students according to their time management skills** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Over all N=88 | Rank |
| **A. Short Range Planning** | | | | | | | | | | | |
| 1 | I make a list of the things I have to do each day | 70.10 | VII | 66.66 | VI | 78.33 | II | 72.91 | III | 71.30 | VI |
| 2 | I plan my day before I start it | 68.47 | VIII | 56.66 | IX | 70.00 | V | 70.83 | IV | 67.04 | IX |
| 3 | I write a set of goals for myself each day | 64.13 | XI | 66.66 | VI | 66.66 | VI | 68.75 | V | 64.62 | XI |
| 4 | I have a clear idea of what I want to accomplish during the next week | 67.39 | IX | 66.66 | VI | 63.33 | VIII | 58.33 | IX | 64.34 | XII |
| 5 | I set and keep priorities | 72.82 | VI | 64.00 | VII | 64.00 | VII | 64.58 | VII | 69.03 | VIII |
| 6 | I plan time to relax and be with friends in my weekly schedule | 78.26 | III | 68.33 | V | 74.00 | III | 68.75 | V | 74.72 | III |
| 7 | I feel I use my time effectively | 74.45 | IV | 74.00 | III | 64.00 | VII | 81.25 | II | 73.86 | IV |
| **B. Time Attitude** | | | | | | | | | | | |
| 8 | I feel I am in charge of my own time, by and large | 73.91 | V | 63.33 | VIII | 80.00 | I | 66.66 | VI | 72.16 | V |
| 9 | I believe that there is room for improvement in the way I can manage my time | 73.91 | V | 63.33 | VIII | 58.33 | X | 70.83 | IV | 69.03 | VIII |
| 10 | I make constructive use of my time | 72.82 | VI | 64.00 | VII | 73.33 | IV | 66.66 | VI | 70.74 | VII |
| 11 | I continue to carry out unprofitable routines or activities | 64.13 | XI | 71.66 | IV | 66.66 | VI | 70.83 | IV | 66.76 | X |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **C. Long Range Planning** | | | | | | | | | | |
| 12 | I have a set of goals for the entire term | 78.80 | II | 78.33 | I | 70.00 | V | 83.33 | I | 77.84 | I |
| 13 | I am still working on a major assignment till night as it is due | 67.39 | IX | 64.00 | VII | 70.00 | V | 64.58 | VII | 67.04 | IX |
| 14 | If I have several things to do, I think it is best to do a little bit of work on each one | 81.52 | I | 76.66 | II | 61.66 | IX | 72.91 | III | 76.14 | II |
| 15 | I regularly review my lecture notes even when a test is not imminent | 66.30 | X | 64.00 | VII | 64.00 | VII | 62.50 | VIII | 64.34 | XII |

### 4.2.2 Decision Making Skills

Decision making skills are to solve problems by selecting one course of action from several possible alternatives. Decision making skills are also a key component of Soft Skills. In everyday life we often have to make decisions fast, without enough time to systematically go through the above action and thinking steps. In such situations the most effective decision making strategy is to keep an eye on your goals and then let your intuition suggest you the right choice. The data regarding decision making skills among the students were collected and are presented in Table and Fig. 4.2.2.

The data in Table-4.2.2 revealed that “I make up my own mind about things regardless of what others think” (84.32 MPS) was the most important statement and “I avoid taking advice over decisions” (56.62 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot “I like to consult with others” (81.66 MPS) was the most important statement and “I plan well ahead” (44.00 MPS) was the least important statement given by the students whereas in case of COA Bharatpur “I take the safe option if there is one” (84.00 MPS) was the most important statement and “I avoid taking advice over decisions” (50.00 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to “I like to consult with others” (83.33 MPS) statement and least importance to “I avoid taking advice over decisions” (47.91 MPS).

The overall Decision Making Skills shows that “In my decision making I prefer on practicalities more important than principles” (80.11 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of Decision Making Skills which was ranked first,

followed by “I make up my own mind about things regardless of what others think” (79.56 MPS), “I take the safe option if there is one” (79.26 MPS), “I rely on ‘gut feelings’ when I make decisions” (77.27 MPS), “My decision is governed by my ideals regardless of practical difficulties” (74.15 MPS), “I like to consult with others” (73.58 MPS), “I enjoy making decisions” (73.30 MPS), “I waste time by changing my mind before acting on a decision” (72.73 MPS), “I make my decisions without considering all of the implications” (70.46 MPS), “When I make decisions, I found myself favouring first one option then another” (68.47 MPS), “I change my mind about things” (67.33 MPS), “I remain calm when I have to make decisions very quickly” (66.19 MPS), “Sometime I prefer to avoid making decisions if I can”(64.77 MPS), “When I find one option that will just about to do, I leave it at that” (61.93 MPS), “I carry on looking for something better even if I have found a course of action that is just about OK” (61.08 MPS), “I see myself as a decisive person” (60.23 MPS), “I find it difficult to think clearly when I have to decide something in a hurry” (59.66 MPS), “I plan well ahead” (59.38 MPS), “I stick by my decisions” (58.81 MPS), “I avoid taking advice over decisions” (53.98 MPS) which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth and twentieth respectively.

The reason behind least important statement might be due to that students were like to live in groups and share their problems with each other and take advises for solving of problems so they do not like to avoid their advice when they make decisions.

These results are in line with the results obtained by Amol (2010).

**Table 4.2.2 Distribution of students according to their decision making skills** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Over all N=88 | Rank |
| 1 | I enjoy making decisions | 72.82 | VI | 71.66 | V | 73.33 | VI | 77.08 | III | 73.30 | VII |
| 2 | I rely on 'gut feelings' when I make decisions | 77.71 | IV | 70.00 | VI | 81.66 | III | 79.16 | II | 77.27 | IV |
| 3 | I like to consult with others | 67.93 | VIII | 81.66 | I | 74.00 | V | 83.33 | I | 73.58 | VI |
| 4 | I stick by my decisions | 60.32 | XIV | 53.33 | XV | 56.66 | XIV | 62.50 | VII | 58.81 | XIX |
| 5 | When I find one option that will just about to do, I leave it at that | 61.41 | XII | 60.00 | XI | 64.00 | IX | 62.50 | VII | 61.93 | XIV |
| 6 | I remain calm when I have to make decisions very quickly | 62.50 | XI | 64.00 | IX | 71.66 | VII | 74.00 | IV | 66.19 | XII |
| 7 | My decision is governed by my ideals regardless of practical difficulties | 72.82 | VI | 81.66 | I | 68.33 | VIII | 77.08 | III | 74.15 | V |
| 8 | I make my decisions without considering all of the implications | 70.65 | VII | 73.33 | IV | 71.66 | VII | 64.58 | VI | 70.46 | IX |
| 9 | I change my mind about things | 67.93 | VIII | 74.00 | III | 60.00 | XII | 64.58 | VI | 67.33 | XI |
| 10 | I take the safe option if there is one | 81.52 | II | 68.33 | VII | 84.00 | I | 77.08 | III | 79.26 | III |
| 11 | Sometime I prefer to avoid making | 67.39 | IX | 66.66 | VIII | 61.66 | XI | 56.25 | X | 64.77 | XIII |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | decisions if I can | | | | | | | | | | |
| 12 | I plan well ahead | 63.04 | X | 44.00 | XVI | 63.33 | X | 58.33 | IX | 59.38 | XVIII |
| 13 | When I make decisions, I found myself favouring first one option then another | 67.93 | VIII | 68.33 | VII | 73.33 | VI | 64.58 | VI | 68.47 | X |
| 14 | I carry on looking for something better even if I have found a course of action that is just about OK | 62.50 | IX | 58.33 | XII | 61.66 | XI | 58.33 | IX | 61.08 | XV |
| 15 | I find it difficult to think clearly when I have to decide something in a hurry | 60.86 | XIII | 56.66 | XIII | 58.33 | XIII | 60.41 | VIII | 59.66 | XVII |
| 16 | I make up my own mind about things regardless of what others think | 84.32 | I | 66.66 | VIII | 78.33 | IV | 74.00 | IV | 79.56 | II |
| 17 | I avoid taking advice over decisions | 56.52 | XV | 54.00 | XIV | 50.00 | XV | 47.91 | XI | 53.98 | XX |
| 18 | In my decision making I prefer on practicalities more important than principles | 79.34 | III | 76.66 | II | 83.33 | II | 83.33 | I | 80.11 | I |
| 19 | I waste time by changing my mind before acting on a decision | 74.54 | V | 61.66 | X | 78.33 | IV | 68.75 | V | 72.73 | VIII |
| 20 | I see myself as a decisive person | 60.86 | XIII | 60.00 | XI | 58.33 | XIII | 60.41 | VIII | 60.23 | XVI |

### 4.2.3 Self confidence

Self confidence is assurance of a person to have firm trust and belief on his or her abilities. Self confident people are self-reliable, frank, trust worthy in performing their work bravely and boldly. Furthermore, self confident people initiate their work with concentration and direct their performance on self-idea and principle before offering results. Such psychology of a person makes him positive to perform any work effectively and helps him to develop better Soft Skills.

The data in Table-4.2.3 revealed that “I feel confident that I understand things” (83.15 MPS) was the most important statement and “I feel frustrated about my performance” (52.17 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot “I feel confident that I understand things” (83.33 MPS) was the most important statement and “I’m dissatisfied with my weight” (46.66 MPS) was the least important statement given by the students whereas in case of COA Bharatpur “I’m worried about looking foolish” (90.00 MPS) was the most important statement and “I’m worried about what other people think of me” (51.66 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to “I feel that others respect me” (84.81 MPS) statement and least importance to “I feel concerned about the impression I’m making” (52.08 MPS).

The overall self confidence of students shows that “I feel confident that I understand things” (83.24 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of Self confidence which was ranked first, followed by “I take a positive attitude toward myself” (80.97 MPS), “I’m worried about looking foolish” (78.69 MPS),

"I feel good about myself"(77.84 MPS), "I'm worried about whether I'm regarded as successful or failure" (76.42 MPS), "I feel that I have a number of good qualities" (74.85 MPS), "I feel confident about my abilities" (74.72 MPS), "I feel that others respect me" (74.43 MPS), "I feel unattractive" (71.81 MPS), "On the whole, I am satisfied with myself" (70.46 MPS), "I think I've less scholastic ability right now than others" (64.90 MPS), "I'm dissatisfied with my weight and I feel inferior to others at this moment" (64.77 MPS), "I feel unhappy with myself"(64.49 MPS), "I feel trouble in understanding the things that I read" (63.52 MPS), "I feel self-conscious" (62.50 MPS), "I feel myself as smart as others" (62.22 MPS), "I feel frustrated about my performance" (60.51 MPS), "I feel satisfied with the way my body looks right now" (59.65 MPS), "I'm worried about what other people think of me" (54.97 MPS), "I feel concerned about the impression I'm making" (54.11 MPS) which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth and twentieth respectively.

The reason behind most important statement might be due to that students were studying in reputed university and college and taught by the highly qualified and experienced teachers so they feel confident and this was the same reason behind the least important statement.

These results are in line with the results obtained by David (2015), Thakur (2015) and Mishra (2016).

**Table 4.2.3 Distribution of students according to their self confidence** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Overall N=88 | Rank |
| 1 | I feel confident about my abilities | 74.54 | IV | 71.66 | VII | 76.66 | VII | 72.91 | VII | 74.72 | VII |
| 2 | I'm worried about whether I'm regarded as successful or failure | 76.08 | III | 80.00 | III | 73.33 | IX | 77.08 | V | 76.42 | V |
| 3 | I feel frustrated about my performance | 52.17 | XVII | 78.33 | VI | 63.33 | XI | 66.66 | IX | 60.51 | XVII |
| 4 | I feel satisfied with the way my body looks right now | 58.69 | XIV | 64.00 | IX | 58.33 | XIII | 58.33 | XI | 59.65 | XVIII |
| 5 | I feel trouble in understanding the things that I read | 64.13 | XI | 60.00 | XI | 63.33 | XI | 64.58 | X | 63.52 | XIV |
| 6 | I feel that others respect me | 70.10 | VIII | 73.33 | VI | 80.00 | VI | 84.41 | I | 74.43 | VIII |
| 7 | I'm dissatisfied with my weight | 70.10 | VIII | 46.66 | XIII | 64.00 | X | 66.66 | IX | 64.77 | XII |
| 8 | I feel self-conscious | 64.13 | XI | 56.66 | XII | 58.33 | XIII | 68.75 | VIII | 62.50 | XV |
| 9 | I feel myself as smart as others | 59.29 | XIII | 68.33 | VIII | 60.00 | XII | 68.75 | VIII | 62.22 | XVI |
| 10 | I feel unhappy with myself | 64.13 | XI | 64.00 | IX | 63.33 | XI | 66.66 | IX | 64.49 | XIII |
| 11 | I feel good about myself | 74.45 | V | 80.00 | III | 86.66 | II | 77.08 | V | 77.84 | IV |
| 12 | I'm worried about what other people think of me | 56.52 | XVI | 60.00 | XI | 51.66 | XV | 54.16 | XII | 54.97 | XIX |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13 | I feel confident that I understand things | 83.15 | I | 83.33 | I | 83.33 | IV | 83.33 | II | 83.24 | I |
| 14 | I feel inferior to others at this moment | 64.13 | XI | 68.33 | VIII | 56.66 | XIV | 72.91 | VII | 64.77 | XII |
| 15 | I feel unattractive | 67.39 | X | 81.66 | II | 73.33 | IX | 74.00 | VI | 71.88 | IX |
| 16 | I feel concerned about the impression I'm making | 57.60 | V | 56.66 | XII | 48.33 | XVI | 52.08 | XIII | 54.11 | XX |
| 17 | I think I've less scholastic ability right now than others | 63.58 | XIII | 63.33 | X | 64.00 | X | 79.16 | IV | 64.90 | XI |
| 18 | I'm worried about looking foolish | 74.00 | VI | 76.66 | V | 90.00 | I | 81.25 | III | 78.69 | III |
| 19 | I feel that I have a number of good qualities | 73.36 | VII | 68.33 | VIII | 84.00 | III | 83.33 | II | 74.85 | VI |
| 20 | I take a positive attitude toward myself | 80.97 | II | 80.00 | III | 81.66 | V | 81.25 | III | 80.97 | II |
| 21 | On the whole, I am satisfied with myself | 68.47 | IX | 73.33 | VI | 74.00 | VIII | 68.75 | VIII | 70.46 | X |

**4.2.4 Written Communication Skills**

Written communication skills refer to the ability of the students to convey information to another effectively and efficiently. Writing skills are an important part of communication. Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. The data regarding written communication skill among the students were collected and are presented in Table and Fig. 4.2.4.

The data in Table-4.2.4 revealed that “I gather, analyze and arrange my information in a logical sequence” (83.69 MPS) was the most important statement and “I can condense information/produce concise summary notes” (57.06 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot “I think in advance about what I want to say” (84.00 MPS) was the most important statement and “I can condense information/produce concise summary notes” (54.00 MPS) was the least important statement given by the students whereas in case of COA Bharatpur “I gather, analyze and arrange my information in a logical sequence” (90.00 MPS) was the most important statement and “I am good with email etiquette” (58.33 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to “I gather, analyze and arrange my information in a logical sequence” (87.50 MPS) statement and least importance to “I can condense information/produce concise summary notes” (54.16 MPS).

The overall Written Communication Skills of the students shows that “I gather, analyze and arrange my information in a logical sequence” (84.94 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of Written Communication Skills which was ranked first, followed by “I think in advance about what I want to say”

(80.68 MPS), “I can clearly express myself while writing” (77.55 MPS), “I enjoy finding the right words when writing” (76.13 MPS), “I excel at technical reports and papers writing” (72.72 MPS), “I can adapt my writing style for different audiences” (72.44 MPS), “I can develop my ideas easily in writing” (69.88 MPS), “I develop my argument in a logical way” (63.35 MPS), “I am good with email etiquette” (61.36 MPS), “I can condense information/produce concise summary notes” (57.38 MPS), “I prepare presentation material to deliver my message” (56.81 MPS) which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth and eleventh, respectively.

The reason behind most important statement might be easy accessibility of hand-outs from the teaching faculty, dependence on notes prepared by senior students, internet facilities made available at university to the students to collect useful information and use of their personal laptops and modern high-tech mobiles and the reason behind least important statement might be due to that students was studying in B.Sc. degree, it was no part of their study to deliver their messages, study material through assignment, lecture and seminar.

These results are in line with the results obtained by Thakur (2015) and Mishra (2016).

**Table 4.2.4 Distribution of students according to their written communication skills** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Over all N=88 | Rank |
| 1 | I can clearly express myself while writing | 76.63 | IV | 78.33 | III | 83.33 | III | 72.91 | V | 77.55 | III |
| 2 | I think in advance about what I want to say | 78.26 | III | 84.00 | I | 84.00 | II | 79.16 | II | 80.68 | II |
| 3 | I gather, analyze and arrange my information in a logical sequence | 83.69 | I | 81.66 | II | 90.00 | I | 87.50 | I | 84.94 | I |
| 4 | I develop my argument in a logical way | 60.86 | VIII | 60.00 | VII | 63.33 | VIII | 77.08 | III | 63.35 | VIII |
| 5 | I can condense information/produce concise summary notes | 57.06 | X | 54.00 | IX | 63.33 | VIII | 54.16 | X | 57.38 | X |
| 6 | I can adapt my writing style for different audiences | 76.63 | IV | 66.66 | V | 66.66 | VI | 70.83 | VI | 72.44 | VI |
| 7 | I can develop my ideas easily in writing | 71.19 | V | 64.00 | VI | 73.33 | V | 66.66 | VII | 69.88 | VII |
| 8 | I enjoy finding the right words when writing | 82.06 | II | 68.33 | IV | 64.00 | VII | 77.08 | III | 76.13 | IV |
| 9 | I excel at technical reports and papers writing | 69.02 | VI | 78.33 | III | 76.66 | IV | 74.00 | IV | 72.72 | V |
| 10 | I prepare presentation material to deliver my message | 61.41 | VIII | 58.33 | VIII | 41.66 | X | 56.25 | IX | 56.81 | XI |
| 11 | I am good with email etiquette | 60.32 | IX | 64.00 | VI | 58.33 | IX | 64.58 | VIII | 61.36 | IX |

**4.2.5 Verbal Communication Skills**

Verbal Communication skills refer to the ability to send verbal messages effectively to the intended receiver. Effective spoken communication requires being able to express your ideas and views clearly, confidently and concisely in speech, tailoring your content and style to the audience and promoting free-flowing communication. Effective verbal messages do not cause resistance to the person who is listening, are organized and free from jargon. A person with excellent verbal communication skills normally has fluency in spoken language. The verbal communication skills play an important part in developing Soft Skills, thus was selected as a component of Soft Skills. The data regarding verbal communication skill among the students were collected and are presented in Table and Fig. 4.2.5

The data in Table-4.2.5 revealed that “I respect other person’s point of view” (83.69 MPS) was the most important statement and “I maintain eye-to-eye contact with my audience” (52.71 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot “I express my ideas clearly and confidently in speech”, “I help others to define their problems, Not interrupting” and “I respect other person’s point of view” (80.00 MPS) was the most important statements and “I can keep business telephone calls to the point” (46.66 MPS) was the least important statement given by the students whereas in case of COA Bharatpur “I express my ideas clearly and confidently in speech” (86.66 MPS) was the most important statement and “I can keep business telephone calls to the point” (44.00 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to “I express my ideas clearly and confidently in speech” (87.50 MPS) statement and

least importance to “I maintain eye-to-eye contact with my audience” (50.00 MPS).

The overall Verbal Communication Skills of the students shows that “I express my ideas clearly and confidently in speech” (82.95 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of Verbal Communication Skills which was ranked first, followed by “I respect other person’s point of view” (82.10 MPS), “I can successfully build a rapport with my audience” (78.69 MPS), “I think up interesting ways to put across my message to groups” (78.12 MPS), “I can clarify and summarize what others are communicating” (77.55 MPS), “I help others to define their problems, Not interrupting” (74.00 MPS), “I am perceptive of the audiences’ reaction” (71.02 MPS), “I smile while I communicate” (67.61 MPS), “I am confident in my articulation” (63.92 MPS), “I present a good personal image” (62.78 MPS), “I am receptive to new ideas” (59.09 MPS), "I commit to being truthful" (57.38 MPS) “I handle disagreements with tact” (54.82 MPS), “I maintain eye-to-eye contact with my audience” (53.59 MPS) “I can keep business telephone calls to the point” (50.56 MPS), “which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth and fifteenth respectively.

The reason behind most important statement might be exposure of various subjects during bachelor degree, practical exposure during Rural Agricultural Work Programme (RAWE) and the reason behind least important statement might be due to that students was studying in B.Sc. degree do not have any business telephone.

These results are in line with the results obtained by Thakur (2015) and Mishra (2016).

**Table 4.2.5 Distribution of students according to their verbal communication skills** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Overall N=88 | Rank |
| 1 | I express my ideas clearly and confidently in speech | 81.52 | II | 80.00 | I | 86.66 | I | 87.50 | I | 82.95 | I |
| 2 | I maintain eye-to-eye contact with my audience | 52.71 | XV | 54.00 | IX | 58.33 | VII | 50.00 | XI | 53.69 | XIV |
| 3 | I am confident in my articulation | 70.65 | VII | 58.33 | VII | 58.33 | VII | 52.08 | IX | 63.92 | IX |
| 4 | I am perceptive of the audiences' reaction | 69.02 | VIII | 66.66 | IV | 78.33 | IV | 74.00 | V | 71.02 | VII |
| 5 | I can clarify and summarizewhat others are communicating | 76.63 | V | 73.33 | III | 80.00 | III | 83.33 | II | 77.55 | V |
| 6 | I help others to define their problems, Not interrupting | 74.54 | VI | 80.00 | I | 70.00 | V | 72.91 | VI | 74.00 | VI |
| 7 | I can keep business telephone calls to the point | 54.97 | XIII | 46.66 | XI | 44.00 | X | 51.66 | X | 50.56 | XV |
| 8 | I think up interesting ways to put across my message to | 77.17 | IV | 78.33 | II | 80.00 | III | 79.16 | III | 78.12 | IV |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | groups | | | | | | | | | | |
| 9 | I can successfully build a rapport with my audience | 80.97 | III | 70.00 | IV | 83.33 | II | 74.00 | V | 78.69 | III |
| 10 | I am receptive to new ideas | 62.50 | XI | 53.33 | X | 58.33 | VI | 54.16 | VIII | 59.09 | XI |
| 11 | I commit to being truthful | 64.67 | X | 43.33 | XII | 53.33 | VIII | 52.8 | IX | 57.38 | XII |
| 12 | I respect other person's point of view | 83.69 | I | 80.00 | I | 83.33 | II | 77.08 | IV | 82.10 | II |
| 13 | I present a good personal image | 59.78 | XII | 68.33 | V | 66.66 | VI | 62.50 | VII | 62.78 | X |
| 14 | I smile while I communicate | 66.84 | IX | 68.33 | V | 66.66 | VI | 70.83 | VI | 67.61 | VIII |
| 15 | I handle disagreements with tact | 53.26 | XIV | 56.66 | VIII | 51.66 | IX | 62.50 | VII | 54.82 | XIII |

### 4.2.6 Teamwork

Teamwork is generally understood as the willingness of a group of people to work together to achieve a common aim. A team exists when individual strengths and skills are combined with teamwork, in the pursuit of a common direction or cause, in order to produce meaningful results for the team members and the organization. A team combines individual strengths with a shared commitment to performance, it's not just about getting on well together. The data regarding teamwork skill among the students were collected and are presented in Table and Fig. 4.2.6.

The data in Table-4.2.6 revealed that that "I take initiative in decision making process and problem solving" (86.41 MPS) was the most important statement and "Team functioning doesn't interfere with getting my job done" (52.27 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot "I take initiative in decision making process and problem solving" (84.00 MPS) was the most important statement and "I take time to discuss with team members plans for each patient" (44.00 MPS) was the least important statement given by the students whereas in case of COA Bharatpur "I offer assistance to team member who may be too tired or stressed to perform a task" (81.66 MPS) was the most important statement and "I take offence and disagree with people easily when they have different opinions" and "I love to argue and prove my point" (51.66 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to "I take initiative in decision making process and problem solving" (89.58 MPS) statement and least importance to "Team functioning doesn't interfere with getting my job done" (50.00 MPS).

The overall teamwork of the students shows that “I take initiative in decision making process and problem solving” (84.51 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of teamwork which was ranked first, followed by “I offer assistance to team member who may be too tired or stressed to perform a task” (81.53 MPS), “I am pleased to be in a team” (76.42 MPS), “I request support from friends to complete a difficult task that I cannot handle properly” (74.28 MPS), “I prefer to work with team members who ask questions about information I provide” (74.71 MPS), “People say I speak harshly” (74.14 MPS), “I know how to get along with others” (73.57 MPS), “Team members trust each other” (70.45 MPS), “I involves in solution of conflicts between team members” (69.31 MPS), “I feel better working alone than in groups and My team works well with other teams” (68.75 MPS), “I have my goals in life well written down on paper” (67.61 MPS), “My team’s mission is of greater value than the goals of individual team members” (67.04 MPS), “I plan to succeed, I do not stumble over success” (63.92 MPS), “I can anticipate the needs of team members” (63.63 MPS), “Constructive feedback is given by the team” (58.23 MPS), “I take time to discuss with team members plans for each patient” (56.53 MPS), “Team functioning doesn't interfere with getting my job done” (54.39 MPS), “I love to argue and prove my point” (54.82 MPS), “I take offence and disagree with people easily when they have different opinions” (51.13 MPS) which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth and nineteenth respectively.

The reason behind most important statement might be that students like to live in teams or groups and they want to solve their problems as soon as possible so they take initiatives and advices from group members and the reason behind least important statement might be due to that student’s group or team members interfere each other so they feel disturbance.

These results are in line with the results obtained by David (2015) and Mishra (2016).

**Table 4.2.6 Distribution of students according to their teamwork** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Overall N=88 | Rank |
| 1 | I know how to get along with others | 72.82 | VIII | 71.66 | VII | 74.00 | III | 77.08 | III | 73.57 | VII |
| 2 | I feel better working alone than in groups | 61.41 | XIV | 81.66 | II | 73.33 | IV | 74.00 | IV | 68.75 | X |
| 3 | I have my goals in life well written down on paper | 71.19 | X | 66.66 | IX | 64.00 | VIII | 58.33 | X | 67.61 | XI |
| 4 | Constructive feedback is given by the team | 58.15 | XV | 63.33 | XI | 53.33 | XII | 58.33 | X | 58.23 | XV |
| 5 | I take offence and disagree with people easily when they have different opinions | 54.89 | XVI | 53.33 | XIII | 51.66 | XIII | 52.08 | XII | 53.69 | XVIII |
| 6 | I love to argue and prove my point | 54.89 | XVI | 48.33 | XIV | 51.66 | XIII | 66.66 | VII | 54.82 | XVII |
| 7 | I take initiative in decision making process and problem solving | 86.41 | I | 84.00 | I | 80.00 | II | 89.58 | I | 84.51 | I |
| 8 | I plan to succeed, I do not stumble over success | 63.04 | XIII | 64.00 | X | 70.00 | VI | 58.33 | XI | 63.92 | XIII |
| 9 | People say I speak harshly | 76.63 | IV | 76.66 | IV | 71.66 | V | 67.58 | VI | 74.14 | VI |
| 10 | I request support from friends to complete a difficult task that I cannot handle properly | 74.00 | VI | 73.33 | VI | 74.00 | III | 79.16 | II | 74.28 | IV |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | My team’s mission is of greater value than the goals of individual team members | 67.39 | XI | 70.00 | VIII | 68.33 | VII | 60.41 | IX | 67.04 | XII |
| 12 | I can anticipate the needs of team members | 63.58 | XII | 54.00 | XII | 70.00 | VI | 66.66 | VII | 63.63 | XIV |
| 13 | I take time to discuss with team members plans for each patient | 57.60 | XV | 44.00 | XV | 60.00 | X | 62.50 | VIII | 56.53 | XVI |
| 14 | I offer assistance to team member who may be too tired or stressed to perform a task | 83.15 | II | 80.00 | III | 81.66 | I | 77.08 | III | 81.53 | II |
| 15 | I involves in solution of conflicts between team members | 72.28 | IX | 74.00 | V | 56.66 | XI | 66.66 | VII | 69.31 | IX |
| 16 | I prefer to work with team members who ask questions about information I provide | 74.54 | V | 76.66 | IV | 70.00 | VI | 79.16 | II | 74.71 | V |
| 17 | My team works well with other teams | 71.19 | X | 66.66 | IX | 61.66 | IX | 70.83 | V | 68.75 | X |
| 18 | Team functioning doesn't interfere with getting my job done | 52.27 | XVII | 48.33 | XIV | 56.66 | XI | 50.00 | XIII | 52.17 | XIX |
| 19 | Team members trust each other | 73.36 | VII | 64.00 | X | 70.00 | VI | 66.66 | VII | 70.45 | VIII |
| 20 | I am pleased to be in a team | 79.89 | III | 71.66 | VII | 71.66 | V | 74.00 | IV | 76.42 | III |

### 4.2.7 Problem Solving Skills

Problem solving refers to the ability of the students to resolve farmers or client's problems/concerns effectively and efficiently at the right time. Solving skills of farmer's problems have been considered as one of the most important components of Soft Skills in this study. It is expected that agricultural students should be able to solve farmers problems and been creative in doing so increases his chances of getting jobs. The problem solving was measured by the student's own perception. This was measured with the help of a schedule developed by the researcher. The major items included to measure problem solving skills as perceived by them were their innovative ability to tackle farmers problems, ability to develop quick practical solutions, independency and initiative in identifying and solving problems, been able to solve problems in teams, use of budgeting and financial management in solving problems, range of strategies to resolve a problem among other. The data regarding problem solving skills among the students were collected and are presented in Table and Fig. 4.2.7.

The data in Table-4.2.7 expressed that “I like to get advice from my friends and family when deciding how to solve my personal problems” (83.15 MPS) was the most important statement and “I resolve problems with time” (59.23 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot “I value other people’s help and advice when making important decisions” (91.66 MPS) was the most important statement and “In general, I do not like to ask other people to help me to solve problems” (51.66 MPS) was the least important statement given by the students whereas in case of COA Bharatpur “I like to get advice from my friends and family when deciding how to solve my personal

problems" (88.33 MPS) was the most important statement and "I usually prefer to ask other people for help rather than to try to solve problems on my own" (51.66 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to "I like to get advice from my friends and family when deciding how to solve my personal problems" (89.58 MPS) statement and least importance to "I usually prefer to ask other people for help rather than to try to solve problems on my own" (52.08 MPS).

The overall problem solving skills of students shows that "I like to get advice from my friends and family when deciding how to solve my personal problems" (86.07 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of Problem Solving Skills which was ranked first, followed by "I value other people's help and advice when making important decisions" (84.94 MPS), "I would rather struggle through a personal problem by myself than discuss it with a friend" (78.97 MPS), "I am satisfied with myself that I found solutions of my problems"(78.69 MPS), "When faced with a difficult personal problem, it is better to yourself rather than to follow the advice of others" (78.40 MPS), "I prefer to consult with others before making important decisions" (74.56 MPS), "I try to resolve time conflicts as quickly as possible" (74.71 MPS), "I plan ahead to avoid problems" (70.73 MPS), "I use problem solving skills to overcome on my difficulties" (70.17 MPS), "I prefer to make decisions on my own, rather than with other people" (67.32 MPS), "I usually prefer to ask other people for help rather than to try to solve problems on my own" (64.62 MPS), "I do not like to depend on other people to help me to solve my problems" (62.78 MPS), "In general, I do not like to ask other people to help me to solve problems" (62.21 MPS), "I usually find other people's advice to be the most

helpful source of information for solving my problems" (61.93 MPS), "I resolve problems with time" (59.65 MPS) which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth and fifteenth respectively.

The reason behind most important statement might be that students like to live in teams or groups and team members very close each other so they share personal problems each other and take advises for solve their personal problems and the reason behind least important statement might be due to that in final year students had busy schedule and they prepare for RAWE progamme, orientation classes etc. so they have no sufficient time to solve their problems in time.

These results are similar with the results obtained by David (2015) and Mishra (2016).

**Table 4.2.7 Distribution of students according to their problem solving skills** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Overall N=88 | Rank |
| 1 | I resolve problems with time | 59.23 | XIV | 61.66 | X | 58.33 | XI | 60.41 | XI | 59.65 | XV |
| 2 | When faced with a difficult personal problem, it is better to yourself rather than to follow the advice of others | 79.34 | IV | 78.33 | VI | 78.33 | IV | 74.00 | VI | 78.40 | V |
| 3 | I value other people's help and advice when making important decisions | 81.52 | II | 91.66 | I | 86.66 | II | 87.50 | II | 84.94 | II |
| 4 | In general, I do not like to ask other people to help me to solve problems | 67.93 | X | 51.66 | XII | 61.66 | X | 54.16 | XII | 62.21 | XIII |
| 5 | I prefer to make decisions on my own, rather than with other people | 64.76 | XI | 74.00 | VIII | 68.33 | VIII | 62.50 | X | 67.32 | X |
| 6 | I try to resolve time conflicts as quickly as possible | 79.89 | III | 66.66 | IX | 71.66 | VI | 68.75 | IX | 74.71 | VII |
| 7 | I like to get advice from my friends and family when deciding how to solve my personal problems | 83.15 | I | 90.00 | II | 88.33 | I | 89.58 | I | 86.07 | I |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 8 | I prefer to consult with others before making important decisions | 70.65 | VIII | 83.33 | III | 74.00 | V | 84.41 | III | 74.56 | VI |
| 9 | I usually find other people's advice to be the most helpful source of information for solving my problems | 64.13 | XII | 61.66 | X | 54.00 | XII | 62.50 | X | 61.93 | XIV |
| 10 | I would rather struggle through a personal problem by myself than discuss it with a friend | 74.54 | VII | 81.66 | IV | 83.33 | III | 83.33 | IV | 78.97 | III |
| 11 | I do not like to depend on other people to help me to solve my problems | 61.95 | XIII | 66.66 | IX | 63.33 | IX | 60.41 | XI | 62.78 | XII |
| 12 | I usually prefer to ask other people for help rather than to try to solve problems on my own | 77.17 | VI | 54.00 | XI | 51.66 | XIII | 52.08 | XIII | 64.62 | XI |
| 13 | I plan ahead to avoid problems | 68.47 | IX | 76.66 | VII | 70.00 | VII | 72.91 | VII | 70.73 | VIII |
| 14 | I use problem solving skills to overcome on my difficulties | 67.93 | X | 66.66 | IX | 74.00 | V | 77.08 | V | 70.17 | IX |
| 15 | I am satisfied with myself that I found solutions of my problems | 78.80 | V | 80.00 | V | 83.33 | III | 70.83 | VIII | 78.69 | IV |

### 4.2.8 Leadership traits

Leadership quality refers to the ability of the students to influence the behavior of others to achieve a goal in a specified time. Leadership quality has been considered as one of the most essential skill of Soft Skills in this study. Agricultural students should be able to display a reasonable level of leadership in taking up future job, task and roles in any organization or community. This was measured with the help of a scale developed by the researcher. The leadership quality was measured by the student's own perception of themselves which included how; committed are they in spending time wisely, whether they are easily distracted, ability to motivate others to take actions, if their candle losses something when it lights others, ability to inspire others and help them achieve a goal among others. The data regarding problem solving skills among the students were collected and are presented in Table and Fig.4.2.8.

The data in Table-4.2.8 revealed that “I can speak clearly and people are motivated to take action” (84.78 MPS) was the most important statement and “As a Leader, I should create informal opportunities for team members to share information” (63.04 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot “When I have concentration but no priorities I have excellence without progress” (93.33 MPS) was the most important statement and “It is not what I say but I say it that matter most” (44.00 MPS) was the least important statement given by the students whereas in case of COA Bharatpur “I can speak clearly and people are motivated to take action” (90.00 MPS) was the most important statement and “I am not easily distracted” (51.66 MPS) was the least important statement given by the students and in COA

Fatehpur, the students had given most importance to “I know how to get along with others” (89.58 MPS) statement and least importance to “I coach and support individual team member” (54.16 MPS).

The overall leadership traits of the students shows that “I can speak clearly and people are motivated to take action” (86.36 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of Leadership traits which was ranked first, followed by “I know how to get along with others” (84.94 MPS), “I feel that I am an effective leader” (83.52 MPS), “I am more concerned about making others feel good about themselves than in making them feel good about me”(83.23 MPS), “I know what I want and push myself to act” (82.10 MPS), “My character inspires confidence in others and rally them to a common purpose” (89.26 MPS), “When I have concentration but no priorities I have excellence without progress” (77.55 MPS), “I encourage my friends” (76.13 MPS), “I can be afraid but I take the next thing that comes along” (71.59 MPS), “I think about others and their concerns before thinking of myself” (67.04 MPS), “I focus on building team’s technical and interpersonal skills” (66.47 MPS), “My candle losses nothing when it light others” (66.19 MPS), “I am not easily distracted” (64.48 MPS), “I coach and support individual team member” (62.50 MPS), “As a Leader, I promote participation of the team members in key decisions” (61.64 MPS), “As a Leader, I should create informal opportunities for team members to share information” (60.51 MPS) and “It is not what I say but I say it that matter most” (59.65 MPS),which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth and seventeenth respectively.

The reason behind most important statement might be easy accessibility of hand-outs from the teaching faculty, dependence on notes prepared by senior students, internet facilities made available at university to

the students to collect useful information and use of their personal laptops and modern high-tech mobiles so they have lots of information to share and people was motivated when they receive good and right information and the reason behind least important statement might be students like to leave in groups or teams and every team member have equal right.

These results are accordance with the results obtained by David (2015) and Mishra (2016).

**Table 4.2.8 Distribution of students according to their leadership traits** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Overall N=88 | Rank |
| 1 | My character inspires confidence in others and rally them to a common purpose | 79.34 | VI | 78.33 | VI | 83.33 | III | 74.00 | V | 79.26 | VI |
| 2 | I am more concerned about making others feel good about themselves than in making them feel good about me | 84.23 | II | 84.00 | III | 80.00 | V | 81.25 | IV | 83.23 | IV |
| 3 | I think about others and their concerns before thinking of myself | 74.54 | VII | 56.66 | X | 53.33 | X | 64.58 | VIII | 67.04 | X |
| 4 | It is not what I say but I say it that matter most | 63.58 | XIV | 44.00 | XIII | 63.33 | VIII | 58.33 | X | 59.65 | XVII |
| 5 | I can speak clearly and people are motivated to take action | 84.78 | I | 83.33 | IV | 90.00 | I | 88.50 | II | 86.36 | I |
| 6 | I can be afraid but I take the next thing that comes along | 74.45 | VIII | 70.00 | VIII | 63.33 | VIII | 72.91 | VI | 71.59 | IX |
| 7 | I am not easily distracted | 74.45 | VIII | 51.66 | XI | 51.66 | XI | 58.33 | X | 64.48 | XIII |
| 8 | When I have concentration but no priorities I have excellence without progress | 71.19 | X | 93.33 | I | 76.66 | VI | 83.33 | III | 77.55 | VII |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | My candle losses nothing when it light others | 64.67 | XII | 61.66 | IX | 73.33 | VII | 68.75 | VII | 66.19 | XII |
| 10 | I know what I want and push myself to act | 83.69 | III | 73.33 | VII | 81.66 | IV | 87.50 | II | 82.10 | V |
| 11 | I encourage my friends | 74.00 | IX | 80.00 | V | 76.66 | VI | 74.00 | V | 76.13 | VIII |
| 12 | I know how to get along with others | 82.06 | IV | 90.00 | II | 86.66 | II | 89.58 | I | 84.94 | II |
| 13 | As a Leader, I should create informal opportunities for team members to share information | 63.04 | XV | 51.66 | XI | 63.33 | VIII | 58.33 | X | 60.51 | XVI |
| 14 | As a Leader, I promote participation of the team members in key decisions | 64.67 | XII | 50.00 | XII | 63.33 | VIII | 62.50 | IX | 61.64 | XV |
| 15 | I focus on building team's technical and interpersonal skills | 64.21 | XIII | 61.66 | IX | 76.66 | VI | 64.58 | VIII | 66.47 | XI |
| 16 | I coach and support individual team member | 66.84 | XI | 56.66 | X | 61.66 | IX | 54.16 | XI | 62.50 | XIV |
| 17 | I feel that I am an effective leader | 81.52 | V | 83.33 | IV | 86.66 | II | 87.50 | II | 83.52 | III |

**4.2.9 Optimistic behaviour**

Optimism is an emotional competence that can help boost productivity, enhance employee morale, overcome conflict and have a positive impact on the bottom line.. The data regarding Optimistic behaviour among the students were collected and are presented in Table andFig.4.2.9.

The data in Table-4.2.9 revealed that “I always believes in that God helps those who helps themselves” (84.23 MPS) was the most important statement and “If something can go wrong for me, it will” (39.67 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot “I’m always optimistic about my future” (84.00 MPS) was the most important statement and “If something can go wrong for me, it will” (44.00 MPS) was the least important statement given by the students whereas in case of COA Bharatpur “I don’t get upset too easily” (88.66 MPS) was the most important statement and “If something can go wrong for me, it will” (40.00 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to “I’m always optimistic about my future” and “I enjoy my friends a lot” (81.25 MPS) statement and least importance to “If something can go wrong for me, it will” (37.50 MPS).

The overall optimistic behaviour of the students shows that “I’m always optimistic about my future” (82.67 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of Optimistic behaviour which was ranked first, followed by “I don’t get upset too easily” (82.10 MPS), “I always believes in that God helps those who helps themselves” (81.81 MPS), “I enjoy my friends a lot” (74.85 MPS), “Overall, I expect more good things to happen to me than bad” (74.71 MPS), “I hardly ever expect things to go my way” (70.73 MPS), “In uncertain times I usually

expect the best" (69.88 MPS), "It's easy for me to relax" (66.76 MPS), "It's important for me to keep busy" (54.82 MPS), "I rarely count on good things happening to me" (58.23 MPS), "If something can go wrong for me, it will" (39.20 MPS) which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth and eleventh, respectively.

The reason behind most important statement might be that everyone want to get success in future so they always optimist about their future and the reason behind least important statement might be students not want to harm themselves so they avoid or solve every negative things and beware from bad things.

These results are accordance with the results obtained by David (2015) and Mishra (2016).

**Table 4.2.9 Distribution of students according to their optimistic bahaviour** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Over all N=88 | Rank |
| 1 | In uncertain times I usually expect the best | 69.02 | VII | 64.00 | VI | 73.33 | V | 74.00 | III | 69.88 | VII |
| 2 | It's easy for me to relax | 71.19 | VI | 56.66 | IX | 63.33 | VI | 66.66 | IV | 66.76 | VIII |
| 3 | If something can go wrong for me, it will | 39.67 | XI | 38.33 | XI | 40.00 | IX | 37.50 | VII | 39.20 | XI |
| 4 | I'm always optimistic about my future | 80.43 | III | 84.00 | I | 86.33 | II | 81.25 | I | 82.67 | I |
| 5 | I enjoy my friends a lot | 72.82 | V | 78.33 | IV | 78.33 | IV | 81.25 | I | 74.85 | VI |
| 6 | It's important for me to keep busy | 57.60 | IX | 53.33 | X | 48.33 | VIII | 54.16 | VI | 54.82 | IX |
| 7 | I hardly ever expect things to go my way | 64.21 | VIII | 81.66 | III | 73.33 | V | 74.00 | III | 70.73 | VI |
| 8 | I don't get upset too easily | 82.60 | II | 76.66 | V | 88.66 | I | 79.16 | II | 82.10 | II |
| 9 | I rarely count on good things happening to me | 57.06 | X | 58.66 | VIII | 61.66 | VII | 58.33 | V | 58.23 | X |
| 10 | Overall, I expect more good things to happen to me than bad | 76.63 | IV | 61.66 | VII | 78.33 | IV | 79.16 | II | 74.71 | V |
| 11 | I always believes in that God helps those who helps themselves | 84.23 | I | 83.33 | II | 80.00 | III | 79.16 | II | 81.81 | III |

**4.2.10 Competitive Orientation**

Competitive orientation is the degree to which the students are oriented to strive against others competent ability which may influence their level of Soft Skills. The data regarding Competitive Orientation skills among the students were collected and are presented in Table and Fig.4.2.10.

The data in Table-4.2.10 revealed that “The key points of success in any research should not be divulged to other research scholars” (73.22 MPS) was the most important statement and “It is of no use to keep information about what the other scholars are doing” (56.52 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot “It is not good for any research scholar to become too ambitious” (83.33 MPS) was the most important statement and “Better research provides ample opportunities for recognition by the extension officers” (44.00 MPS) was the least important statement given by the students whereas in case of COA Bharatpur “I always try to be competitive in doing my research work” (78.33 MPS) was the most important statement and “It is of no use to keep information about what the other scholars are doing” (56.66 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to “It is not good for any research scholar to become too ambitious” (74.00 MPS) statement and least importance to “It is of no use to keep information about what the other scholars are doing” (53.54 MPS).

The overall competitive orientation of the students shows that “I always try to be competitive in doing my research work” (76.13 MPS) was the most important statement by the students of SKNAU, Jobner among the different statements of Competitive Orientation Skills which was ranked first, followed by “It is not good for any research scholar to become too ambitious”

(71.30 MPS), “The key points of success in any research should not be divulged to other research scholars” (66.76 MPS), “A research competition should be organized for all important aspects of their research” (64.34 MPS),“A better research in comparison to the fellow researcher’s brings in more prestige”(61.36 MPS), “Better research provides ample opportunities for recognition by the extension officers” (59.37 MPS) and “It is of no use to keep information about what the other scholars are doing” (56.53 MPS) which were ranked second, third, fourth, fifth, six and seventh respectively.

The reason behind most important statement might be that such competition have made them active and vigorous to face competitive situation in relation to others for projecting their excellence in any professions. Also since many of them would like to be entrepreneurs in future, they are aware that ability to compete favourably yield profit and successand the reason behind least important statement might be that students were generally aware about their classmate activities and they have information about their classmates and any research worker scholar.

These results are accordance with the results obtained by Thakur (2015), David (2015) and Mishra (2016).

**Table 4.1.10 Distribution of students according to their competitive orientation** **[N = 88]**

| Sr. No. | Statements | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Over all N=88 | Rank |
| 1 | The key points of success in any research should not be divulged to other research scholars | 73.22 | I | 58.33 | V | 66.66 | V | 58.33 | V | 66.76 | III |
| 2 | A better research in comparison to the fellow researcher's brings in more prestige | 57.06 | VI | 64.00 | IV | 70.00 | III | 62.50 | IV | 61.36 | V |
| 3 | It is of no use to keep information about what the other scholars are doing | 56.52 | VII | 54.00 | VI | 56.66 | VIII | 53.54 | VI | 56.53 | VII |
| 4 | A research competition should be organized for all important aspects of their research | 63.58 | IV | 68.33 | III | 68.33 | IV | 64.58 | III | 64.34 | IV |
| 5 | Better research provides ample opportunities for recognition by the extension officers | 63.04 | V | 44.00 | VII | 63.33 | VI | 58.33 | V | 59.37 | VI |
| 6 | It is not good for any research scholar to become too ambitious | 64.76 | III | 83.33 | I | 73.33 | II | 74.00 | I | 71.30 | II |
| 7 | I always try to be competitive in doing my research work | 71.73 | II | 78.33 | II | 78.33 | I | 72.91 | II | 76.13 | I |

### 4.2.11 Information Communication Technology Skills (ICT)

Information Communication Technology has become an integral part in determining success of an individual in today's competitive world. Even the field of agriculture is also growing rapidly by making use of the knowledge obtained from advanced ICT tools. It is thus very much essential for the students studying in agriculture to be competent enough in this technology. The data regarding Information Communication Technology skills among the students were collected and are presented in Table and Fig.4.2.11.

**Table 4.2.11Distribution of students according to their Information Communication Technology skills (ICT) [N = 88]**

| S. No. | ICT Skills | SKNCOA, Jobner $n_1$=46 | COA, Lalsot $n_2$=15 | COA, Bharatpur $n_3$=15 | COA, Fatehpur $n_4$=12 | Overall N = 88 |
|---|---|---|---|---|---|---|
| 1 | Very Low (0–10.8 score) | 00 (00.00) | 00 (00.00) | 00 (00.00) | 00 (00.00) | 00 (00.00) |
| 2 | Low (10.9–21.6 score) | 4 (8.69) | 5 (33.33) | 3 (20.00) | 4 (33.33) | 16 (18.18) |
| 3 | Average (21.7–32.4 score) | 30 (64.22) | 2 (13.33) | 8 (53.33) | 3 (24.00) | 43 (48.86) |
| 4 | High (32.5–43.2 score) | 12 (26.09) | 8 (53.33) | 4 (26.67) | 5 (41.67) | 29 (32.96) |
| 5 | Above High (Above 43.3 score) | 00 (00.00) | 00 (00.00) | 00 (00.00) | 00 (00.00) | 00 (00.00) |
| **Total** | | **46 (100.00)** | **15 (100.00)** | **15 (100.00)** | **12 (100.00)** | **88 (100.00)** |

Figures in parenthesis represent percentage

It is observed from the Table-4.2.11 that slightly less than half of the students (48.86 per cent) had average skills of using ICT tools, followed by 32.96 per cent of them who were with high skill and 18.18 per cent with low skills of using the ICT tools. There were none of the students found with very low and above high skill of using ICT tools.

Thus, it can be concluded that slightly more than four- fifth (81.82 per cent) of students had average to high level skills of using ICT tools. The reason for majority of students having good skills of using ICT tools might be the increased level of computer exposure and necessity of competency in using ICT tools recognized by the students as a part of developing their professional soft skills. The use of more ICT related teaching equipments might have also made them familiar and skillful towards ICT tools.

These results are in line with the results obtained by David (2015), Thakur (2015) and Mishra (2016).

### 4.2.12 Gaps in Soft Skills

Gaps in Soft Skills of the students studying in SKNAU, Jobner were analyzed using 11 indicators. The responses of the students with regard to Gaps in Soft Skills of students are presented in Table and Fig. 4.2.12.

**Table-4.2.12 Distribution of students according to their gaps in Soft Skills [N = 88]**

| S. No. | Gaps in Soft Skills | SKNCOA, Jobner $n_1$=46 | COA, Lalsot $n_2$=15 | COA, Bharatpur $n_3$=15 | COA, Fatehpur $n_4$=12 | Overall N = 88 |
|---|---|---|---|---|---|---|
| 1 | Low (up to 27.80 per cent ) | 12 (26.08) | 1 (6.67) | 6 (40.00) | 1 (08.33) | 20 (22.73) |
| 2 | Medium (27.80 to 36.61 per cent ) | 27 (58.70) | 13 (86.66) | 7 (46.67) | 10 (83.33) | 57 (64.77) |
| 3 | High (Above 36.62 per cent) | 7 (14.22) | 1 (6.67) | 2 (13.33) | 1 (08.33) | 11 (12.50) |
| **Total** | | **46** (100.00) | **15** (100.00) | **15** (100.00) | **12** (100.00) | **88** (100.00) |

Figures in parenthesis represent percentage

Mean=32.20, S.D.=4.40

A look at Table-4.1.12 indicates that 26.08, 6.67, 40.00 and 8.33 per cent students were with low gaps in their Soft Skills in SKNCOA Jobner, CoA Lalsot, CoA Bharatpur and CoA Fatehpur respectively, followed by 58.70, 86.66, 46.67 and 83.33 per cent of the students were with average gaps in their Soft Skills in SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively and 14.22, 06.67, 13.33 and 08.33 per cent of the students were with high gaps in their Soft Skills in SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA Fatehpur respectively.

The overall academic performance Indicate that majority of the students (64.77 per cent) of constituent colleges of SKNAU, Jobner were with average gaps in their Soft Skills, followed by low gaps in Soft Skills (22.33 per cent) and high gaps in their Soft Skills (14.77 per cent).

The results indicated that the students have taken enough efforts to inculcate superior level of soft skills. The syllabus of bachelor degree in agriculture discipline have been developed in such a way that any agricultural graduates can work effectively in various fields. Exposure of various subjects during bachelor degree, practical exposure of Rural Agricultural Work (RAWE) Programme, during final year might have developed good soft skills among the students. The RAWE programme is integral part for the student which is organized to provide an opportunity to the students for practical training in crop production through work experience. This programme is also useful to develop communication skills among students using extension teaching methods in transfer of technology. During the phase of village exposure and direct contact with farmers, this programme helps to develop the understanding among the students regarding agricultural technologies being followed by farmers and to prepare alternate farm plans to suit to the local situation in consultation with the farmers. The degree programme and

various integral parts of whole syllabus are such that they assist students to explore the awareness, understanding and skills among the students and develop confidence and competence for solving problems related to agriculture. Thus, entire academic programme and other additional courses are framed in such a way that agricultural graduates can develop their career as academician, research scientist, extension educationist, entrepreneur, business man, administrator, bank officer, forest officer and business managers.

## 4.3 Relationship between personal characteristics and gaps in Soft Skills of students

With a view to study the role of independent variables on the gaps in Soft Skills of the students of constituent colleges of SKNAU, Jobner; coefficient of correlation was worked out and results are presented in Table and Fig. 4.3.1

### 4.3.1 Native of the student and gaps in Soft Skills

It was evident from Table-4.3.1 that there was non-significant relationship between native and gaps in Soft Skills of the students of SKNAU, Jobner. This indicates that native of the students did not play any role in developing level of Soft Skills among students studying in higher agriculture education. The result shows that level of Soft Skills were almost similar among the students coming from rural or urban natives. The result indirectly indicates that sensitivity to develop Soft Skills was seen similar irrespective of the type of native of the students. Understanding the above fact, the null hypothesis ($H_{01.1}$) in case of native of students studying in higher agriculture education was accepted and it was concluded that there was non-significant relationship between native and gaps in Soft Skills of the students.

The results are accordance with the observations of Pattar (2011), Dadhania (2011), Sasidharan (2013) and David (2015).

### 4.3.2 Father's education and gaps in Soft Skills

It was evident from the data presented in Table-4.3.1 that there exist significant relationship between father's education and gaps in Soft Skills of the students of SKNAU, Jobner. This leads to reject the null

hypothesis ($H_{01.2}$) in case of father's education, hence concluded that there was positively significant relationship between fathers' education of students and their level of Soft Skills. The result shows that level of Soft Skills of those students were better whose fathers' education level was higher. The reason for this might be that educated fathers might have understood the need of developing Soft Skills among their children and motivated them to gain and maintain successful careers. Also every educated father will want his son or daughter to be better in life than himself, hence will motivate them to gain and maintain successful careers.

Thus, Null Hypothesis ($H_{01.2}$) was rejected and accepted the alternate hypothesis and it was concluded that there was positively significant relationship between degree of father's education of the students of SKNAU, Jobner and gaps in Soft Skills.

These findings are in line with the findings reported by Dadhania (2011), Sasidharan (2013) and David (2015).

### 4.3.3 Mother's education and gaps in Soft Skills

The result from Table-4.3.1 indicated that mother's education of students of SKNAU, Jobner had a positively significant relationship with gaps in Soft Skills. The result emphasized that students with educated mothers showed better level of Soft Skills. Understanding the importance of developing Soft Skills in this competitive era, the educated mothers might have motivated their children to think and act positively towards development of Soft Skills. Thus, it can be said that educated mothers of the students encouraged and stimulated them to develop their Soft Skills.

Thus, Null Hypothesis ($H_{01.3}$) was rejected and accepted the alternate hypothesis and it was concluded that there was positively significant

relationship between degree of mother's education of the students of SKNAU, Jobner and gaps in Soft Skills.

The results are similar with the results of Aher (2010), Christian (2010), Sasidharan (2013) and David (2015).

**Table 4.3.1: Relationship between some selected personal characteristics and gaps in the Soft Skills. [N = 88]**

| S. No. | Independent variables | Correlation Coefficient (r) |
|---|---|---|
| **A.** | **Personal variables** | |
| 1. | Native of the students | 0.105 NS |
| 2. | Father's education | 0.262** |
| 3. | Mother's Education | 0.328** |
| 4. | Family occupation | 0.163 NS |
| 5. | Annual income | 0.156 NS |
| **B.** | **Achievement and exposure variables** | |
| 6. | Academic Performance | 0.285** |
| 7. | Medium of instruction at school level | 0.146 NS |
| 8. | Involvement in extracurricular activities | 0.319** |
| 9. | Library exposure | 0.290** |
| 10. | Computer exposure | 0.369** |
| 11. | Internet exposure | 0.229* |

* Significant at 0.05 level of probability NS=Non-significant

** Significant at 0.01 level of probability

### 4.3.4 Family occupation and gaps in Soft Skills

The data presented in Table-4.3.1 shows that there was non-significant relationship between family occupation and gaps in Soft Skills of students of SKNAU, Jobner. The result shows that level of Soft Skills was

observed almost comparable among students with their irrespective level of family occupation. The reason for this non-significant relationship might be due to the fact that family occupation varied least among the students, so that it did not make any significant impact on their Soft Skills. It is natural that as far as development of Soft Skills is concerned everyone viz. students from high, medium or low level of income groups was have similar level of interest to be an employable person. This was seen in this study also. Hence this provides sufficient ground to accept the null hypothesis ($H_{01.4}$) in case of family income of students and it can be concluded that there was non-significant relationship between family income of students and gaps in Soft Skills.

Similar observations were made by Dobariya (2011), Sasidharan (2013) and David (2015).

### 4.3.5 Family income and gaps in their Soft Skill

The data presented in Table-4.3.1 shows that there was non-significant relationship between annual family income and gaps in Soft Skills of the students of SKNAU, Jobner. The result shows that level of Soft Skills was observed almost comparable among students with their irrespective level of family income. The reason for this non-significant relationship might be due to the fact that the annual family income varied least among the students, so that it did not make any significant impact on their Soft Skills. It is natural that as far as development of Soft Skills is concerned everyone viz. students from high, medium or low level of income groups will have similar level of interest to be employable person. This was seen in this study also. Hence this provides sufficient ground to accept the null hypothesis ($H_{01.5}$) in case of family income of students and it can be concluded that there was non-

significant relationship between family income of students and their gaps in Soft Skills.

Similar results were obtained by Shingare (2005), Dadhania (2011), Sasidharan (2013) and David (2015).

### 4.3.6 Academic performance and gaps in Soft Skills

The data seen in Table-4.3.1 showed that the academic performance was found positive and highly significant with the gaps in Soft Skills of the students of SKNAU, Jobner. The result indicated that level of Soft Skills was observed better among those students who had higher academic performance. It is natural that individuals having high level of academic performance will have better perception to develop ability to get employment as well as maintain it. The high level of academic performance means more involvement in developing necessary soft and hard skills like talent, knowledge and positive attitude towards content to be learned to become skilled and employable personality. This was observed true here in this study. Therefore, null hypothesis ($H_{01.6}$) has been rejected and accepted the alternate hypothesis and it can be concluded that there was positive and highly significant relationship between academic performance of the students of SKNAU, Jobner and their gaps in Soft Skills.

Similar findings were also reported by Sasidharan (2013) and David (2015) and Mishra (2016).

### 4.3.7 Medium of instruction at school level and gaps in Soft Skills

The result from Table-4.3.1 indicated that there was non-significant relationship between medium of instruction at school level of the students of SKNAU, Jobner and gaps in Soft Skills. The result indicates that

medium of instruction of students of SKNAU, Jobner did not play any role in developing their Soft Skills. It can be observed that level of Soft Skills was similarly positive among the students who did their schooling in English medium than those in Hindi medium. The results can be justified by the fact that level of Soft Skills varied little among those students who were from English medium or any other local language medium at school level. Hence, accept the null hypothesis ($H_{01.7}$) in case of medium of instruction at school level of students of SKNAU, Jobner. It was concluded that there was non-significant relationship between medium of instruction at school level and gaps in Soft Skills of the students.

Similar findings were also observed by Sasidharan (2013) and David (2015) and Mishra (2016).

### 4.3.8 Involvement in extra-curricular activities and gaps in Soft Skills

The data observed in Table-4.3.1 revealed that there was positive significant relationship between degree of involvement in extra-curricular activities of the students and gaps in Soft Skills. Students who participated in extra-curricular activities generally benefit from the many opportunities afforded to them. Benefits of participating in extracurricular activities included having better grades, having higher standardized test scores and higher educational attainment, attending the classes more regularly and having higher self-concept as compared to students who were less active in extracurricular activities. This leads to reject the null hypothesis ($H_{01.8}$) and accept the alternate hypothesis in case of involvement in extra-curricular activities, that there was positively significant relationship between

involvement in extra-curricular activities of the students studying in SKNAU, Jobner and gaps in Soft Skills.

The result was in line with the findings of Mishra (2016).

### 4.3.9 Library exposure

The result observed in Table-4.3.1 discloses a positively significant relationship between library exposure of students of SKNAU, Jobner and gaps in Soft Skills. The result indicates that level of Soft Skills was observed better among those students who had higher degree of library exposure. The students might have utilized the library facilities not only for academics and research purposes but also for job preparations and developing their Soft Skills. This effort by the University authorities had played significant role in developing Soft Skills of the students. This might be also one of the reasons for the positive and highly significant relationship between library exposure and gaps in Soft Skills of the students. This finding leads to reject the null hypothesis ($H_{01.9}$) and accept the alternate hypothesis in case of library exposure and thus concluded that there was positive and highly significant relationship between library exposure and gaps in Soft Skills of the students.

Similar observations were also recorded by Pattar (2011), Sasidharan (2013) and David (2015).

### 4.3.10 Computer exposure and gaps in Soft Skills

It was revealed from the Table-4.3.1that there was positively significant relationship between computer exposure of students of SKNAU, Jobner and gaps in Soft Skills. The results observed are associated with increase in workplace productivity. Computers allow each employee, using quick technologies such as email and Internet fact-checking, to accomplish

more with every hour of work. Computer technology also creates jobs in new fields like programming, computer-aided design and animation, Internet marketing and online publishing. This leads to reject the null hypothesis ($H_{01.10}$) and accept the alternate hypothesis in terms of computer exposure and it was concluded that there was significant relationship between computer exposure of students and gaps in Soft Skills.

The results are dissimilar with the findings of Shah (2006), Dobariya (2011), Sasidharan (2013) and David (2015).

### 4.3.11 Internet exposure and gaps in Soft Skills

It is revealed from Table-4.3.1that there was positively significant relationship between computer exposure of students of SKNAU, Jobner and gaps in Soft Skills. The result indicates that internet exposure play role in developing Soft Skills of the students. It can also be inferred that internet exposure of most of the students was optimistically higher as compared to students who were not using internet, so it have significant impact on Soft Skills. Thus, this leads to reject the null hypothesis ($H_{01.11}$) and accept the alternate hypothesis in terms of computer exposure and it was concluded that there was positively significant relationship between internet exposure of students and gaps in Soft Skills.

The result was in line with the findings of Shah (2006), Dobariya (2011), Sasidharan (2013) and David (2015).

## 4.4 CONSTRAINTS FACED BY THE STUDENTS IN DEVELOPMENT OF SOFT SKILLS

There is an increasing competition in the job market today including the agriculture and allied sectors. Unemployed as well as unemployable graduates and postgraduates seem to worsen this situation. There is an increasing gap between the number of job seekers and the job opportunities. Among the job seekers too, competent and capable ones are few in number. As a part of this study, the need was realized to identify the constraints faced by the postgraduate scholars in development of Soft Skills. The data regarding this is collected and presented in Table-4.4

The data in Table-4.4 revealed that “Course curriculum not meeting the diversified needs of the prevailing agricultural situation” (83.33 MPS) was the most severe constraint and “Deterioration in quality of the agricultural education” (40.58 MPS) was the least severe constraint faced by the students of SKNCOA, Jobner, while in case of COA Lalsot “Low level of realization to have self-motivation among the students to develop Soft Skills” (80.00 MPS) was the most severe constraint and “Lack of pleasant and supportive atmosphere for develops Soft Skills in Institution” (37.78 MPS) was the least severe constraint faced by the students whereas in case of COA Bharatpur “Education system does not provide platform to build necessary confidence among the students to face the job competition” (91.66 MPS) was the most severe constraint and “Lack of pleasant and supportive atmosphere for develops Soft Skills in Institution” (41.67 MPS) was the least severe constraint faced by the students and in COA Fatehpur, the students had given most severe constraints to “Lack of needed updated competency in using IT and related components by the students” (91.11 MPS) statement and least

severe constraint "Deterioration in quality of the agricultural education" (42.22 MPS).

The overall constraints faced by the students shows that "Course curriculum not meeting the diversified needs of the prevailing agricultural situation" (80.30 MPS) was the foremost constraints faced by the students of SKNAU, Jobner was ranked first, followed by "Education system does not provide platform to build necessary confidence among the students to face the job competition and Improper guidance of the students by the advisor on same level" (77.65 MPS), "Lack of interest among the students to develop Soft Skills" (73.10 MPS), "Improper orientation from academic institutions about develops Soft Skills" (71.59 MPS), "Lack of academic moral values among students" (71.21 MPS), "Higher agricultural education more theoretical and less practical oriented" (68.18 MPS), "Lack of Soft Skill generating aptitude among teachers involved in agricultural education" (67.80 MPS), "Frequent change in the need to bridge the recent emerging avenues in agriculture research creates a problem" (67.04 MPS), "Lack of proper funding to the agricultural institutions to provide better facilitated education to develop Soft Skills" (63.25 MPS), Improper learning situation provided to the students" (57.95 MPS), "Lack of needed updated competency in using IT and related components by the students and Poor involvement of the students in learning process" on same level (57.19 MPS), "Poor involvement of the students in learning process" (56.06 MPS), "Lack of expected level of realization to develop Soft Skills among the students by the teachers" (54.54 MPS), "Inadequate language competency in English language among the students" (53.40 MPS), "Lack of pleasant and supportive atmosphere for develops Soft Skills in Institution" (47.34 MPS), "Low level of realization to have self-motivation among the students to develop Soft Skills" (45.07 MPS) and

“Deterioration in quality of the agricultural education” (42.80 MPS) which were ranked second, third, fourth, fifth, six, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth and seventeenth respectively.

Similar findings were also reported by Sasidharan (2013) and David (2015) and Mishra (2016).

**Table 4.4: Constraints faced by the students in development of soft skills** **[N = 88]**

| Sr. No. | Constraints | Mean Percent Score | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SKNCOA, Jobner $n_1$=46 | Rank | COA, Lalsot $n_2$=15 | Rank | COA, Bharatpur $n_3$=15 | Rank | COA, Fatehpur $n_4$=12 | Rank | Overall N=88 | Rank |
| 1 | Lack of Soft Skill generating aptitude among teachers involved in agricultural education | 68.84 | VII | 62.22 | VII | 69.44 | VI | 71.11 | VI | 67.80 | VII |
| 2 | Higher agricultural education more theoretical and less practical oriented | 72.46 | V | 60.00 | VIII | 63.89 | VII | 64.44 | VIII | 68.18 | VI |
| 3 | Lack of pleasant and supportive atmosphere for develops Soft Skills in Institution | 51.44 | XV | 37.78 | XIII | 41.67 | XIII | 46.67 | XIII | 47.34 | XV |
| 4 | Lack of expected level of realization to develop Soft Skills among the students by the teachers | 52.89 | XIV | 57.11 | IX | 58.33 | IX | 57.78 | IX | 54.54 | XIII |
| 5 | Lack of expected level of well qualified teaching staff with expected teaching skills | 55.07 | XIII | 64.44 | VI | 61.11 | VIII | 51.11 | XII | 56.06 | XII |
| 6 | Inadequate language competency in English language among the students | 50.00 | XVI | 77.78 | II | 61.11 | VIII | 53.33 | XI | 53.40 | XIV |
| 7 | Improper orientation from academic institutions about develops Soft Skills | 68.84 | VII | 68.89 | V | 77.78 | III | 66.67 | VII | 71.59 | IV |
| 8 | Frequent change in the need to bridge the recent emerging avenues in agriculture research creates a problem | 67.40 | IX | 73.33 | III | 69.44 | VI | 64.44 | VIII | 67.04 | VIII |
| 9 | Education system does not provide platform to build necessary confidence among the students to face the job competition | 78.99 | II | 68.89 | V | 91.67 | I | 77.78 | IV | 77.65 | II |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 10 | Improper guidance of the students by the advisor | 76.08 | III | 73.33 | III | 88.89 | II | 82.22 | II | 77.65 | II |
| 11 | Low level of realization to have self-motivation among the students to develop Soft Skills | 42.75 | XVII | 80.00 | I | 50.00 | X | 44.44 | XVI | 45.07 | XVI |
| 12 | Deterioration in quality of the agricultural education | 40.58 | XVIII | 53.33 | X | 44.44 | XII | 42.22 | XV | 42.80 | XVII |
| 13 | Lack of proper funding to the agricultural institutions to provide better facilitated education to develop Soft Skills | 60.87 | X | 46.67 | XII | 72.22 | V | 64.44 | VIII | 63.25 | IX |
| 14 | Course curriculum not meeting the diversified needs of the prevailing agricultural situation | 83.33 | I | 64.44 | VI | 88.89 | II | 80.00 | III | 80.30 | I |
| 15 | Lack of needed updated competency in using IT and related components by the students | 57.80 | XII | 57.19 | IX | 61.11 | VIII | 91.11 | I | 57.19 | XI |
| 16 | Improper learning situation provided to the students | 68.11 | VIII | 64.44 | VI | 47.22 | XI | 44.44 | XIV | 57.95 | X |
| 17 | Lack of academic moral values among students | 71.73 | VI | 48.88 | XI | 72.22 | V | 75.55 | V | 71.21 | V |
| 18 | Poor involvement of the students in learning process | 57.98 | XI | 68.89 | V | 63.89 | VII | 55.55 | X | 57.19 | XI |
| 19 | Lack of interest among the students to develop Soft Skills | 72.76 | IV | 71.11 | IV | 75.00 | IV | 75.55 | V | 73.10 | III |

# Chapter – 5

# SUMMARY AND CONCLUSION

This chapter in a nutshell gives description of the present study in respect of summary, conclusions, implications and suggestions for future study have also been given.

## 5.1 SUMMARY

Soft skills refer to the cluster of personality traits, social graces facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees. Persons who rank high in soft skills are generally the people whom most employers want to hire. Soft skills can be defined as a combination of good self-management skills, interpersonal skills and generic competencies such as technology skills. Interpersonal skills means the skill-sets required to understand others and influence them. Self-management skills refer to the ability to manage one's own self, thought process, attitude and emotions to best suit the situation and improve one's performance. Soft skills also refer to as a combination of impressive behaviour, positive attitude, effective communication skills, leadership abilities and the ability to get along with and influence others. Some of the phrases closely related to describe the concepts of soft skills include "People skills" "life skills" "social skills", "HR skills", and interpersonal skills." Soft skills are those skills that are crucial to employee's ability to project oneself smarter, work better and also impress others. Business and industry representatives have expressed considerable dissatisfaction with the general level of preparedness of candidates who seeks executive appointments. It has been sad to note

that more than half of our young people leave school/college education without the knowledge and skills required to be positioned in a good job.

The need for developing the soft skills of agricultural graduates is therefore the need of the hour. As we move away from 'business as usual' we must integrate this new way of thinking into educational institutions and agricultural curricula. Realizing the significant role of agriculture graduate students in the development of agriculture and economy of the country, a study on **"Soft Skills of the Students of Sri Karan Narendra Agriculture University, Jobner"** was thought to be undertaken.

## 5.2 OBJECTIVES OF THE STUDY

1. To study the personal characteristics of the students.
2. To measure the gaps in the Soft Skills of the students.
3. To find out the relationship between some selected personal characteristics and gaps in the Soft Skills.
4. To find out the constraints in development of Soft Skills faced by the students.

## 5.3 REVIEW OF LITERATURE

Available literature having direct and indirect effect on the study was reviewed. Based on review of literature and suggestions of experts, variables to be studied were selected.

## 5.4 METHODOLOGY

The present study was conducted in constituent colleges of SKNAU, Jobner namely SKNCOA Jobner, COA Lalsot, COA Bharatpur

and COA Fatehpur. The total number of undergraduate students was 171 (114 boys and 57 girls). Out of these 171 students, 50 per cent students *i.e.* 59 boys and 29 girls were selected randomly. Then the total sample was comprised of 88 students. From each constituent college, students studying in B.Sc. (Ag.) Final year of session 2016-2017 were selected.

The data were collected through structured interview schedule. The independent variables undertaken in this study were native of the student, father's education, mother's education, family annual income, family occupation, job preference, academic performance, medium of instruction at school level, involvement in extra-curricular activities, library exposure, computer exposure and internet exposure. The variables were measured with the help of suitable scales with modifications and structured schedules. In order to measure the gaps in Soft Skills, eleven indicators were selected based on review of literature and opinion of experts. The eleven indicators of dependent variable for measuring gaps in Soft Skills were Time management skills, Decision making skills, Self-confidence, Verbal communication skills, Written communication skills, Teamwork, Problem solving skills, Leadership traits, Optimistic behaviour, Competitive orientation and ICT Skill. Each of the indicators was measured with the help of structured interview schedule and suitable scales. The collected data were classified, tabulated and analyzed in order to make the findings meaningful. The statistical measures such as percentage, mean score and coefficient of correlation were used.

**5.5 DERIVATION OF HYPOTHESIS TESTED**

$H_0$: There is no any relationship between selected independent variables of students of SKNAU, Jobner and gaps in Soft Skills.

$H_{1:}$ There is relationship between selected independent variables of students of SKNAU, Jobner and gaps in Soft Skills.

## 5.6 MAJOR FINDINGS

Following important conclusions were drawn based on findings of the study.

### 5.6.1 PERSONAL CHARACTERISTICS OF THE STUDENTS

#### 5.6.1.1 Personal variables

(i) It was found that majority (76.14 per cent) of the students studying in SKNAU, Jobner were from rural areas, whereas 23.86 per cent were from urban areas.

(ii) It was observed that majority of the students (29.55 per cent) had illiterate level of father's education and only a meager number (04.54 per cent) can read and write level of education.

(iii) It was measured that majority of the students (53.41 per cent) had illiterate level of mother's education and only a meager number (01.14 per cent) which can read only and higher secondary level of education at same level.

(iv) It was revealed that majority of student's family (59.09 per cent) was having occupation of agriculture, (19.32 per cent) having any other occupation (labourer and artisans etc.), 13.64 per cent were engaged in job (private and govt. service), and lowest (7.95 per cent) were engaged in business.

(v) It was observed that majority (68.16 per cent) of the students were from middle level of family income, followed by high level (23.87 per cent) and low level (07.95 per cent) of family income.

(vi) It was found that most preferred jobs of the majority of the students were banking sector, academic teaching, research and development, dairy farming, non-government organization, agricultural consultancy, nursery management, agricultural

marketing, cooperative society, non-agricultural professions, vermin-composting and agricultural journalism.

**5.6.1.2 Achievement and exposure variables**

(vii) It was observed that majority of the students (46.59 per cent) were with average academic performance, followed by low academic performance (36.36 per cent), high academic performance (13.64 per cent) and very low academic performance (03.41 per cent).

(viii) It was revealed that majority of the students (77.27 per cent) took their school level education in Hindi language while the rest 22.73 per cent of them took their school level education in English medium.

(ix) It was experienced that majority of the students (63.64 per cent) have low level of involvement in extra-curricular activities, followed by 30.09 per cent have below average and 02.07 per cent of the students have average level of involvement in extra-curricular activities.

(x) It was measured that majority of the students (28.41 per cent) visited the library every day, followed by 27.27 per cent twice in a week, 14.77 per cent once in a week, 12.50 per cent once in a month, 09.09 per cent once in a fortnight and 07.95 per cent once in three months.

(xi) It was found that majority of the students (27.27 per cent) have once in a week exposure of computer, followed by 19.32 per cent twice in a week, 17.06 per cent once in a month, 11.36 per cent once in a fortnight, 10.23 per cent once in three months, 07.95 per cent every

day. Only meagre number (06.81 per cent) of the students had never exposed to computers.

(xii) It was observed that majority of the students (61.36 per cent) had every day exposure of internet, followed by 23.86 per cent twice in a week exposure of internet, 11.36 per cent had once in a week. A meagre number (02.28 and 01.14 per cent) of the students had once in a month and once in three months exposure to internet.

### 5.6.2 GAPS IN SOFT SKILLS

(i) Among the different statements of time management skills, “I have a set of goals for the entire term” was considered to most important and “I regularly review my lecture notes, even when a test is not imminent” was given least importance.

(ii) Among the different statements of decision making skills, “In my decision making I prefer on practicalities more important than principles” was observed most important and “I regularly review my lecture notes, even when a test is not imminent” was given least importance.

(iii) Among the different statements of self confidence, “I feel confident that I understand things” was experienced important and “I feel concerned about the impression I’m making” was given least importance.

(iv) Among the different statements of written communication skills, “I gather, analyse and arrange my information in a logical sequence” was considered most important and “I prepare presentation material to deliver my message” was considered least important statement.

(v) Among the different statements of verbal communication skills, “I express my ideas clearly and confidently in speech” was considered

most important and “I can keep business telephone calls to the point” was observed least important statement.

(vi) Among the different statements of teamwork, “I take initiative in decision making process and problem solving” was considered most important and “I feel concerned about the impression I’m making” was considered least important statement.

(vii) Among the different statements of problem solving skills, “I like to get advice from my friends and family when deciding how to solve my personal problems” was considered most important and “I resolve problems with time” was observed least important statement.

(viii) Among the different statements of leadership traits, “I can speak clearly and people are motivated to take action” was observed most important and “It is not what I say but I say it that matter most” was given least importance.

(ix) Among the different statements of Optimistic behaviour skills, “I’m always Optimistic behaviour about my future” was observed most important and “If something can go wrong for me, it will” was considered least important statement.

(x) Among the different statements of Competitive orientation skills, “I always try to be competitive in doing my research/study work” was observed most important and “It is of no use to keep information about what the other students are doing” was given least importance.

(xi) It was found that majority of the students (48.86 per cent) had average skills of using ICT tools, followed by 32.96 per cent with high skill and 18.18 per cent with low skills of using ICT tools.

(xii) It was observed that majority of the students (64.77 per cent) were with average gaps in Soft Skills, followed by low gaps in Soft Skills (22.33 per cent) and high gaps in Soft Skills (14.77 per cent).

### 5.6.3 RELATIONSHIP BETWEEN PERSONAL CHARACTERISTICS OF THE STUDENTS AND GAPS IN THEIR SOFT SKILLS.

(i) Father's education was found to be significant relationship with gaps in their soft skills.

(ii) Mother's education was found to be significant relationship with gaps in their soft skills.

(iii) The academic performance was found to be significant relationship with gaps in their soft skills.

(iv) The involvement in extra-curricular activities was found to be significant relationship with gaps in their soft skills.

(v) The library exposure was found to be significant relationship with gaps in their soft skills.

(vi) The computer exposure was found to be significant relationship with gaps in their soft skills.

(vii) The internet exposure was found to be significant relationship with gaps in their soft skills.

(viii) The native of the students was found to be non significant relationship with gaps in their soft skills.

(ix) The family occupation was found to be non significant relationship with gaps in their soft skills.

(x) The annual income was found to be non significant relationship with gaps in their soft skills.

(xi) The medium of instruction was found to be non significant relationship with gaps in their soft skills.

### 5.6.4 CONSTRAINTS FACED BY THE STUDENTS IN DEVELOPMENT OF SOFT SKILLS

The foremost constraints faced by the students in development of Soft Skills were course curriculum not meeting the diversified needs of the prevailing agricultural situation, Education system does not provide platform to build necessary confidence among the students to face the job competition, Improper guidance of the students by the advisor, Lack of interest among the students to develop Soft Skills and Improper orientation from academic institutions about develops Soft Skills.

## 5.7 RECOMMENDATIONS

The present study has highlighted direction on the new areas in which research work needed to be carried out. The following implications are emerged from this study.

1. The study facilitated in knowing personal and achievement & exposure characteristics the students studying in agriculture education and it would act as a guideline to the policy makers to plan, implement and evaluate reforms in the field of under graduate studies.
2. The findings of the study revealed that majority of the students studying in constituent colleges of SKNAU, Jobner were with medium

level of Soft Skills. This indicates that more efforts are needed to improve and develop Soft Skills up to high level.

3. In order to promote economic and industrial development in a state, the essential requirement is the capacity to develop skilled manpower of good quality. The findings from the study revealed that few of the students are good and efficient in communication skills and ICT skills. Nowadays a skilled person plays an important role to meet the global responsibility and opportunities in the near future.
4. The study concluded the level of Soft Skills was better among those students who had higher academic performance, highly educated parents, better library exposure and computer and internet exposure. Thus, it is suggested that to improve level of Soft Skills among the agriculture students there is a need to improve their academic performance, library exposure. The involvement of parents to motivate students to improve skills is also advocated. Frequent meeting of academic organization with parents can also be arranged to involve parents to motivate their children to improve Soft Skills.
5. The study also established a positive relationship between library exposure and Soft Skills of students. Frequent useful visits to the library provided the students with exposure to various journals books and related publication which might have helped in widening their knowledge levels and hence their Soft Skills. Thus proper motivation from the side of the teaching faculty and continuous evaluation should be taken up to increase the library exposure of the students, finally developing their Soft Skills.

## 5.8 SUGGESTIONS FOR FUTURE RESEARCH

An attempt has been made to suggest some areas for the future studies, which are considered important by the investigator given below:

1. The current study was conducted in Sri Karan Narendra Agriculture University, Jobner. This study opens more possibilities to carry out similar studies in other SAUs of Rajasthan.
2. The investigation was carried out under certain limitations of time and resources available with researcher, covering only under graduate final year students of constituent colleges of Sri Karan Narendra Agriculture University, Jobner. However such study can be carried out among other faculties under graduate and post graduate students of the SAUs in Rajasthan.
3. Soft Skills was studied as perceived by the students themselves. Similar studies can be conducted analyzing the perception of teachers.
4. Considering the world as a global village, a comparative study on the Soft Skills of students in SAUs of India and other developing countries can be carried out by future foreign students.

## 5.9 CONCLUSION

1. Majority of the students of constituent colleges of SKNAU, Jobner were from rural background, had illiterate level of father's education, had illiterate level of mother's education, agriculture as the main occupation of the family, family income per annum ranged between rs. 47013 to rs. 305491, were preferred banking sector for job, OGPA ranged between from 6.51 to 7.50, had Hindi medium of instruction,

have low involvement in extra-curricular activities, have every day exposure of library, have twice in a week exposure of computer and have every day exposure of internet.

2. Majority of the students (64.77 per cent) were with average gaps in Soft Skills, followed by low gaps (22.33 per cent) and high gaps in Soft Skills (14.77 per cent).

3. The variable father's education, mother's education, academic performance, involvement in extra-curricular activities, library exposure, computer exposure and internet exposure were positively significant and the variable native of the respondents, family occupation, family income and medium of instruction were non-significant relationship with gaps in their Soft Skills.

4. The most sever constraint faced by the majority of the students was "Course curriculum not meeting the diversified needs of the prevailing agricultural situation" and least severe constraint was "Deterioration in quality of the agricultural education".

# LITERATURE CITED


Aher, A. N. (2010). Entrepreneurial attitude of agricultural students. Unpublished M.Sc. (Agri.) Thesis, Anand Agricultural University, Anand.

Ajit, C. (2004). Determination of attitude, occupational aspiration and preference for placement of B.Sc. Agriculture students of Gujarat state. Unpublished M.Sc. (Agri.) Thesis, G.A.U., Anand.

Ally, M. and Cleveland-Innes, M. (2007). Learning to feel: Education, affective outcomes and the use of online teaching and learning.In *European Journal of Open Distanceand E-Learning*, (2007/II).http://www.eurodl.org.

Amanollahi, Z., Hosseini, Z. S., Zarrin, S. A. and Safara, M. (2016). The relationship between time perspective and career decision-making self-efficacy and its impact on academic achievement. Allameh Tabatabaee University, Tehran, Islamic Republic of Iran. World Scientific News. WSN 44, 100-111.

Anonymous (2002). Employability skills for the future. A report by the Australian Chamber of Commerce and Industry and the Business Council of Australia for the Department of Education, Science and Training, Canberra. http://www. dest.gov.au

Anonymous (2002). National Association of School Psychologists Social skills: promoting positive behaviour, academic success, and school safety. http://www.naspcenter.org

Anonymous (2005). UNESCO, Goal 3 – Promote Learning and Skills for Young People and Adults. *60 Years of Education*. http://portal.unesco.org/education/en/ev

Anonymous (2006). North American Council for Online Learning. *Virtual Schools and 21st Century Skills*. http://www.21stcenturyskills.org/documents

Anonymous (2006).National Employers Skills Survey 2005: Main Report. Published by the Learning and Skills Council.

Anonymous (2007). Global skills for graduates in financial services. United Kingdom-India Education and Research Initiative

Auwal, A. (2009). Graduates perceptions of employability skills needed by agricultural science teachers in Bauchi and Gombe States secondary schools, *The Online Educational Research Journal*, http://www.oerj.org

Billing, D. (2003). Generic cognitive abilities in higher education: An international analysis of skills sought by stakeholders. *Compare*. 33(3):335-350. http://www.jaeonline.org

Britton, B. K. and Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83, 3, 405-410.

Bryan, L. G. and Robinson, J. S. (2006). Career Paths, Job Satisfaction, and Employability Skills of Agricultural Education Graduates, http://www.nactateachers.org

Cartmell, D. D. and Garton, B. L. (2000). An assessment of agricultural education graduate's preparation for careers in teaching and industry. Proc. of the Twenty-Seventh National Agricultural Education Research Conference (pp 530-541), San Diego, CA. http://nactateachers.org

Cemaloglu, N. and Sevil, F. (2010). The relation between time management skills and Academic achievement of Potential *Teachers. Educational Research,* Quarterly, 33 (4)pp 3-23

Chauhan, N. B. (2004). Use of internet by research scholars of Agriculture College, Anand, Times of India, Anand plus: 2.

Chauhan, N. M. (2005). Construction of scale to measure computer anxiety/nervousness. An assignment submitted to YCMOU, Nasik.

Choudhary, K. (2011). Young India lacks soft skills: Survey. Mail Today, New Delhi, April 10, 2011. Accessed from http://indiatoday.intoday.in/story/a-survey-finds

Christian, B. M. (2010). Computer proximity of women research scholars of SAUs of Gujarat. Unpublished Ph.D. Thesis, Anand Agricultural University, Anand.

Christopher, D. A. (2006). Building better communicators: Integrating writing into business communications courses. Business Education Forum, 61(2), 40-43

Dadhania, P. M. (2011). Knowledge of agricultural students regarding global worming and its effect on sustainable agriculture. Unpublished

M.Sc. (Agri) Thesis, Junagadh Agricultural University Junagadh.

Dahake, H. R. (2009). Attitude and aspiration of postgraduate students towards agricultural entrepreneurship. Unpublished M.Sc. (Agri.) Thesis, Anand Agricultural University, Anand.

Dalli, M. (2014). The university students' time management skill in term of their academic life satisfaction and academic achievement levels. School of Physical Education and Sport, Mugla Sitkikocman University, Mugla, Turkey. *Academic Journal* 9(20):1090-1096.

Daraei, M. and Ghaderi, A. R. (2012). Impact of education on Optimism/Pessimism.*Journal of the Indian Academy of Applied Psychology*. July 2012, Vol. 38, No. 2, 339-343.

Davis, B. J. and Brantley, C. P. (2003). Communication.in M. H. Rader & L. A. Kurth (Eds.), Effective methods of teaching business education in the 21st century (pp. 147-165). Reston, Virginia: National Business Education Association.

Dobariya, J. B. (2011). Knowledge of postgraduate research scholars of AAU about global warming. Unpublished M. Sc. (Ag.) Thesis, Anand Agricultural University, Anand.

Gadhvi, B. G. (2012). Study on agribusiness anxiety of postgraduate students of State Agricultural Universities of Gujarat. Unpublished M.Sc. (Ag.)Thesis, Anand Agricultural University, Anand.

Gupta, M., Pasrija, P. and Kavita (2015). Effect of problem solving ability on academic achievement of high school students: a comparative study. *Bhartiyam International Journal Of Education & Research.* Volume 4.

Heatherton, T. F. and Polivy, J. (1991). Development and validation of a scale for measuring state self-esteem. *Journal of Personality and Social Psychology*, 60, 895-910.

Herren, J. L. (2008). Study abroad employability factors: The perceptions of career recruiters (Master's thesis). Oklahoma State University. Available from ProQuest Dissertations and Theses.

Hewitt, S. (2008). 9 Soft Skills for Success retrieved from http://www.askmen.com/money/career100

Hoggatt, J. (2003). Addressing the communication needs of business. *Business Education Forum*, 58(1), 26-30.

Igdem, M. (2010). The Relationship of Time Management to academic performance of masters level students". *International Journal of Business and Management Studies* 2 (1)657- 684.

Igun, S. E. and Adogbeji, O. B. (2007). Study habits of postgraduates students in selected Nigerian Universities. *Library Philosophy and Practice (e-Journal)*.Paper 153 Available online at http://digtalcommons.unl.edu

Jaderstrom, S., and Schoenrock, R. (2008). Teaching the NBEA communication standards. Business Education Forum, 62(4), 25-29.

Jat, B. L. (2009). Development of scale to measure the attitude of teachers towards the application of multimedia in agricultural higher education. Unpublished M.Sc. (Agri.) Thesis, Anand Agricultural University, Anand.

Khan, M. A. (2002). Identification of the Factors Affecting the Working Efficiency of Agriculture (extension) Department, Government of the Punjab. Ph.D. Thesis, Department of Agricultural Education, Extension and short courses, Faculty of Agricultural Social Sciences. Sindh Agriculture University, Tandojam.

Kilcoyne, M. S. and Redmann, D. H. (2006). Job skills and office technology/tools used in job performance as perceived by administrative support workers. *Delta Pi Epsilon Journal*, XLVIII(2), 67-81.

Koka, A. S. and, Raman, M. (2015). Importance of employability skills in information technology multinational corporations. BITS Pilani. *Asian Journal of Management Research*. Volume 6 Issue 1, 2015.

Lehman, C. and DuFrene, D. (2008). *Business communication* (15th ed.). Cincinnati, OH: South-Western/Thompson Learning.

Mercanlioglu, C. (2010). The relationship of time management to academic performance of master level students. School of Vocational Banking and Insurance Program. Beykent University, Istanbul/Turkey. *International journal of business and management studies*. Vol 2, No 1, 2010.

Michael F. Scheier and Charles S. Carver. (1985). Optimism, coping, and health: Assessment and implications of generalized outcome expectancies. *Health Psychology*, 4, 219-247

Mishra, S. (2016). A study of employability of postgraduate scholars of State Agriculture Universities in Rajasthan. Unpublished M.Sc. (Ag) Thesis, Sri Karan Narendra Agriculture University, Jobner.

Mitchell G. W., Skinner L. B. and White, B. J. (2010). Essential soft skills for success in the twenty-first century workforce as perceived by business educators. *The Delta Pi Epsilon Journal* 52: 43-53

Moyo, E. and Hagmann, J. (2000). Facilitating competence development to put learning process approaches into practice in rural extension. In FAO: Human resources in agricultural and rural development. Rome: FAO, pp. 143-157.

Mubashrah, J., Tariq, R. H. and Shaziah, J. (2013). Library Resources: Utilization by Teachers and Students. Bulletin of Education and Research August 2013, Vol. 35, No. 2 (Special Issue) pp. 19-35

NASSCOM and McKinsey, (2005). NASSCOM and McKinsey Report 2005: Extending India's Leadership of the Global IT and BPO Industries, NASSCOM and McKinsey, New Delhi, India

Noddings, N. (2005). What does it mean to educate the whole child? [Electronic Version] *Journal of the Association for Supervision and Curriculum Development Educational Leadership*, September 2005, 63(1), 8-13.

Palatine. (2013). Employability issues in higher education, Performing Arts. Employability issues in H. E. Performing Arts, 1:1-4.

Parera, E. R. K. and Parera, A. N. F. (2009). Factors Affecting Employability of Graduates holding Non professional Degrees in Sri Lanka. Sub Theme C- Issues for Non Professional Faculties, 171-183.

Patel, K. B., Maina, M., Hagmann, J. and Woomer, P. L. (2001). Curriculum development and transformation in rural development and natural resource management: a strategy workshop. Conducted at the Rockefeller Foundation's Bellagio Center in Italy, November 12–16, 2001. Rockefeller Foundation, Nairobi.

Patel, M. C. (2004). A study on Internet exposure of postgraduate students of Agriculture College, Anand of Gujarat Agricultural University. Special problem (An assignment) for the degree of M. Sc. in Agricultural Communication submitted to the YCMOU, Nashik, Maharashtra.

Patel, M. C. (2007). Factors affecting level of internet exposure of research scholars of Anand Agricultural University, Anand. Unpublished Ph. D. Thesis, YCMOU, Nashik, Maharashtra.

Patel, M. C. and Chauhan, N. B. (2005). Implication of Internet research scholars of Agriculture. *Rural India*, 5:100-104.

Pattar, S. D. (2011). Development of scale to measure attitude of agriculture graduates towards Agro-tourism as an enterprise. Unpublished M.Sc. (Ag) Thesis. Anand Agricultural University, Anand.

Pauw, K., Bhorat, H., Goga, S., Ncube, L., and Van der Westhuizen, C. (2006). Graduate Unemployment in the context of skills shortages, education and training: findings from a firm survey. Development policy Research Unit (DPRU), University of Cape Ton, Rodebosch.

Quibble, Z. K. (2004). Error identification, labeling and correction in written business communication. *The Delta Pi Epsilon Journal*, XLVI(3),155-167.

Rao, T. V. (1985). Integrated human Resources development Systems in Leonard D. Goodstein and J. W. Pfeiffer. The 1985 Annual: Developing Human Resources, San Diego: California: University Associates.

Robinson, J. S and Bryan, L. G. (2008). An assessment of the employability skills needed by graduates in the college of agriculture, food and natural resources at the university of Missouri.

Robinson, J. S., Bryan, L. G. and Robert, T. (2007). Identifying the employability skills needed in the workplace According to supervisors of college of agriculture, food and Natural resources graduates, *Journal of Southern Agricultural Education Research, Volume 57.* http://pubs.aged.tamu.edu

Ross, J. and Gray, P. (2006). School Leadership and student achievement: The mediating effects of teacher beliefs. *Canadian Journal of Education*, 29(3), 798-822

Sasidharan, D. (2013). Employability of postgraduate scholars studying in higher agriculture education. M.Sc. (Ag) Thesis (Unpublished). Anand Agricultural University, Anand.

Shah, U. B. (2006). A study on level of internet exposure of teachers of Anand Agricultural University, Anand. Unpublished Ph.D. Thesis, Anand Agricultural University, Anand.

Sharon, S. C. (2014). The effects of transformational leadership of principals on student academic achievement. California State University, Stanislaus.

Shingare, R. (2005). Study of attitude and occupational aspiration of undergraduate Veterinary Science and Animal Husbandry college students of Gujarat. Unpublished M.Sc. (Ag) Thesis. Gujarat Agriculture University, Anand.

Thakur, S. (2015). Gap analysis of professional soft skills among girl students of agriculture faculty of Anand Agricultural University. Unpublished M.Sc. Thesis, Anand Agricultural University, Anand.

Tobin, P. (2006). Managing Ourselves- Leading others". ICEL 2006, inspiring Leadership: Experiential learning and leadership development. Vol. 2, pp.36-42.

Watkins, R. (2004). Perspectives on a research agenda for learning and skills. Learning and skills council.

Westray, V. (2008). Job readiness training: A qualitative study of program graduates in rural South Carolina (Ph.D. dissertation). Cappella

University, United States – Minnesota. Available from ProQuest Dissertations & Theses: Full Text database. (UMI No. 3324739)

World Bank, Washington DC, USA (2009). Implementation Completion and Results Report (IDA-37180) on A Credit for a Technical/Engineering Education Quality Improvement Project.

# Jh d.kZ ujsUnz —f"k fo’ofo|ky;] tkscusj ds fo|kfFkZ;ksa dh lkSE; dkS’kyrk,a

**furs'k dqekj raoj** **MkW- dSyk’k pUnz 'kekZ**

**¼’kks/kdrkZ½** **¼eq[; lykgdkj½**

## lkjka’k

ekuo lalk/ku fodkl yksxksa esas phtksa dks cukus esa l{ke cukus dh izfdz;k gSA ;g yksxksa ds fy, ;ksX;rk fodkl vkSj vius Qk;ns ds fy, n{krk fodkl vkSj yksxksa ds Qk;ns ds fy, vkSj nwljksa ds fy, bu n{krkvksa dks ykxw djus esa enn RkFkk 'krksZa ds fuekZ.k dh izfdz;k nksuksa gh djrh gSA fdlh Hkh laxBu esa lcls egRoiw.kZ rRo mldk ekuo lalk/ku gksrk gSA dksbZ Hkh laxBu yksxksa ls cuk gksrk gS vkSj bldh lQyrk eq[; :Ik ls ekuo lalk/ku dh {kerkvksa ij fuHkZj djrh gS vkSj mu lg;ksxksa ij fuHkZj djrh gS tks os LFkkfir djus esa l{ke gSaA ekuo iwath fdlh Hkh mn~;e ds fy, ,d ekSfyd ?kVd gS vkSj bldh xq.koÙkk ifj.kke dks izHkkfor djrh gS tks fd ,d dEiuh izkIr dj ldrh gSA

lapkj dkS’kyrk,a] ikjLifjd dkS’kyrk,a] le; izcU/ku] lgkuqHkwfr] vk’kkokn] vkRek&tkx:drk dqN thfor lEiUurk,a gS tks fd ,d izxfr’khy laxBu ds deZpkfj;ksa dks /kkfjr djus dh vko’;drk gSA ;s LkHkh la?kVd lkSE; dkS’kyrkvksa dks iznf’kZr djrs gSaA lkSE; dkS’kyrk,a O;fDrRo y{k.k] lkekftd vuqxzg] Hkk"kk lqfo/kk] O;fDrxr vknrksa] fe=rk vkSj vk’kkokn ds LkkFk lqfo/kk gS tks fd yksxksa dks vYkx&vyx mikf/k ds fy, fpfUgr djrs gSaA vk/kqfud d`f"k {ks= dh ekax gS fd rduhdh O;kolkf;d egkfo|ky; ;k laLFkku vR;f/kd dq’ky dfeZ;ksa dks is’k djsaa tks fd fOkfHkUu izdkj ds [ksrksa vkSj mRiknu bdkbZ;ka dk izcU/ku dj lds vkSj izlaLdj.k mn~;e pyk ldsa lkFk gh cktkj lsok Ja`[kyk dks izcfU/kr dj lds rFkk [ksr vkSj izlaLdj.k e’khujh vkfn dk izcU/ku vkSj ejEer dj ldsaA

d`f"k Lukrdksa dh lkSE; dkS'kyrk fodflr djus dh vko';drk blfy, gS D;ksafd ;g le; dh ek¡x gSA d`f"k cny jgh gS vkSj blds lkFk d`f"k esa ubZ pqukSfr;ksa dk lek/kku djus ds fy, dkS'kyrkvksa dk ,d la'kksf/kr lewg vko';d gSA n`f"Vdks.k ds :Ik ls d`f"k esa mEehns vkSj jkstxkj cny x, gSa] bldk lcwr gS fd Lukrdksa dh dkS'kyrk,a vkSj n{krk vkt ds d`f"k {ks= dh t:jrksa ~~dks iwjk ugha dj jgh gSaA mnkgj.k ds fy,] ^u, is'ksoj* dks vyx&vyx fo"k;ksa~~ esa vkSj fofHkUu fgr/kkjdksa ds lkFk lk>snkjh esa csgrj <ax ls dke djus

* LuksrdksÙkj Nk«k] izlkj f'k{kk foHkkx] Jh d.kZ ujsUæ d`f"k egkfo|ky;] tkscusj] t;iqj ¼jkt-½

** vkpk;Z] izlkj f'k{kk foHkkx] Jh d.kZ ujsUæ d`f"k egkfo|ky;] tkscusj] t;iqj ¼jkt-½

esa l{ke gksuk pkfg,] ewY; J`a[kyk vkSj fofHkUu pj.kkssa esa YkkHk vkSj mn~;e'khyrk ds fy, {kerk dks le>uk pkfg,A pqukSfr;ksa dk lkeuk djus ds fy, lexz vkSj cgq&vuq'kklukRed n`f"Vdks.kksa ij /;ku esa o`f+) ds lkFk] d`f"k is'ksojksa dks vius vuq'kklu ds ckgj Kku vkSj izFkkvksa dks ,dhd`r djus vkSj d`f"k dh cgq&dk;Z{kerk ds Hkhrj dke djus dh mEehn j[krs gSA tSlk fd ge ^ges'kk dh rjg O;kikj* ls nwj tkrs gSaA gesa 'kSf{kd laLFkkuksa vkSj d`f"k ikB~;dzeksa esa lkspus ds bl u, rjhds dks ,dhd`r djuk pkfg,A ns'k ds d`f"k vkSj vFkZO;oLFkk ds fodkl esa d`f"k Lukrdksa dh egRoiw.kZ Hkwfedk dks eglwl djrs gq, ^^Jh d.kZ ujsUnz d`f"k fo'ofo|ky;] tkscusj ds fo|kfFkZ;ksa dh lkSE; dkS'kyrk,a** fo"k; ij ,d v/;;u fuEufyf[kr mnsn~'vksa ds lkFk fd;k x;k%

i. fo|kfFkZ;ksa ds O;fDrxr xq.kksasa dk v/;;u djukA
ii. fo|kfFkZ;ksa dh lkSE; dkS'kyrkvksa esa vUrjky dks ekiukA
iii. dqN p;fur O;fDrxr xq.kks vkSj lkSE; dkS'kyrkvksa ds chp lEcU/k tkuukA
iv. lkSE; dkS'ky ds fodkl esa fo|kfFkZ;ksa }kjk vuqHko dh xbZ ck/kkvksa dks tkuukA

orZeku 'kks/k Jh d.kZ ujsUnz d`f"k fo'ofo|ky;] tkscusj ds la?kVd egkfo|ky;ksa Jh d-u-d`-e- tkscusj] d`-e- ykylksV] d`-e- Qrsgiqj rFkk d`-e-

Hkjriqj esa lapkfyr dh xbZ Fkh tgka LUkkrd fo|kfFkZ;ksa dh la[;k 171 Fkh ¼144 Nk=a vkSj 29 Nk=k,a½ bu 171 fo|kfFkZ;ksa esa ls 50 izfr'kr tks fd 59 Nk= o 29 Nk=k,a ;kn`fPNd rjhds ls pqus x;s Rkc dqy uewuk 88 fo|kfFkZ;ksa dk FkkA izR;sd laxBd egkfo|ky; ls Lukrd ¼d`f"k½ vfUre o"kZ l= 2016&17 ds fo|kFkhZ pqus x;s FksA

fufeZr lk{kkRdkj lkj.kh ds ek/;e ls vkadMs+ ,df=r fd;s x;sA bl v/;;u esa fy, x, LorU=hr pj] fo|kfFkZ;ksa dk ewy fuokl] firk dh f'k{kk] ekrk dh f'k{kk] ifjokj dh okf"kZd vk;] ikfjokfjd O;olk;] ukSdjh dh ojh;rk] vdknfed izn'kZu] fo|ky; Lrj ij f'k{kk dk ek/;e] vfrfjDr&ikB~;p;kZ xfrfof/k;ka] iqLrdky; mi;ksx] dEI;wVj mi;ksx vkSj bUVjusV mi;ksxA

:ikUrfjr vuqdwy ekiuh;ksa vkSj fufeZr lkj.kh ds lkFk pj ekis x;s FksA lkSE; dkS'kyrkvksa esa vUrjky dks ekius ds fy,] lkfgR; dh leh{kk vkSj fo'ks"kKksa dh jk; ds vk/kkj ij X;kjg ladsrdksa dk p;u fd;k x;kA izR;sd ladsrd lajpukRde lk{kkRdkj lkj.kh vkSj mi;qDr ekius dh lgk;rk ls ekik x;k FkkA

fo|kfFkZ;ksa }kjk Lo;a Hkjs tkus okyh lkj.kh izkIr djds vkadM+s ,d= fd;s x;sA bl rjg ,d= fd, x, vkadMs oxhZd`r] lkj.khc} vkSj vuqekfur vkadM+ksa dh mi;qDr lkaf[;dh; fo'ys"k.k v/khu djus ds ckn rS;kj fd, x,] ftles fuEufyf[kr izeq[k fu"d"kZ lkeus vk,%&

1-1 Jh d.kZ ujsUnz d`f"k fo'ofo|ky;] tkscusj esa i<+ jgs vf/kdka'k fo|kFkhZs xzkeh.k {ks=ks ls Fks] ftuds ekrk&firk dh f'k{kk fuj{kj Fkh] Rs. 52543.00 ls Rs. 245848.00 ds chp ifjokj dh okf"kZd vk;] ikfjokfjd O;olk; d`f"kZ Fkk] ukSdjh ds fy, ilanhnk {ks= cSafdax FkkA

1-2 Jh d.kZ ujsUnz d`f"k fo'ofo|ky;] tkscusj esa i<+kbZ djus okys vf/kdka'k fo|kfFkZ;ksa dk lexz Jzs.kh fcUnq vkSlr 6.51 ls 7.50 ds chp Fkk] funsZ'ku dk ek/;e fgUnh Fkk] vfrfjDr ikB~;dze xfrfof/k;ksa esa fupys Lrj dh Hkkxhnkjh Fkh] gj fnu iqLrdky; dk mi;ksx Fkk] lIrkg esa ,d ckj dEI;wVj mi;ksx Fkk] gj fnu bUVjusV mi;ksx FkkA

2- vf/kdka’k fo|kfFkZ;ksa ¼64-77 izfr’kr½ lkW¶V fLdYl esa vkSlr vUrjky ds lkFk] lkW¶V fLdYl esa de vUrjky ¼22-33 izfr’kr½ vkSj lkW¶V fLdYl ¼14-77 izfr’kr½ esa mPp vUrjky ds lkFk FksA

3- firk dh f’k{kk] eka dh f’k{kk] 'kSf{kd izn’kZu] vfrfjDr ikB~;ppkZ xfrfof/k;ka] iqLrdky; ds izn’kZu] dEI;wVj izn’kZu vkSj bUVjusV izn’kZu ldkjkRed :Ik ls lEcUf/kr Fkh rFkk fo|kfFkZ;ksa dk ewy fuokl] ifjokj dk O;oLkk;] ifjokj dh vk; vkSj funsZ’ku dk ek/;e lkSE; dkS’kyrkvksaa esa vUrjky ds lkFk xSj&egRoiw.kZ lEcU/k FksA

4- vf/kdka’k fo|kfFkZ;ksa }kjk lkeuk fd, tkus okyh lcls T;knk ck/kk] orZeku dh fofo/k t:jrksa dks iwjk u djus dk ikB~;dze rFkk fo|kfFkZ;ksa }kjk lkeuk dh xbZ de ck/kk d`f"k f’k{kk dh xq.koÙkk esa fxjkoV FkhA

# Soft Skills of the Students of Sri Karan Narendra Agriculture University, Jobner

**Nitesh Kumar Tanwar*** **Dr. Kailash Chandra Sharma****

**(Investigator)** **(Major Advisor)**

**ABSTRACT**

Human Resource Development is the process of enabling people to make things happen. It deals both with the process of competency development in people and creation of conditions to help people to apply these competencies for their own benefit and for that of others. The most important element in any organization is its human capital. Any organization is made of people and its success depends mainly on the capabilities of the human resources and on the kind of collaboration they are able to establish. Human capital is then a fundamental component for any enterprise and the quality of it deeply affects the results that the company can achieve.

Communication skills, interpersonal skills, time management, empathy, optimism, self-awareness are some of the vital competencies that employees of a progressive organization need to possess. All these constitute to represent `soft skills'. Soft skills refer to personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. The modern agricultural sector demands that technical vocational colleges or institutes produce highly skilled personnel who can manage a variety of farms and production units, run processing enterprises, service market chains, manage and repair farm and processing machinery etc.

---

* Post Graduate student, Department of Extension Education, S.K.N. college of Agriculture, Jobner, Jaipur (Raj.)

** Professor, Department of Extension Education, S.K.N. College of Agriculture, Jobner, Jaipur (Raj.)

The need for developing the Soft Skills of agricultural graduates is therefore the need of the hour. Agriculture is changing, and with it, a revised set of skills is needed to address new challenges in agriculture. As attitudes, expectations and employment in agriculture have changed, there is evidence that the skills and competencies of graduates do not meet the needs of today's agricultural sector. The 'new professional' should, for example, be better able to work across different disciplines and in partnership with different stakeholders, understand the value chain and potential for profit and entrepreneurship at different stages. With increased attention to holistic and multi-disciplinary approaches to addressing challenges, agricultural professionals are expected to be able to integrate knowledge and practices from outside of their discipline and work within the multi-functionality of agriculture. As we move away from 'business as usual' we must integrate this new way of thinking into educational institutions and agricultural curricula. Realizing the significant role of agriculture graduates in the development of agriculture and economy of the country, a study on "**Soft Skills of the Students of Sri Karan Narendra Agriculture University, Jobner**" was undertaken with the following specific objectives:

i. To study the personal characteristics of the students.
ii. To measure the gaps in the Soft Skills of the students.
iii. To find out the relationship between some selected personal characteristics & gaps in the Soft Skills.
iv. To find out the constraints in development of Soft Skills faced by the students.

The present investigation was conducted in constituent colleges of Sri Karan Narendra Agriculture University, Jobner namely SKNCOA Jobner, COA Lalsot, COA Bharatpur and COA, Fatehpur. The total number of undergraduate students was 171 (114 boys and 57 girls). Out of these 171 students, 50 per cent students i.e. 59 boys and 29 girls were selected randomly. Then the total sample was comprised of 88 students.

From each constituent college, students studying in B.Sc.(Ag.) Final year of session 2016-2017 were selected. The data were collected through structured interview schedule. The independent variables undertaken in this study were native of the student, father's education, mother's education, family annual income, family occupation, job preference, academic performance, medium of instruction at school level, involvement in extra-curricular activities, library exposure, computer exposure and internet exposure.The variables were measured with the help of suitable scales with modifications and structured schedules.

In order to measure the gaps in Soft Skills, eleven indicators were selected based on review of literature and opinion of experts. Each of the indicators was measured with the help of structured interview schedule and suitable scales.The data were collected by getting the questionnaire filled by the respondents themselves. The data so collected were classified, tabulated and inferences were drawn after subjecting the data to appropriate statistical analysis, which led to the following major findings:

1.1 Majority of the students studying in SKNAU, Jobner were from rural native, had parent's education illiterate, family income per annum ranged between rupees 52543 to 245848, agricultureas the main occupation of the family, preferred banking sector for job.

1.2 Majority of the students studying in SKNAU, Jobner possessed OGPA ranging 6.51 to 7.50, had Hindi medium of instruction, having low level of involvement in extra-curricular activities, had every day library exposure, once in a week computer exposure and every day internet exposure.

2. Majority of the students (64.77 per cent) were with average gaps in Soft Skills, followed by low gaps (22.33 per cent) and high gaps in Soft Skills (14.77 per cent).

3. The variable like father's education, mother's education, academic performance, involvement in extra-curricular activities, library exposure, computer exposure and internet exposure were positively significant and the variable like native of the respondents, family occupation, family income and medium of instruction were having non-significant relationship with gaps in their Soft Skills.

4. The most severe constraint faced by majority of the students was "Course curriculum not meeting the diversified needs of the prevailing agricultural situation" and least severe faced constraintwas "Deterioration in quality of the agricultural education".

**APPENDIX-I**
**(Covering letter sent to the experts)**

**EXTN./S.K.N./2017**
**From: Dr. K. C. Sharma,**
No……. Dated:…./…../2017
Professor
Deptt.of Extension Education
S.K.N. College of Agriculture
Jobner (Jaipur) Rajasthan

To,
---
---
---

Dear Sir,

One of my M.Sc. (Ag.) students **Mr**.**Nitesh Kumar Tanwar**has undertaken a research study entitled **"Soft Skills of the Students of Sri Karan Narendra Agriculture University, Jobner"** for completion of M.Sc. (Ag.) degree in Department of Extension Education. We are trying to develop a comprehensive schedule for measuring following objectives of the said study. (i)To study the personal characteristics of the students.(ii) To measure the gaps in the Soft Skills of the students. (iii) To find out the relationship between some selected personal characteristics & gaps in the Soft Skills.(iv) To find out the constraints in development of Soft Skills faced by the students.

The statements in the schedule have been developed on the basis of relevant literature reviewed and discussions held with subject matter specialists and extension personnel. In this context, we want to take advantage of your vast experience and knowledge. Kindly spare some time and go through the schedule very critically and feel free to comment upon / add / delete and or modify the statements, if necessary, so that the final schedule can be developed prior to undertaking the study.

Thanking you for kind co-operation,

Yours faithful,
**(K. C. Sharma)**

Encl: As above

## APPENDIX-II

**INTERVIEW SCHEDULE**

# Soft Skills of the students of Sri Karan Narendra Agriculture University, Jobner

Date:-__/__/2017

## PART-I

### General information about the respondents

Name of the Students:-_____

Name of the College:-_____

Mobile Number:-+91_____

Gender:-Male ☐ Female ☐

### Section-A

**1. Native place of the Student:** Rural(1)/Urban(2)

**2. Educational background of Parents:**

| S. No. | Category | Father | Mother |
|---|---|---|---|
| **1** | Illiterate | 0 | 0 |
| **2** | Can read only | 1 | 1 |
| **3** | Can read and write | 2 | 2 |
| **4** | Primary education(up to 5th standard) | 3 | 3 |
| **5** | Middle education(up to 8$^{th}$ standard) | 4 | 4 |
| **6** | Secondary education(up to 10th standard) | 5 | 5 |
| **7** | Higher Secondary (up to 12th standard) | 6 | 6 |
| **8** | College education (Graduation and above) | 7 | 7 |

**3. Family occupation:**

| S. No. | Category | Mark |
|---|---|---|
| **1** | Job(Private and Service) | 4 |
| **2** | Business | 3 |
| **3** | Agriculture | 2 |
| **4** | Any other (Labourer, Artisan etc.) | 1 |

**4. Annual Family Income in Rs:**(……)

**5. Job Preference**:

| S. No. | Job | Preference | | |
|---|---|---|---|---|
| | | I | II | III |
| **1** | Teaching | | | |
| **2** | Agricultural Entrepreneurship | | | |
| | (A) Farming | | | |
| | (B) Nursery | | | |
| | (C) Dairy farming | | | |
| | (D) Vermi-composting | | | |
| | (E) Any other | | | |
| **3** | Agricultural Marketing | | | |
| **4** | Research and Development | | | |
| **5** | Agricultural Journalism | | | |
| **6** | Banking Sector | | | |
| **7** | Co-operative Society | | | |
| **8** | Agricultural Consultancy | | | |
| **9** | Non Government Organizations | | | |
| **10** | Non-Agricultural Professions | | | |

## Section-B

## Achievements and Exposure

**6. Academic Performance**:OGPA in last class (……)

**7. Medium of Instruction at School**:English/ Hindi/Any other

**8. Involvement in Extra-Curricular Activities:**

| Sr. No. | Activity/Participation | Never | Participation | |
|---|---|---|---|---|
| | | | College Level | University Level |
| **1** | Nature Club/BACA Fan club | | | |
| **2** | SRC Membership | | | |
| **3** | Essay Competition | | | |
| **4** | Debate/Elocution/Extempore Competition | | | |
| **5** | NCC | | | |
| **6** | NSS | | | |
| **7** | Sports | | | |
| **8** | Drama/ Dance Competition | | | |
| **9** | Teachers' Day | | | |
| **10** | Singing | | | |
| **11** | Painting Competition | | | |

**Exposure to various Information Souces**

| | Sr. No. | Frequency | Average Time (hours) |
|---|---|---|---|
| 9 | **Library Exposure** | | |
| | **1** | Every day | |
| | **2** | Twice in a week | |
| | **3** | Once in a week | |
| | **4** | Once in a fortnight | |
| | **5** | Once in a month | |
| | **6** | Once in three months | |
| | **7** | Once in six months | |
| | **8** | Once in a year | |
| | **9** | Never | |
| 10 | **Computer Exposure** | | |
| | **1** | Every day | |
| | **2** | Twice in a week | |
| | **3** | Once in a week | |
| | **4** | Once in a fortnight | |
| | **5** | Once in a month | |
| | **6** | Once in three months | |
| | **7** | Once in six months | |
| | **8** | Once in a year | |
| | **9** | Never | |
| 11 | **Internet Exposure** | | |
| | **1** | Every day | |
| | **2** | Twice in a week | |
| | **3** | Once in a week | |
| | **4** | Once in a fortnight | |
| | **5** | Once in a month | |
| | **6** | Once in three months | |
| | **7** | Once in six months | |
| | **8** | Once in a year | |
| | **9** | Never | |

## PART II

## Components of Soft Skills

Please mention your opinion in appropriate column by putting a tick (√ ) mark.

| S.No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1 | **Time Management Skills** | | | | |
| | **AShort Range Planning** | | | | |
| 1 | I make a list of the things I have to do each day | | | | |
| 2 | I plan my day before I start it | | | | |
| 3 | I write a set of goals for myself each day | | | | |
| 4 | I have a clear idea of what I want to accomplish during the next week | | | | |
| 5 | I set and keep priorities | | | | |
| 6 | I plan time to relax and be with friends in my weekly schedule | | | | |
| 7 | I feel I use my time effectively | | | | |
| | **BTime Attitudes** | | | | |
| 8 | I feel I am in charge of my own time, by and large | | | | |
| 9 | I believe that there is room for improvement in the way I can manage my time | | | | |
| 10 | I make constructive use of my time | | | | |
| 11 | I continue to carry out unprofitable routines or activities | | | | |
| | **CLong Range Planning** | | | | |
| 12 | I have a set of goals for the entire term | | | | |
| 13 | I am still working on a major assignment the night as it is due | | | | |
| 14 | If I have several things to do, I think it is best to do a little bit of work on each one | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **15** | I regularly review my lecture notes, even when a test is not imminent | | | | |

## 2 Decision Making Skills

| | | | | | |
|---|---|---|---|---|---|
| **1** | I enjoy making decisions | | | | |
| **2** | I rely on 'gut feelings' when I make decisions | | | | |
| **3** | I like to consult with others | | | | |
| **4** | I stick by my decisions | | | | |
| **5** | When I find one option that will just about do, I leave it at that | | | | |
| **6** | I remain calm when I have to make decisions very quickly | | | | |
| **7** | My decisions are governed by my ideals regardless of practical difficulties | | | | |
| **8** | I make my decisions without considering all of the implications | | | | |
| **9** | I change my mind about things | | | | |
| **10** | I take the safe option if there is one | | | | |
| **11** | Sometime I prefer to avoid making decisions if I can | | | | |
| **12** | I plan well ahead | | | | |
| **13** | When I make decisions, I found myself favouring first one option then another | | | | |
| **14** | I carry on looking for something better even if I have found a course of action that is just about OK | | | | |
| **15** | I find it difficult to think clearly when I have to decide something in a hurry | | | | |
| **16** | I make up my own mind about things regardless of what others think | | | | |
| **17** | I avoid taking advice over decisions | | | | |
| **18** | In my decision making I prefer on practicalities more important than principles | | | | |
| **19** | I waste time by changing my mind before acting on a decision | | | | |
| **20** | I see myself as a decisive person | | | | |

## 3 Self Confidence

| | | | | | |
|---|---|---|---|---|---|
| **1** | I feel confident about my abilities. | | | | |
| **2** | I'm worried about whether I'm regarded as successful or | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | failure. | | | | |
| **3** | I feel frustrated about my performance. | | | | |
| **4** | I feel satisfied with the way my body looks right now. | | | | |
| **5** | I feel trouble in understanding the things that I read. | | | | |
| **6** | I feel that others respect me. | | | | |
| **7** | I'm dissatisfied with my weight. | | | | |
| **8** | I feel self-conscious. | | | | |
| **9** | I feel myself as smart as others. | | | | |
| **10** | I feel unhappy with myself. | | | | |
| **11** | I feel good about myself. | | | | |
| **12** | I'm worried about what other people think of me. | | | | |
| **13** | I feel confident that I understand things. | | | | |
| **14** | I feel inferior to others at this moment. | | | | |
| **15** | I feel unattractive. | | | | |
| **16** | I feel concerned about the impression I'm making. | | | | |
| **17** | I think I've less scholastic ability right now than others. | | | | |
| **18** | I'm worried about looking foolish. | | | | |
| **19** | I feel that I have a number of goodqualities | | | | |
| **20** | I take a positive attitude toward myself | | | | |
| **21** | On the whole, I am satisfied with myself | | | | |

## 4 Written Communication Skills

| | | | | | |
|---|---|---|---|---|---|
| **1** | I can clearly express myself while writing. | | | | |
| **2** | I think in advance about what I want to say. | | | | |
| **3** | I gather, analyze and arrange my information in a logical sequence. | | | | |
| **4** | I develop my argument in a logical way. | | | | |
| **5** | I can condense information/produce concise summary notes. | | | | |
| **6** | I can adapt my writing style for different audiences. | | | | |
| **7** | I can develop my ideas easily in writing. | | | | |
| **8** | I enjoy finding the right words when writing. | | | | |
| **9** | I excel at technical reports and papers writing. | | | | |
| **10** | I prepare presentation material to deliver my message. | | | | |
| **11** | I am good with email etiquette. | | | | |

| 5 | **Verbal Communication Skills** | | | | | |
|---|---|---|---|---|---|---|
| **1** | I express my ideas clearly and confidently in speech. | | | | | |
| **2** | I maintain eye-to-eye contact with my audience. | | | | | |
| **3** | I am confident in my articulation. | | | | | |
| **4** | I am perceptive of the audiences' reaction. | | | | | |
| **5** | I can clarify and summarize what others are communicating. | | | | | |
| **6** | I help others to define their problems. Not interrupting. | | | | | |
| **7** | I can keep business telephone calls to the point. | | | | | |
| **8** | I think up interesting ways to put across my message to groups. | | | | | |
| **9** | I can successfully build a rapport with my audience. | | | | | |
| **10** | I am receptive to new ideas. | | | | | |
| **11** | I commit to being truthful. | | | | | |
| **12** | I respect other person's point of view. | | | | | |
| **13** | I present a good personal image. | | | | | |
| **14** | I smile while I communicate. | | | | | |
| **15** | I handle disagreements with tact. | | | | | |

| 6 | **Teamwork** | | | | | |
|---|---|---|---|---|---|---|
| **1** | I know how to get along with others | | | | | |
| **2** | I feel better working alone than in groups | | | | | |
| **3** | I have my goals in life well written down on paper | | | | | |
| **4** | Constructive feedback is given by the team | | | | | |
| **5** | I take offence and disagree with people easily when they have different opinions | | | | | |
| **6** | I love to argue and prove my point | | | | | |
| **7** | I take initiative in decision making process and problem solving | | | | | |
| **8** | I plan to succeed, I do not stumble over success | | | | | |
| **9** | People say I speak harshly | | | | | |
| **10** | I request support from friends to complete a difficult task that I cannot handle properly | | | | | |
| **11** | My team's mission is of greater value than the goals of individual team members. | | | | | |
| **12** | I can anticipate the needs of team members. | | | | | |
| **13** | I take time to discuss with team members plans for each patient. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **14** | I offer assistance to team member who may be too tired or stressed to perform a task. | | | | |
| **15** | I involved in solution of conflicts between team members. | | | | |
| **16** | I prefer to work with team members who ask questions about information I provide. | | | | |
| **17** | My team works well with other teams | | | | |
| **18** | Team functioning doesn't interfere with getting my job done | | | | |
| **19** | Team members trust each other. | | | | |
| **20** | I am pleased to be in a team. | | | | |

## 7 Problem Solving Skills

| | | | | | |
|---|---|---|---|---|---|
| **1** | I resolve problems with time | | | | |
| **2** | When faced with a difficult personal problem, it is better to do yourself rather than to follow the advice of others | | | | |
| **3** | I value other people's help and advice when making important decisions. | | | | |
| **4** | In general, I do not like to ask other people to help me to solve problems. | | | | |
| **5** | I prefer to make decisions of my own, rather than with other people | | | | |
| **6** | I try to resolve time conflicts as quickly as possible | | | | |
| **7** | I like to get advice from my friends and family when deciding how to solve my personal problems. | | | | |
| **8** | I prefer to consult with others before making important decisions. | | | | |
| **9** | I usually find other people's advice to be the most helpful source of information for solving my problems | | | | |
| **10** | I would rather struggle through a personal problem by myself than discuss it with a friend. | | | | |
| **11** | I do not like to depend on other people to help me to solve my problems. | | | | |
| **12** | I usually prefer to ask other people for help rather than to try to solve problems on my own. | | | | |
| **13** | I plan ahead to avoid problems | | | | |
| **14** | I use problem solving skills to overcome on my difficulties | | | | |
| **15** | I am satisfied with myself that I found solutions of my problems | | | | |

## 8 Leadership Traits

| | | | | | |
|---|---|---|---|---|---|
| **1** | My character inspires confidence in others and | | | | |
| **2** | I am more concerned about making others feel good about themselves than in making them feel good about me | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **3** | I think about others and their concerns before thinking of myself | | | | |
| **4** | It is not what I say but I say it that matter most | | | | |
| **5** | I can speak clearly and people are motivated to take action | | | | |
| **6** | I can be afraid but I take the next thing that comes along | | | | |
| **7** | I am not easily distracted | | | | |
| **8** | When I have concentration but no priorities I have excellence without progress | | | | |
| **9** | My candle losses nothing when it light others | | | | |
| **10** | I know what I want and push myself to act | | | | |
| **11** | I encourage my friends | | | | |
| **12** | I know how to get along with others | | | | |
| **13** | As a Leader, I should create informal opportunities for team members to share information. | | | | |
| **14** | As a Leader, I promote participation of the team members in key decisions | | | | |
| **15** | I focus on building team's technical and interpersonal skills | | | | |
| **16** | I coach and support individual team member | | | | |
| **17** | I feel that I am an effective leader | | | | |
| **9** | **Optimistic Behaviour** | | | | |
| **1** | In uncertain times I usually expect the best. | | | | |
| **2** | It's easy for me to relax. | | | | |
| **3** | If something can go wrong for me, it will. | | | | |
| **4** | I'm always optimistic about my future. | | | | |
| **5** | I enjoy my friends a lot. | | | | |
| **6** | It's important for me to keep busy | | | | |
| **7** | I hardly ever expect things to go my way. | | | | |
| **8** | I don't get upset too easily. | | | | |
| **9** | I rarely count on good things happening to me | | | | |
| **10** | Overall, I expect more good things to happen to me than bad | | | | |
| **11** | I always believes in that God helps those who helps themselves | | | | |
| **10** | **Competitive Orientation** | | | | |
| **1** | The key points of success in any research should not be divulged to other students | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **2** | A better research/study in comparison to the fellow researcher's brings in more prestige | | | | |
| **3** | It is of no use to keep information about what the other students are doing | | | | |
| **4** | A research/study competition should be organized for all important aspects of their research | | | | |
| **5** | Better research provides ample opportunities for recognition by the extension officers | | | | |
| **6** | It is not good for any students to become too ambitious | | | | |
| **7** | I always try to be competitive in doing my research/study work | | | | |

## 11. ICT Skills

| **S. No.** | | **Level of skills** | | | |
|---|---|---|---|---|---|
| **1** | **Skills of component operations** | **Nil** | **Average** | **Above average** | **Complete** |
| | LCD | | | | |
| | Printer | | | | |
| | Scanner | | | | |
| | CD Drive | | | | |
| | Web Camera | | | | |
| | Mobile Phone | | | | |
| | Laptop | | | | |
| **2** | **Computer Software Skills** | | | | |
| | MS Word | | | | |
| | Excel | | | | |
| | PowerPoint | | | | |
| | Page Maker | | | | |
| | Photoshop | | | | |
| | Skype | | | | |
| **3** | **Internet Skills** | | | | |
| | Browsing | | | | |
| | E-mail | | | | |
| | Chatting | | | | |
| | Video chatting | | | | |
| | Downloading | | | | |

## PART-III

## Constraints in development of Soft Skills

| Sr. No. | Constraints | Most Severe | Severe | Least Severe |
|---|---|---|---|---|
| 1 | Lack of Soft Skill generating aptitude among teachers involved in agricultural education | | | |
| 2 | Higher agricultural education is more theoretical and less practical oriented | | | |
| 3 | Lack of pleasant and supportive atmosphere to develop Soft Skills in Institution | | | |
| 4 | Lack of expected level of realization to develop Soft Skills among the students by the teachers | | | |
| 5 | Lack of expected level of well qualified teaching staff with expected teaching skills | | | |
| 6 | Inadequate language competency in English language among the students | | | |
| 7 | Improper orientation from academic institutions about development of Soft Skills | | | |
| 8 | Frequent change in the need to bridge the recent emerging avenues in agriculture research creates a problem | | | |
| 9 | Education system does not provide platform to build necessary confidence among the students to face the job competition | | | |
| 10 | Improper guidance of the students by the advisor Lack of interest among the students to develop Soft Skills | | | |
| 11 | Low level of realization to have self-motivation among the students to develop Soft Skills | | | |
| 12 | Lack of needed updated competency in using IT and related components by the students | | | |

| | | | | |
|---|---|---|---|---|
| **13** | Lack of proper funding to the agricultural institutions to provide better facilitated education to develop Soft Skills | | | |
| **14** | Course curriculum not meeting the diversified needs of the prevailing agricultural situation | | | |
| **15** | Deterioration in quality of the agricultural education | | | |
| **16** | Improper learning situation provided to the students | | | |
| **17** | Lack of academic moral values among students | | | |
| **18** | Poor involvement of the students in learning process | | | |
| **19** | Lack of interest among the students to develop Soft Skills | | | |

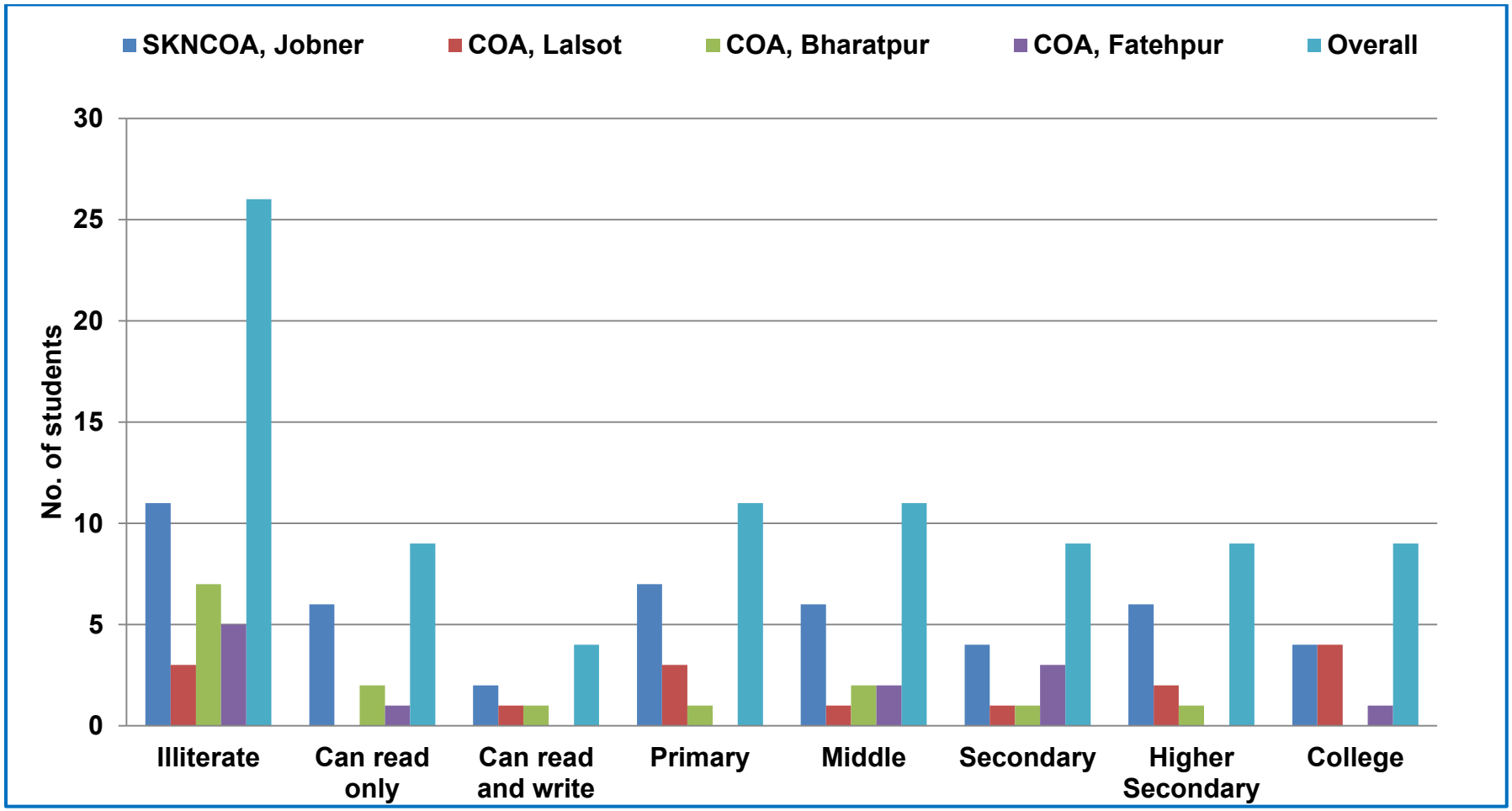



**Figure-4.1.1.2.1: Distribution of students according to their father's education**

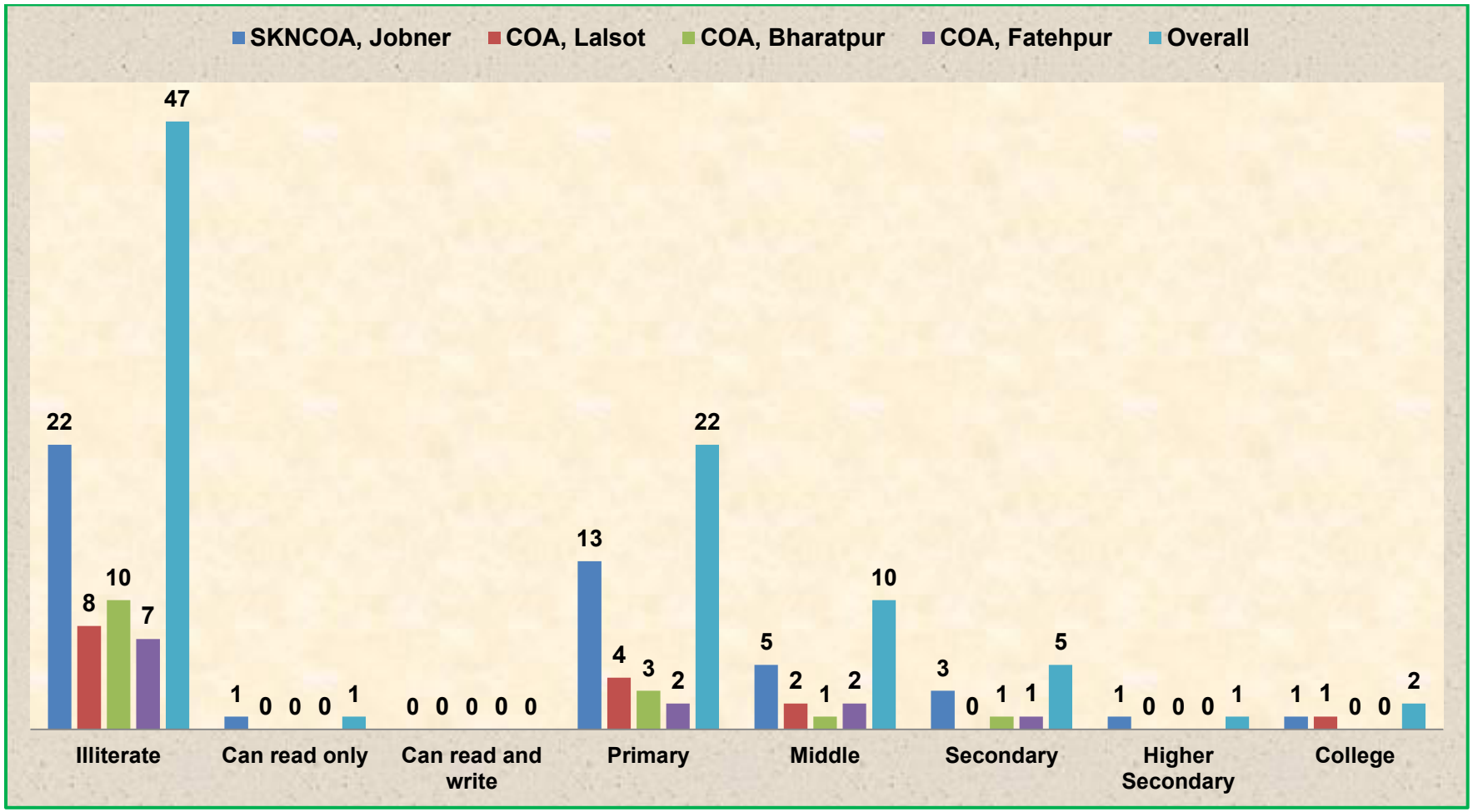



**Figure-4.1.1.2.2: Distribution of students according to their mother's education**

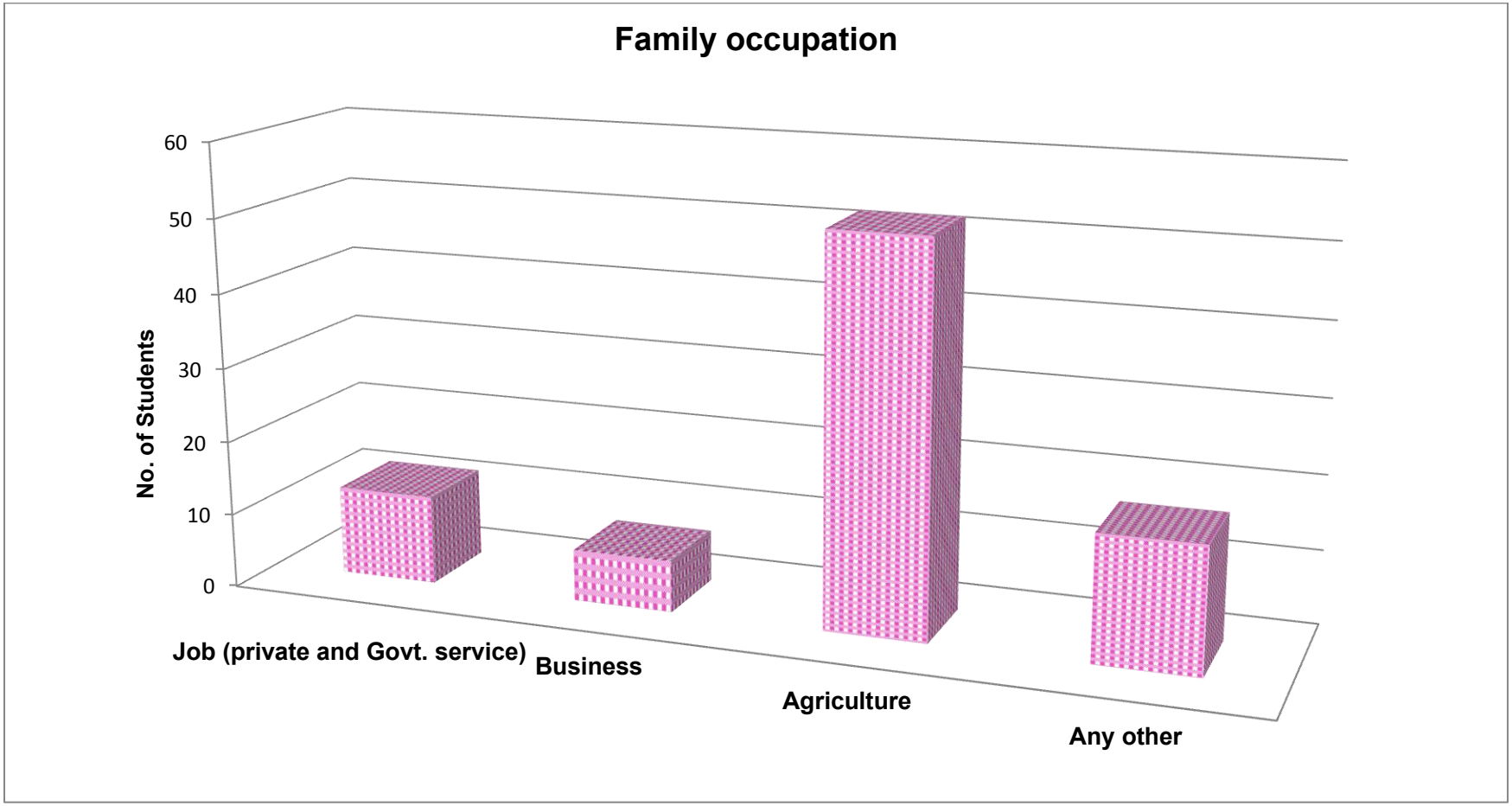



**Figure-4.1.1.3 Distribution of students according to their family occupation**

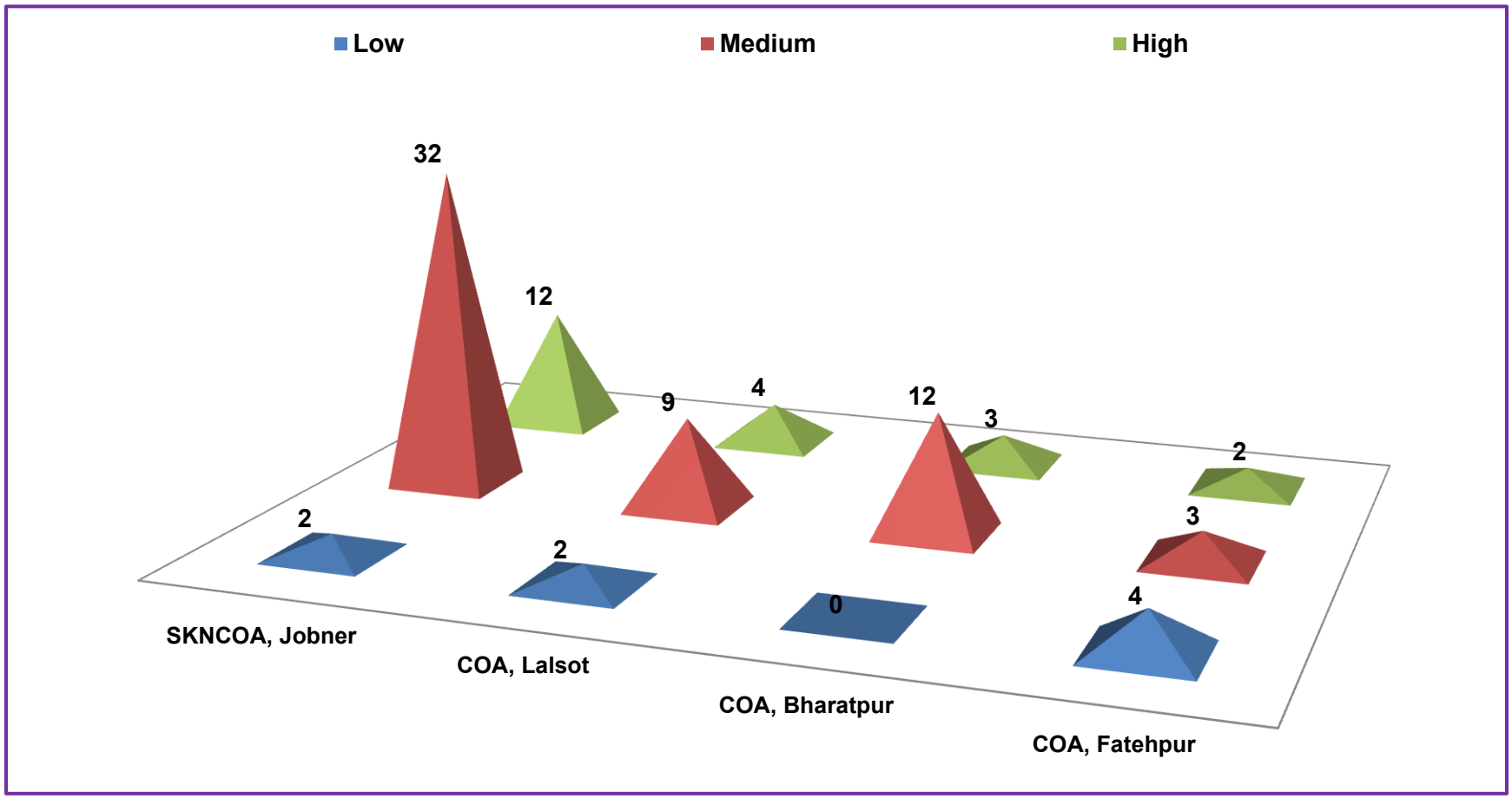



**Figure-4.1.1.4: Distribution of students according to their annual family income**

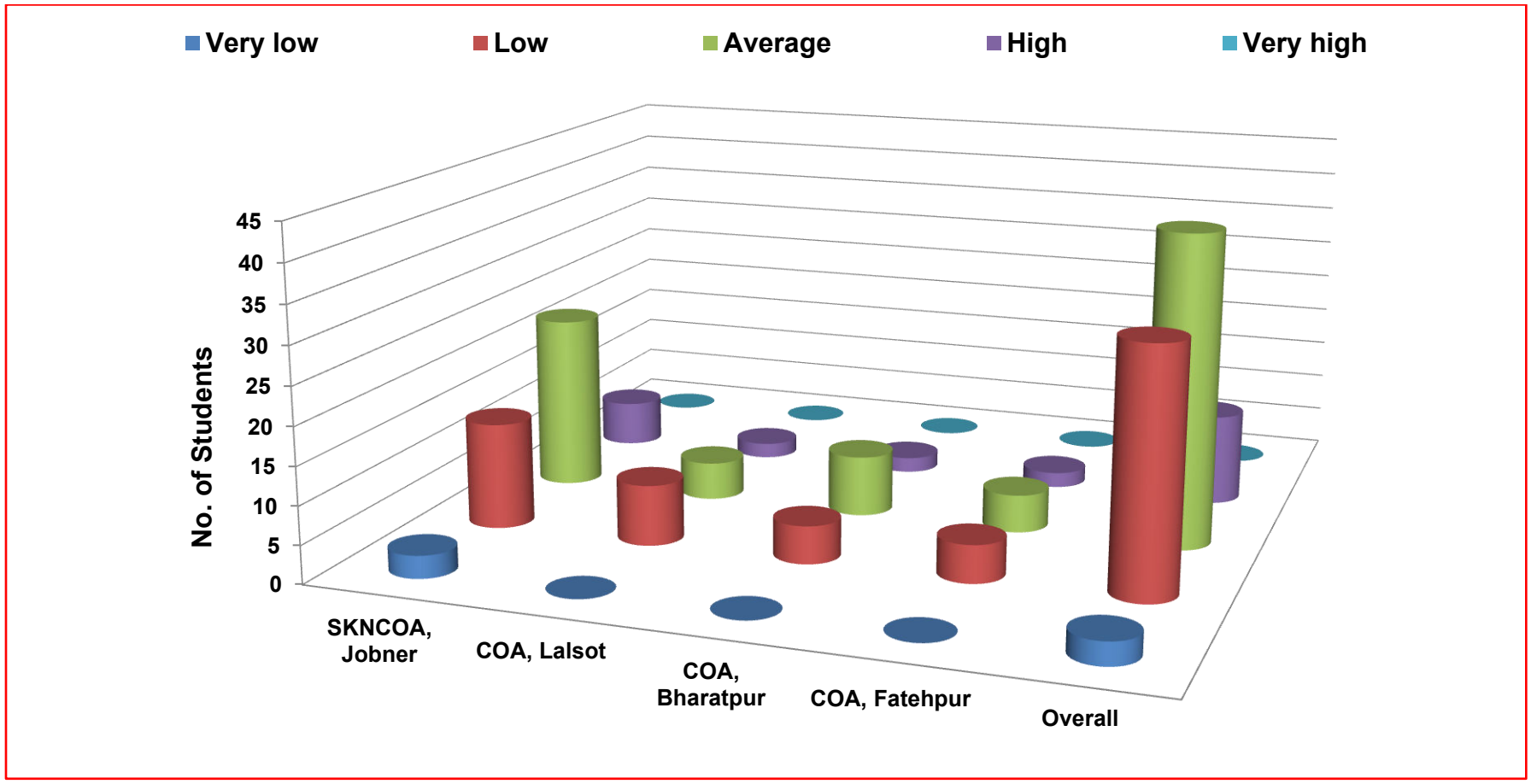



**Figure-4.1.2.1: Distribution of students according to academic performance**

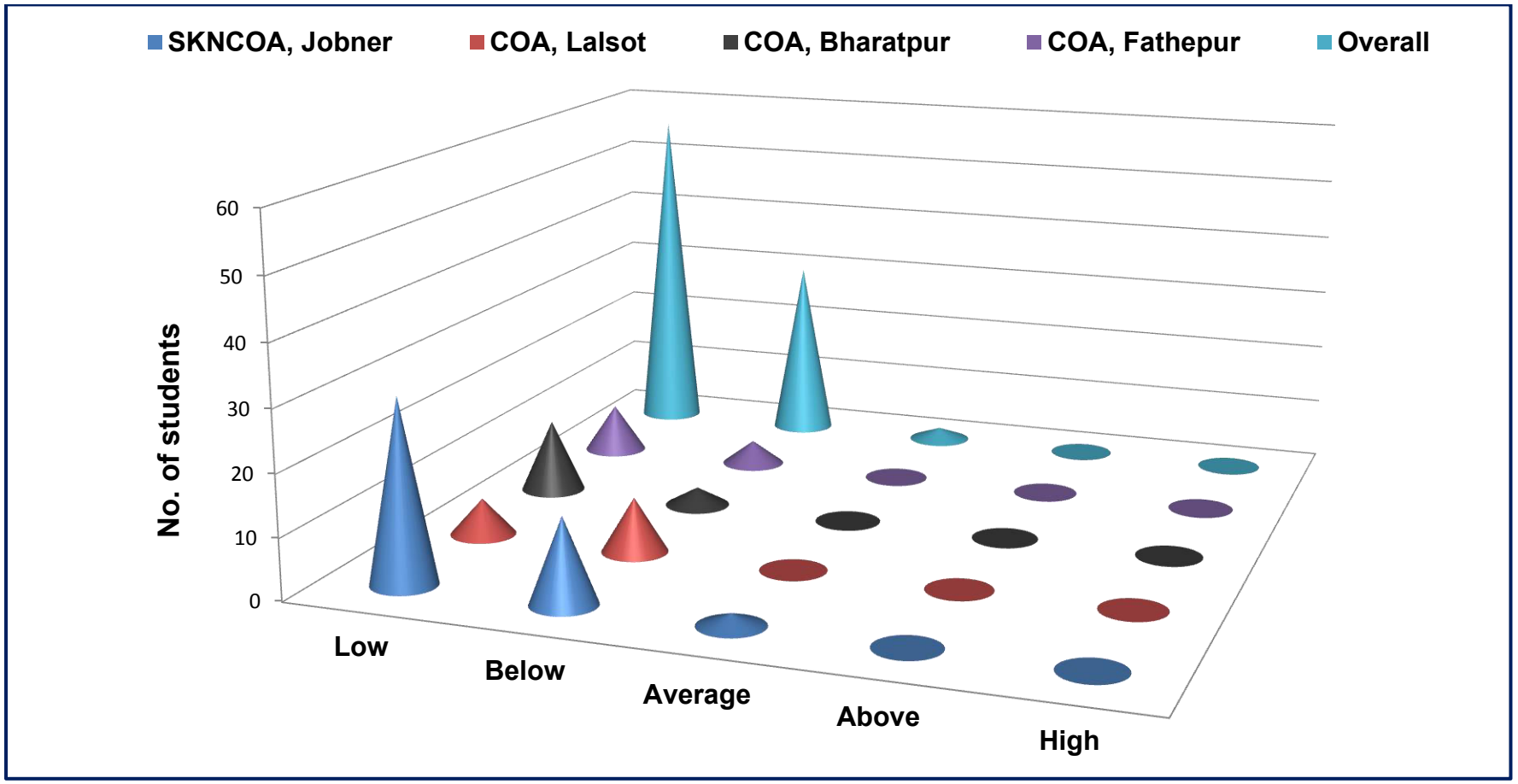



**Figure-4.1.2.3: Distribution of students according to involvement in extra-curricular activities**

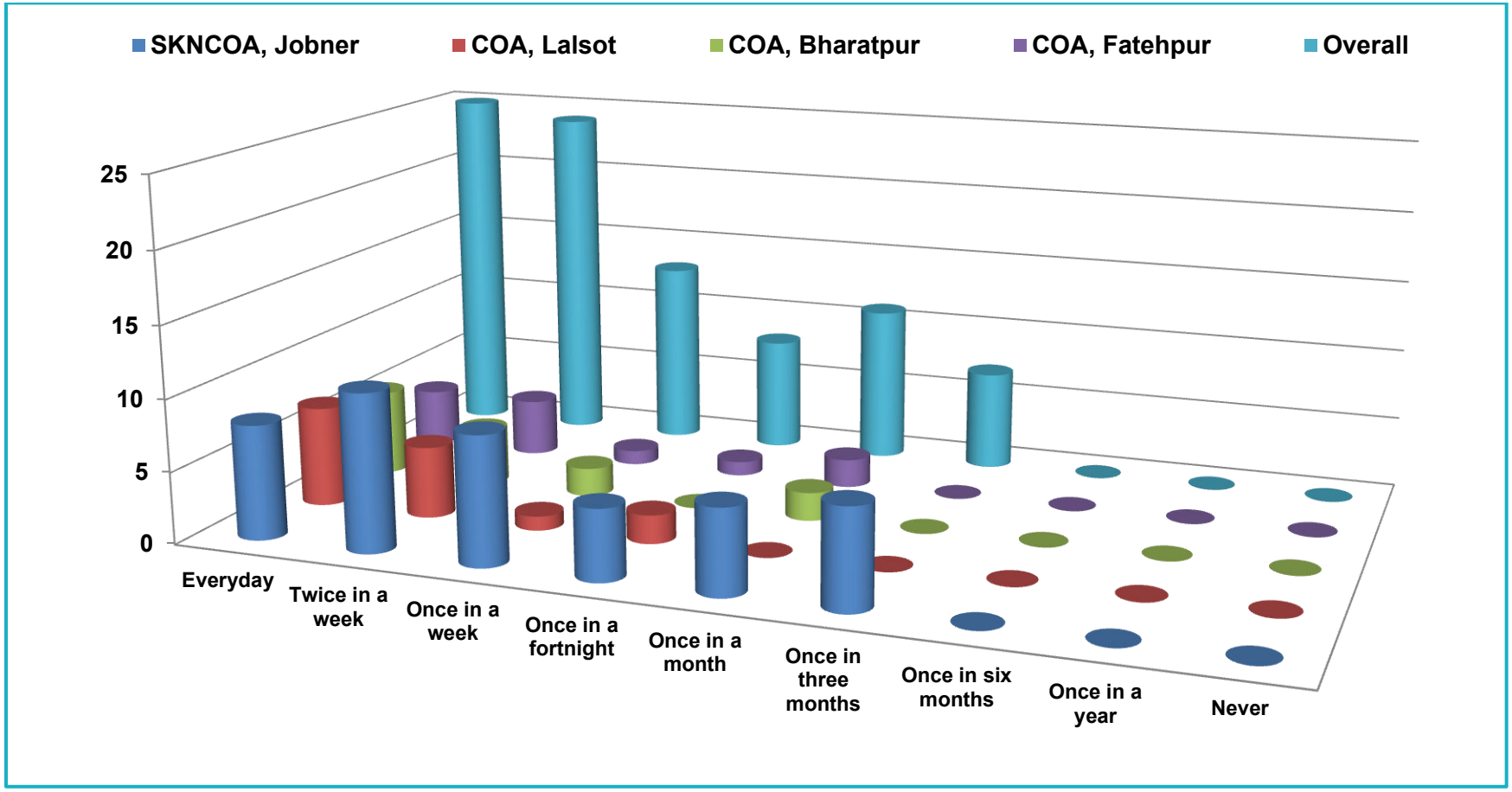



**Figure-4.1.2.4: Distribution of students according to their library exposure**

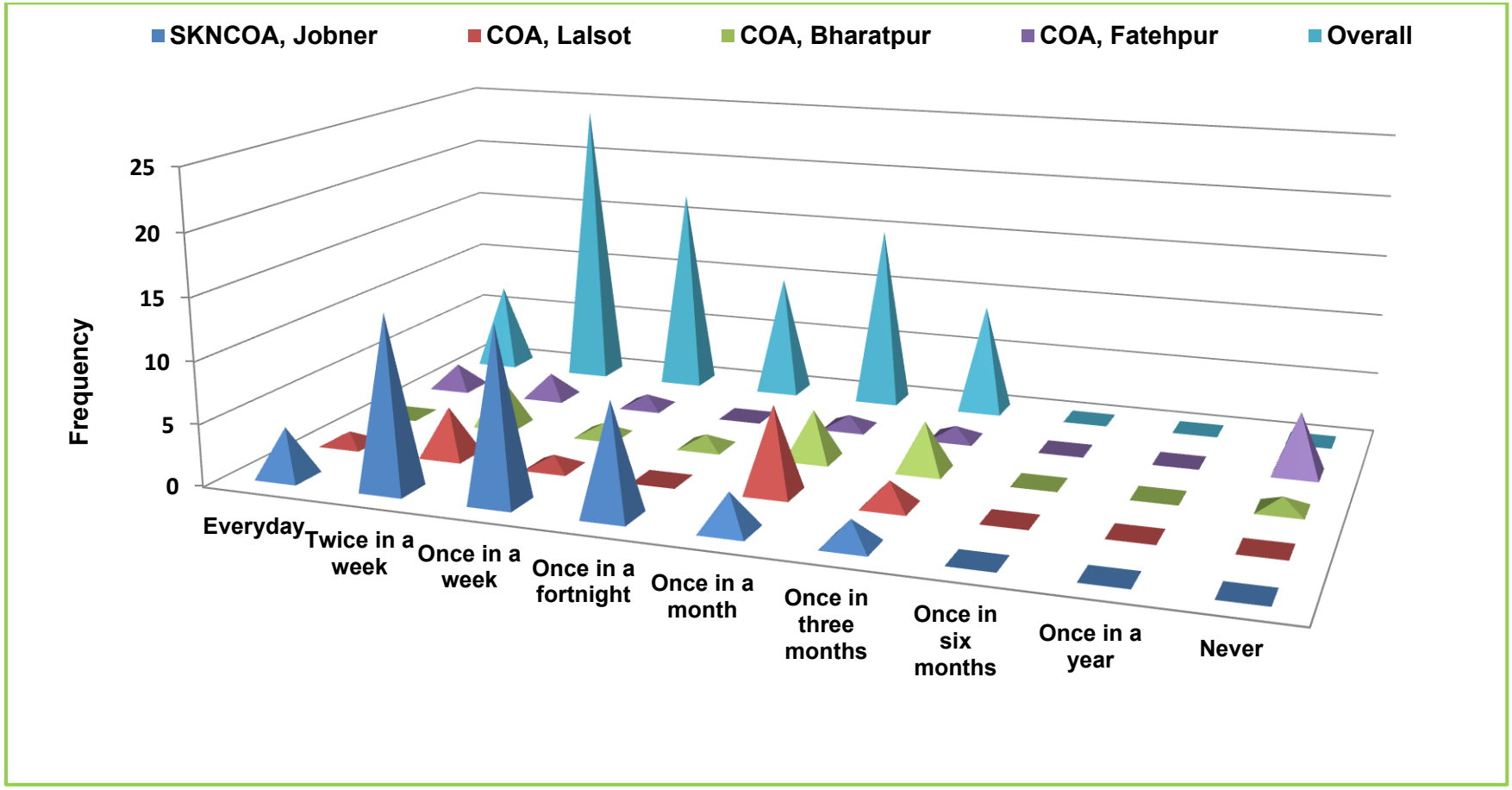



**Figure-4.1.2.5: Distribution of students according to their compute exposure**

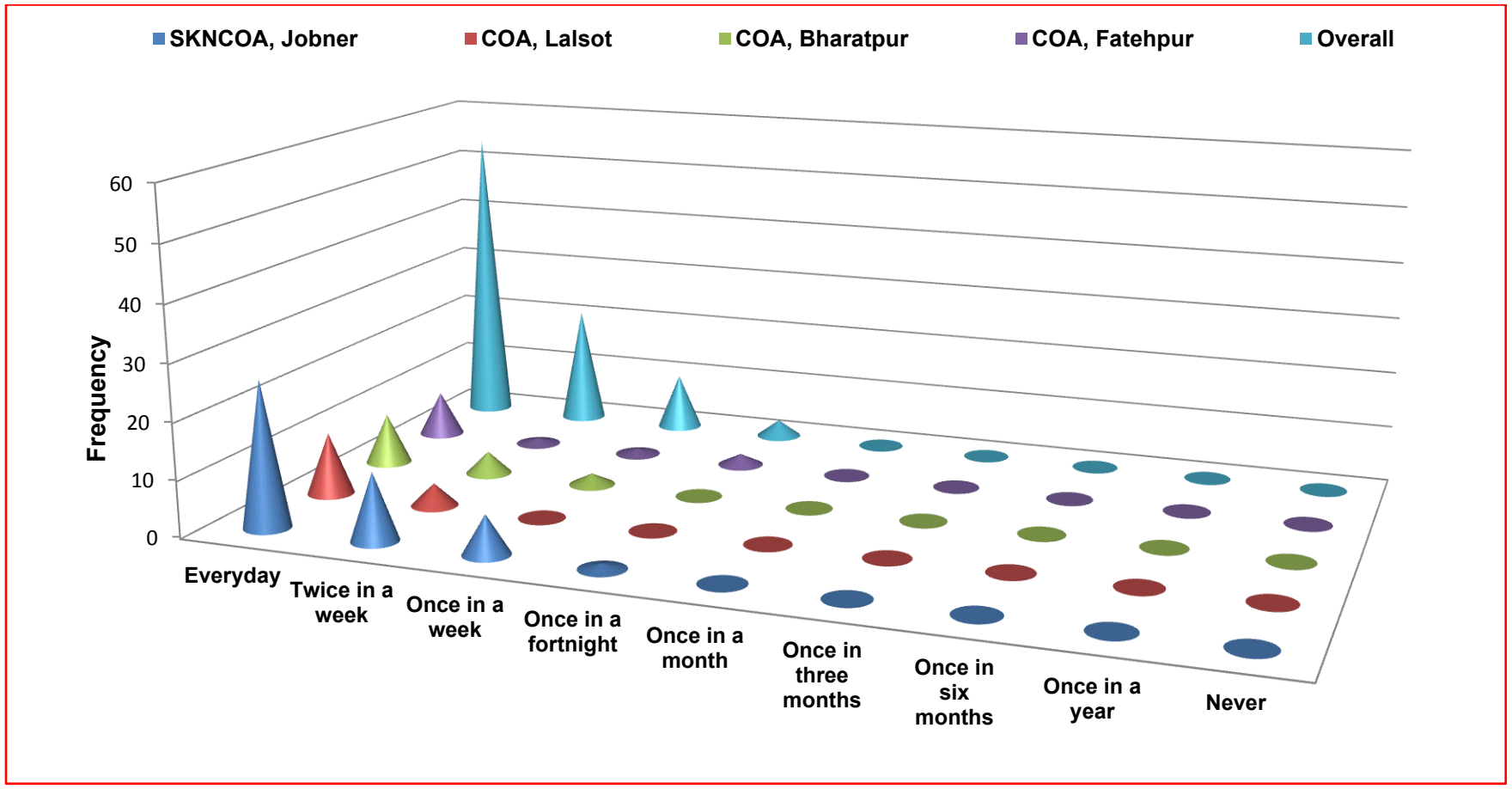



**Figure-4.1.2.6: Distribution of students according to their internet exposure**

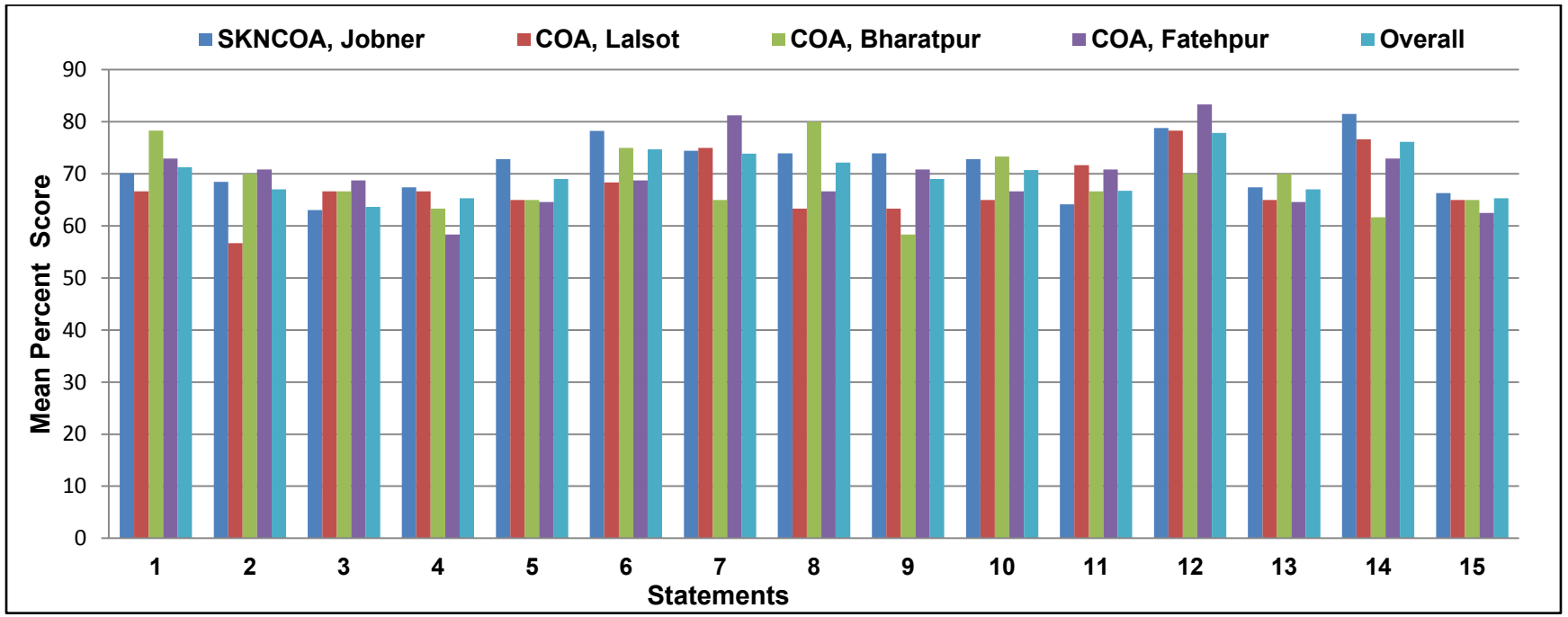



**Figure-4.2.1: Distribution of students according to their time management**

**Statements:-**

1. I make a list of the things I have to do each day
2. I plan my day before I start it
3. I write a set of goals for myself each day
4. I have a clear idea of what I want to accomplish during the next week
5. I set and keep priorities
6. I plan time to relax and be with friends in my weekly schedule.
7. I feel I use my time effectively
8. I feel I am in charge of my own time, by and large
9. I believe that there is room for improvement in the way I can manage my time
10. I make constructive use of my time
11. I continue to carry out unprofitable routines or activities
12. I have a set of goals for the entire term
13. I am still working on a major assignment till night as it is due
14. If I have several things to do, I think it is best to do a little bit of work on each one
15. I regularly review my lecture notes even when a test is not imminent

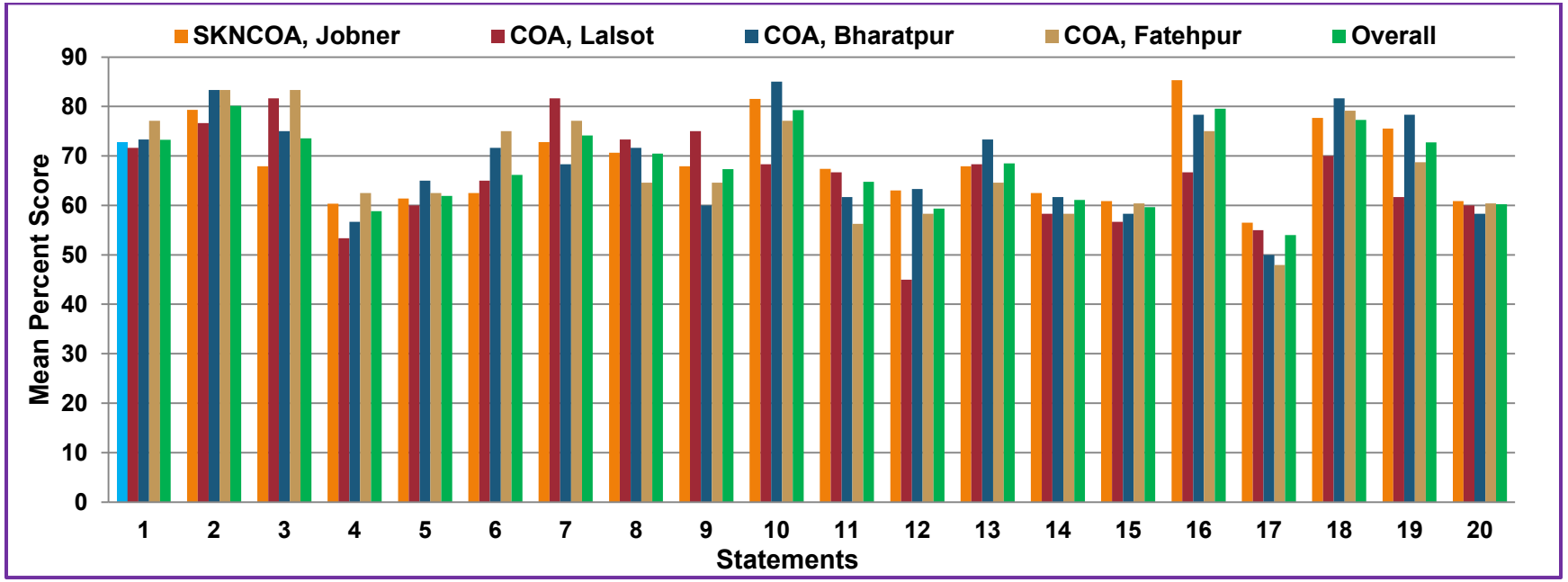



**Figure-4.2.2: Distribution of students according to their decision making skills**

**Statements:-**

1. I enjoy making decisions
2. I rely on 'gut feelings' when I make decisions
3. I like to consult with others
4. I stick by my decisions
5. When I find one option that will just about to do, I leave it at that
6. I remain calm when I have to make decisions very quickly
7. My decision is governed by my ideals regardless of practical difficulties
8. I make my decisions without considering all of the implications
9. I change my mind about things
10. I take the safe option if there is one
11. Sometime I prefer to avoid making decisions if I can
12. I plan well ahead
13. When I make decisions, I found myself favouring first one option then another
14. I carry on looking for something better even if I have found a course of action that is just about OK
15. I find it difficult to think clearly when I have to decide something in a hurry
16. I make up my own mind about things regardless of what others think
17. I avoid taking advice over decisions
18. In my decision making I prefer on practicalities more important than principles
19. I waste time by changing my mind before acting on a decision
20. I see myself as a decisive person

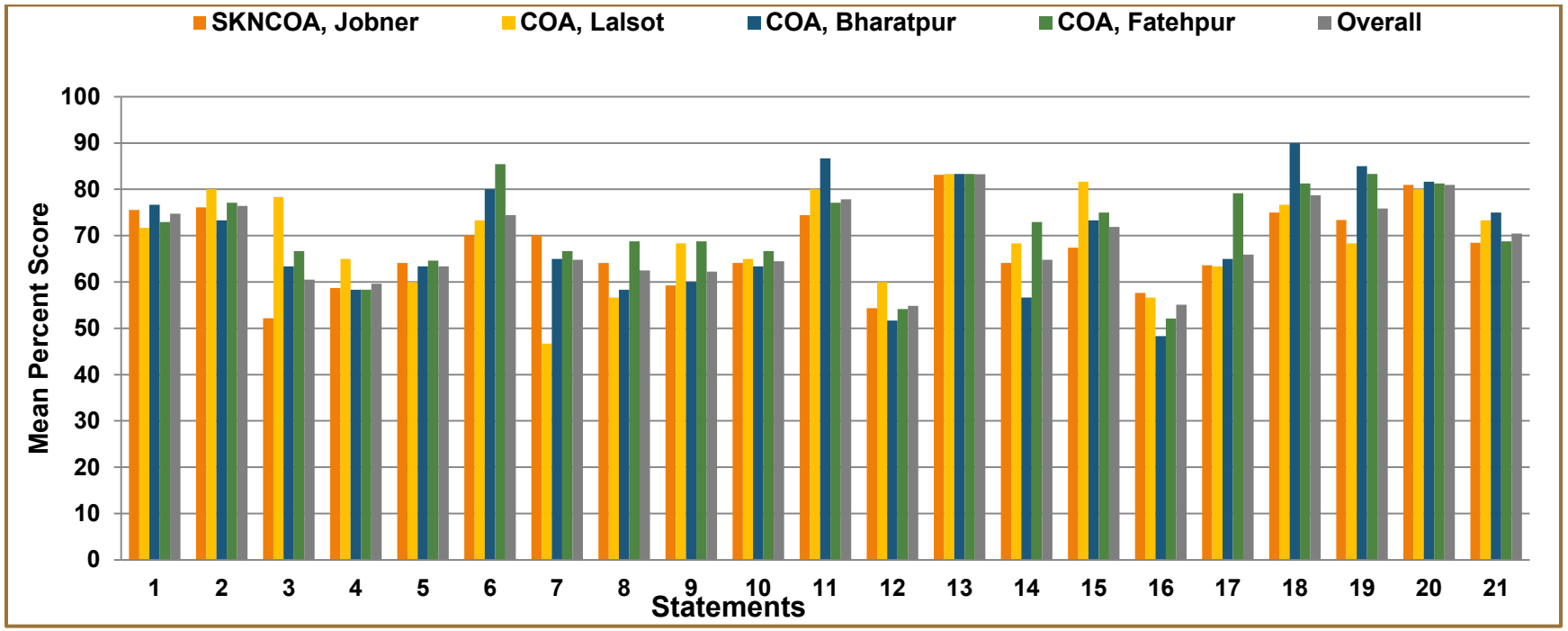



**Figure-4.2.3: Distribution of students according to their self confidence**

**Statements:-**

1. I feel confident about my abilities
2. I'm worried about whether I'm regarded as successful or failure
3. I feel frustrated about my performance
4. I feel satisfied with the way my body looks right now
5. I feel trouble in understanding the things that I read
6. I feel that others respect me
7. I'm dissatisfied with my weight
8. I feel self-conscious
9. I feel myself as smart as others
10. I feel unhappy with myself
11. I feel good about myself
12. I'm worried about what other people think of me
13. I feel confident that I understand things
14. I feel inferior to others at this moment
15. I feel unattractive
16. I feel concerned about the impression I'm making
17. I think I've less scholastic ability right now than others
18. I'm worried about looking foolish
19. I feel that I have a number of good qualities
20. I take a positive attitude toward myself
21. On the whole, I am satisfied with myself

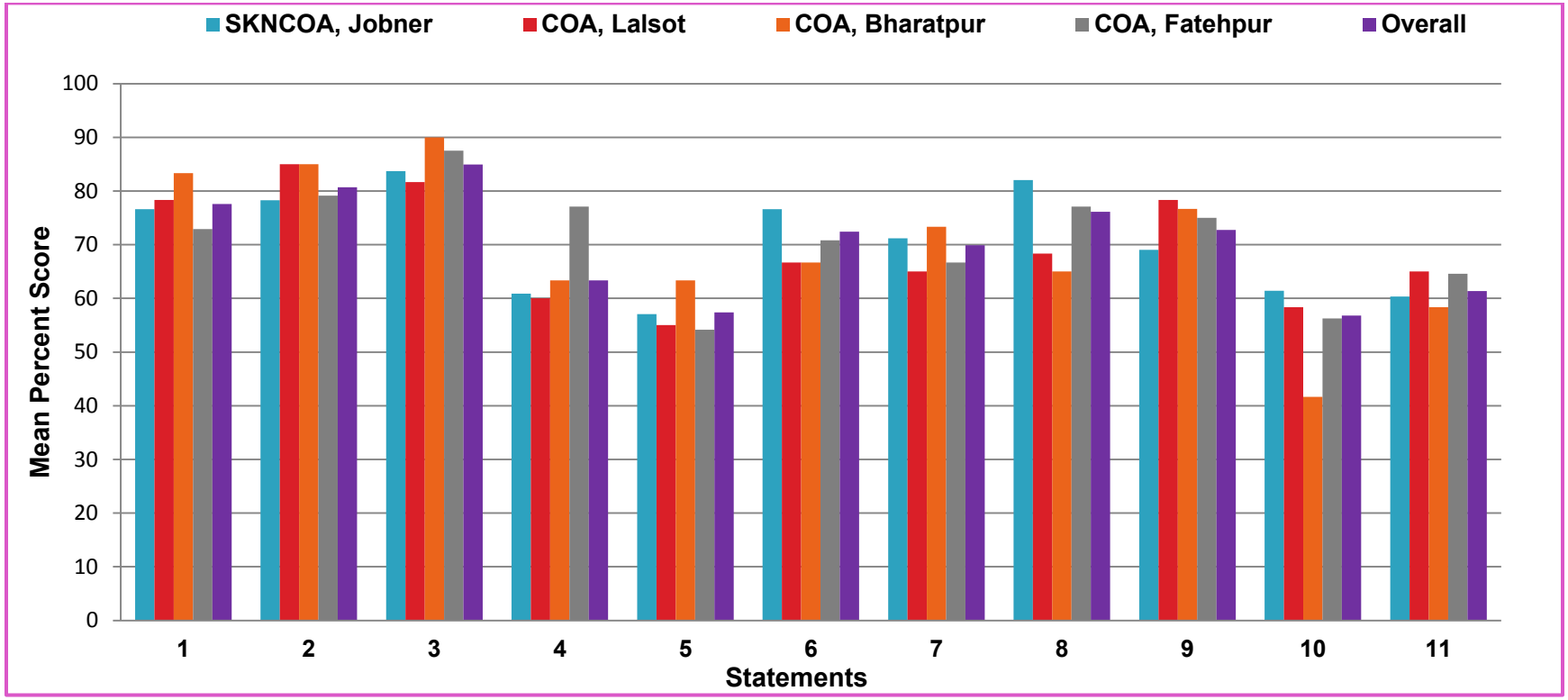



**Figure-4.2.4: Distribution of students according to their written communication skills**

**Statements:-**

1. I can clearly express myself while writing
2. I think in advance about what I want to say
3. I gather, analyze and arrange my information in a logical sequence
4. I develop my argument in a logical way
5. I can condense information/produce concise summary notes
6. I can adapt my writing style for different audiences
7. I can develop my ideas easily in writing
8. I enjoy finding the right words when writing
9. I excel at technical reports and papers writing
10. I prepare presentation material to deliver my message
11. I am good with email etiquette

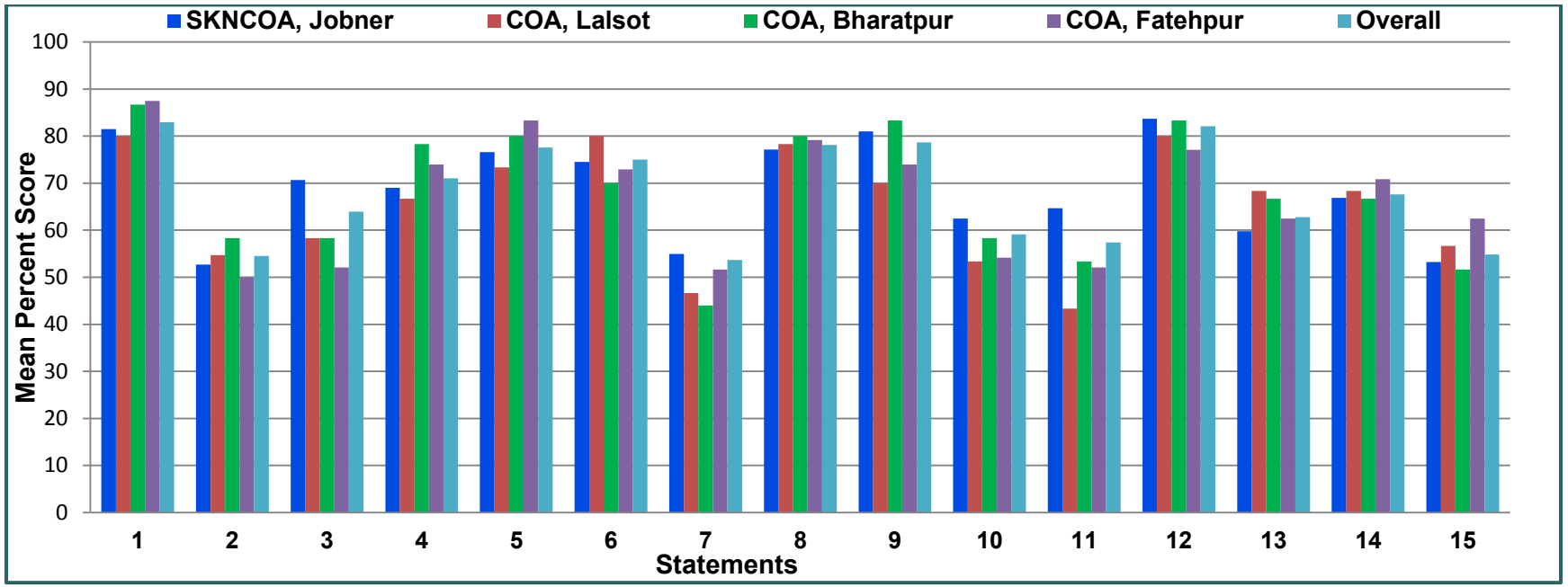



**Figure-4.2.5: Distribution of students according to their verbal communication skills**

**Statements:-**

1. I express my ideas clearly and confidently in speech
2. I maintain eye-to-eye contact with my audience
3. I am confident in my articulation
4. I am perceptive of the audiences' reaction
5. I can clarify and summarize what others are communicating
6. I help others to define their problems, Not interrupting
7. I can keep business telephone calls to the point
8. I think up interesting ways to put across my message to groups
9. I can successfully build a rapport with my audience
10. I am receptive to new ideas
11. I commit to being truthful
12. I respect other person's point of view
13. I present a good personal image
14. I smile while I communicate
15. I handle disagreements with tact

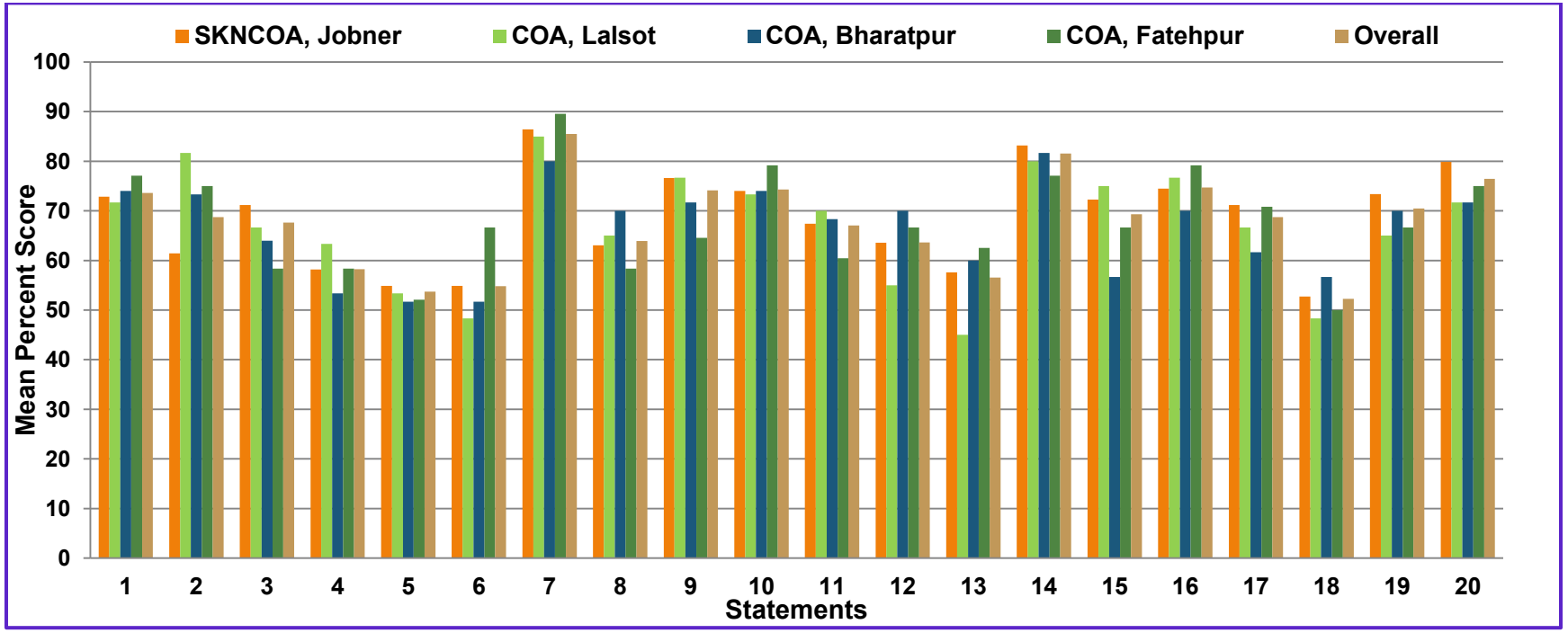



**Figure-4.2.6: Distribution of students according to their teamwork**

**Statements:-**

1. I know how to get along with others
2. I feel better working alone than in groups
3. I have my goals in life well written down on paper
4. Constructive feedback is given by the team
5. I take offence and disagree with people easily when they have different opinions
6. I love to argue and prove my point
7. I take initiative in decision making process and problem solving
8. I plan to succeed, I do not stumble over success
9. People say I speak harshly
10. I request support from friends to complete a difficult task that I cannot handle properly
11. My team's mission is of greater value than the goals of individual team members
12. I can anticipate the needs of team members
13. I take time to discuss with team members plans for each patient
14. I offer assistance to team member who may be too tired or stressed to perform a task
15. I involves in solution of conflicts between team members
16. I prefer to work with team members who ask questions about information I provide
17. My team works well with other teams
18. Team functioning doesn't interfere with getting my job done
19. Team members trust each other
20. I am pleased to be in a team

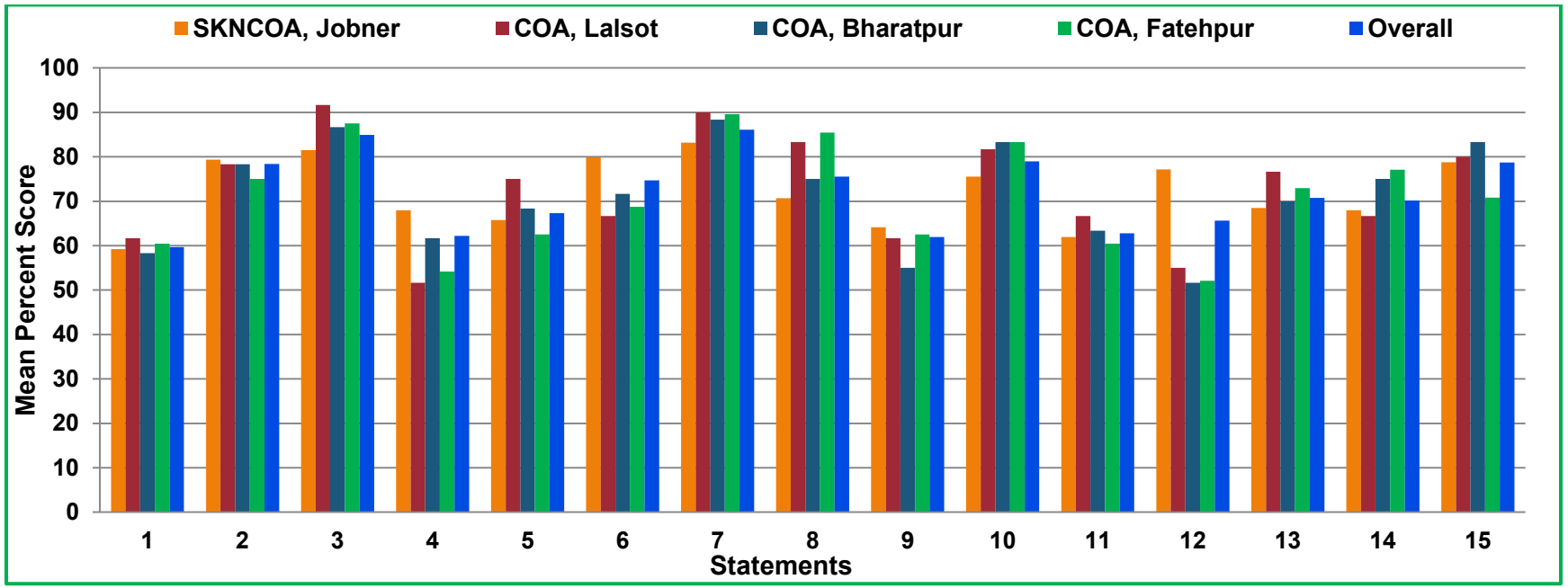



**Figure-4.2.7: Distribution of students according to their problem solving skills**

**Statements:-**

1. I resolve problems with time
2. When faced with a difficult personal problem, it is better to yourself rather than to follow the advice of others
3. I value other people's help and advice when making important decisions
4. In general, I do not like to ask other people to help me to solve problems
5. I prefer to make decisions on my own, rather than with other people
6. I try to resolve time conflicts as quickly as possible
7. I like to get advice from my friends and family when deciding how to solve my personal problems
8. I prefer to consult with others before making important decisions
9. I usually find other people's advice to be the most helpful source of information for solving my problems
10. I would rather struggle through a personal problem by myself than discuss it with a friend
11. I do not like to depend on other people to help me to solve my problems
12. I usually prefer to ask other people for help rather than to try to solve problems on my own
13. I plan ahead to avoid problems
14. I use problem solving skills to overcome on my difficulties
15. I am satisfied with myself that I found solutions of my problems

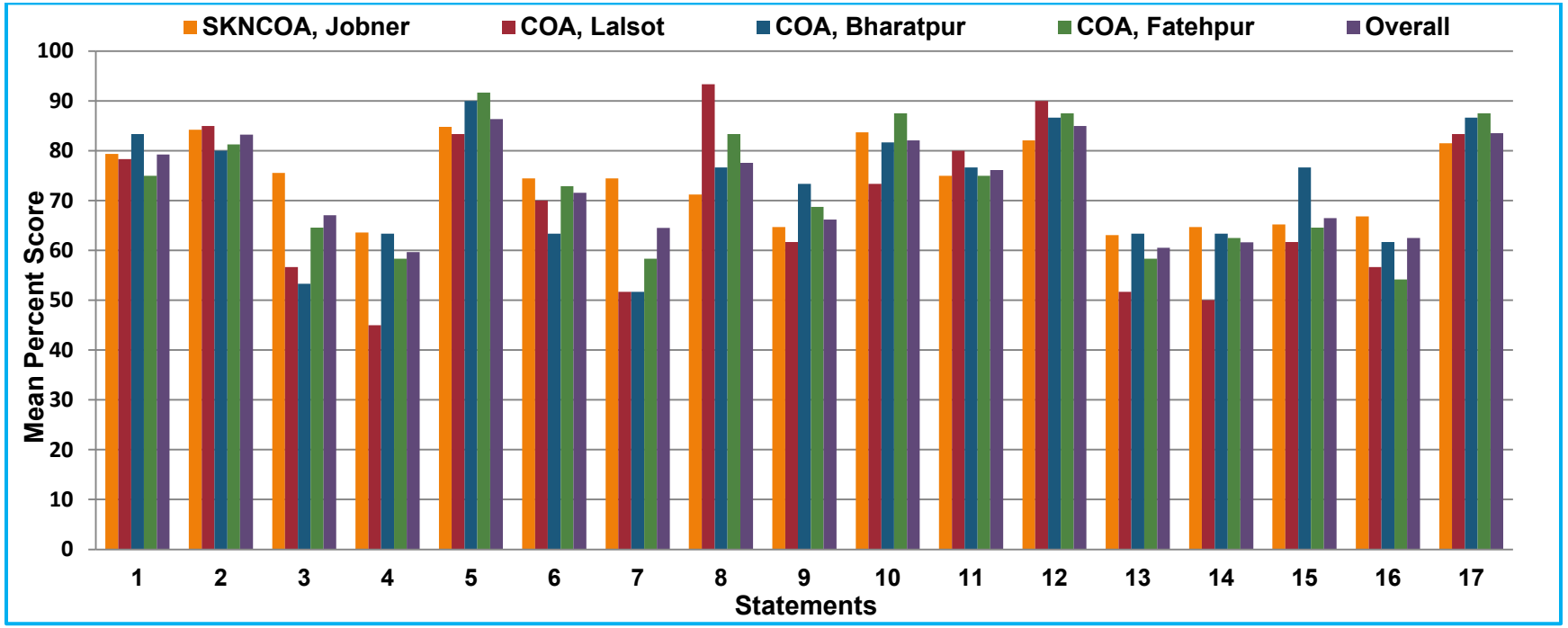



**Figure-4.2.8: Distribution of students according to their leadership traits**

**Statements:-**

1. My character inspires confidence in others and rally them to a common purpose
2. I am more concerned about making others feel good about themselves than in making them feel good about me
3. I think about others and their concerns before thinking of myself
4. It is not what I say but I say it that matter most
5. I can speak clearly and people are motivated to take action
6. I can be afraid but I take the next thing that comes along
7. I am not easily distracted
8. When I have concentration but no priorities I have excellence without progress
9. My candle losses nothing when it light others
10. I know what I want and push myself to act
11. I encourage my friends
12. I know how to get along with others
13. As a Leader, I should create informal opportunities for team members to share information
14. As a Leader, I promote participation of the team members in key decisions
15. I focus on building team's technical and interpersonal skills
16. I coach and support individual team member
17. I feel that I am an effective leader

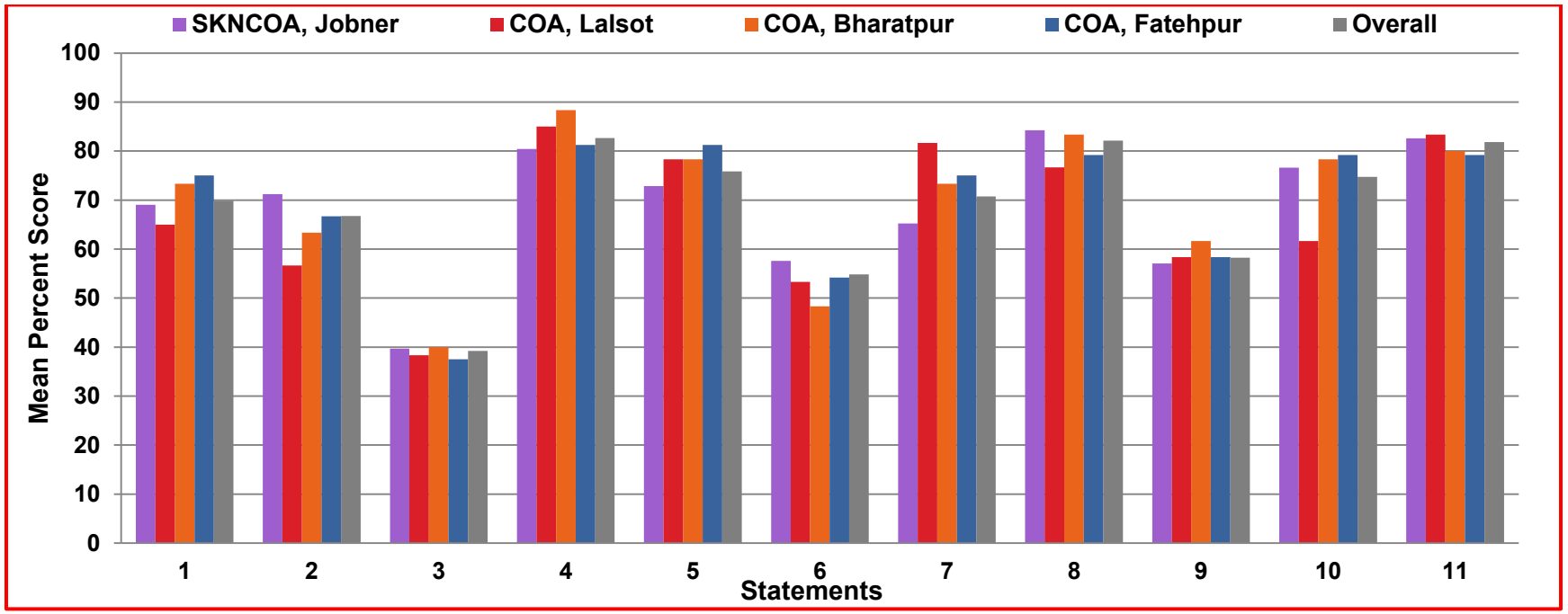



**Figure-4.2.9: Distribution of students according to their optimistic bahaviour**

**Statements:-**

1. In uncertain times I usually expect the best
2. It's easy for me to relax
3. If something can go wrong for me, it will
4. I'm always optimistic about my future
5. I enjoy my friends a lot
6. It's important for me to keep busy
7. I hardly ever expect things to go my way
8. I don't get upset too easily
9. I rarely count on good things happening to me
10. Overall, I expect more good things to happen to me than bad
11. I always believes in that God helps those who helps themselves

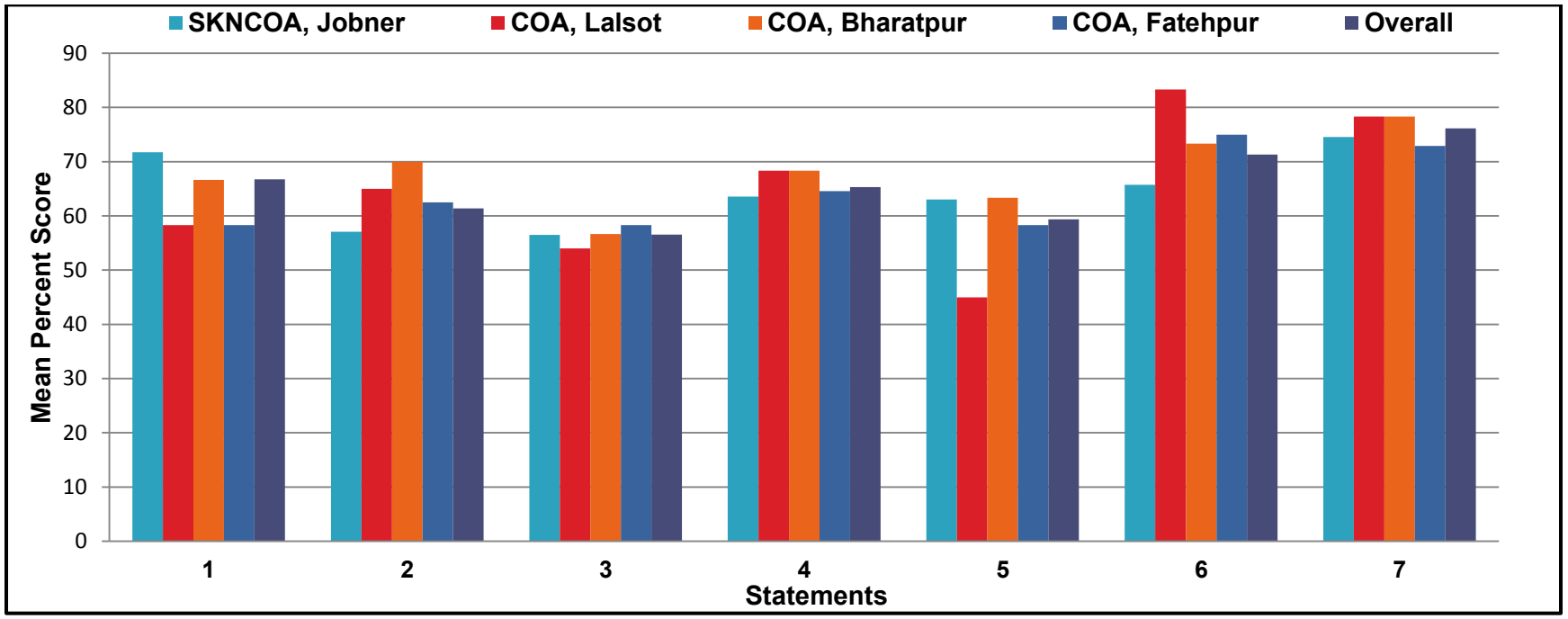



**Figure-4.2.10: Distribution of students according to their competitive orientation**

**Statements**

1. The key points of success in any research should not be divulged to other research scholars
2. A better research in comparison to the fellow researcher's brings in more prestige
3. It is of no use to keep information about what the other scholars are doing
4. A research competition should be organized for all important aspects of their research
5. Better research provides ample opportunities for recognition by the extension officers
6. It is not good for any research scholar to become too ambitious
7. I always try to be competitive in doing my research work

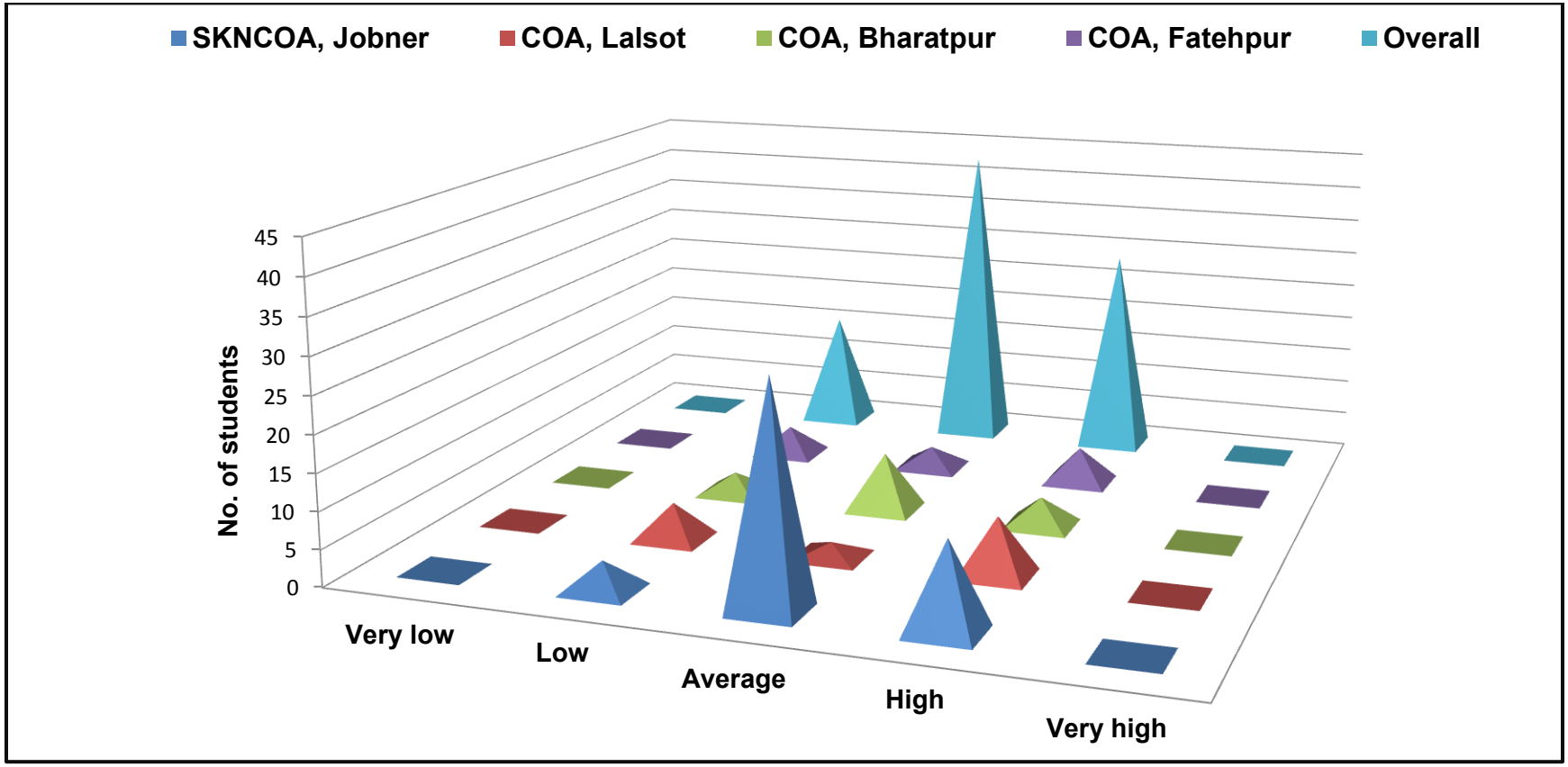



**Figure-4.2.11: Distribution of students according to their Information Communication Technology skills (ICT)**

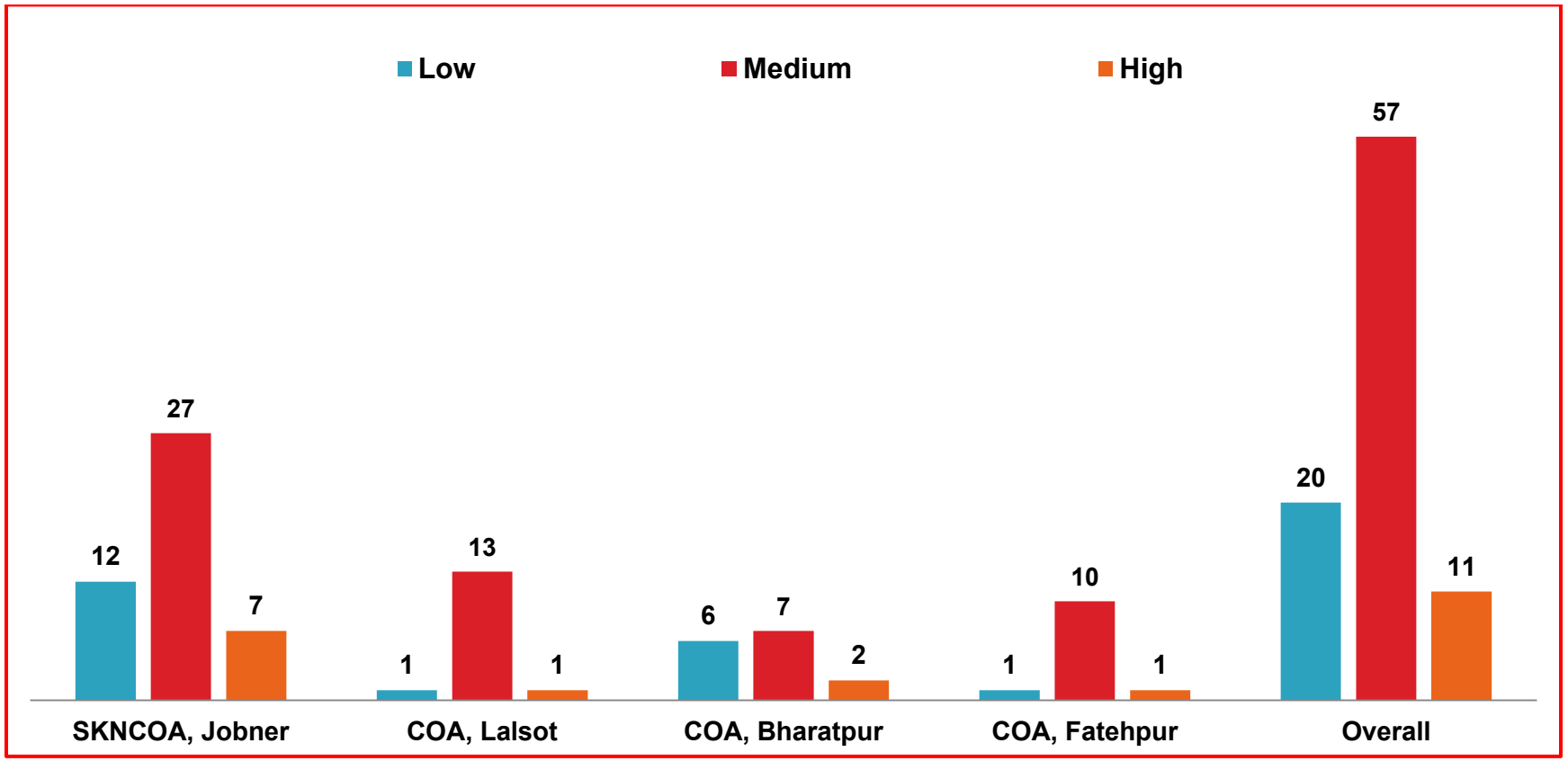



**Figure-4.2.12: Distribution of students according to gaps in Soft Skills**

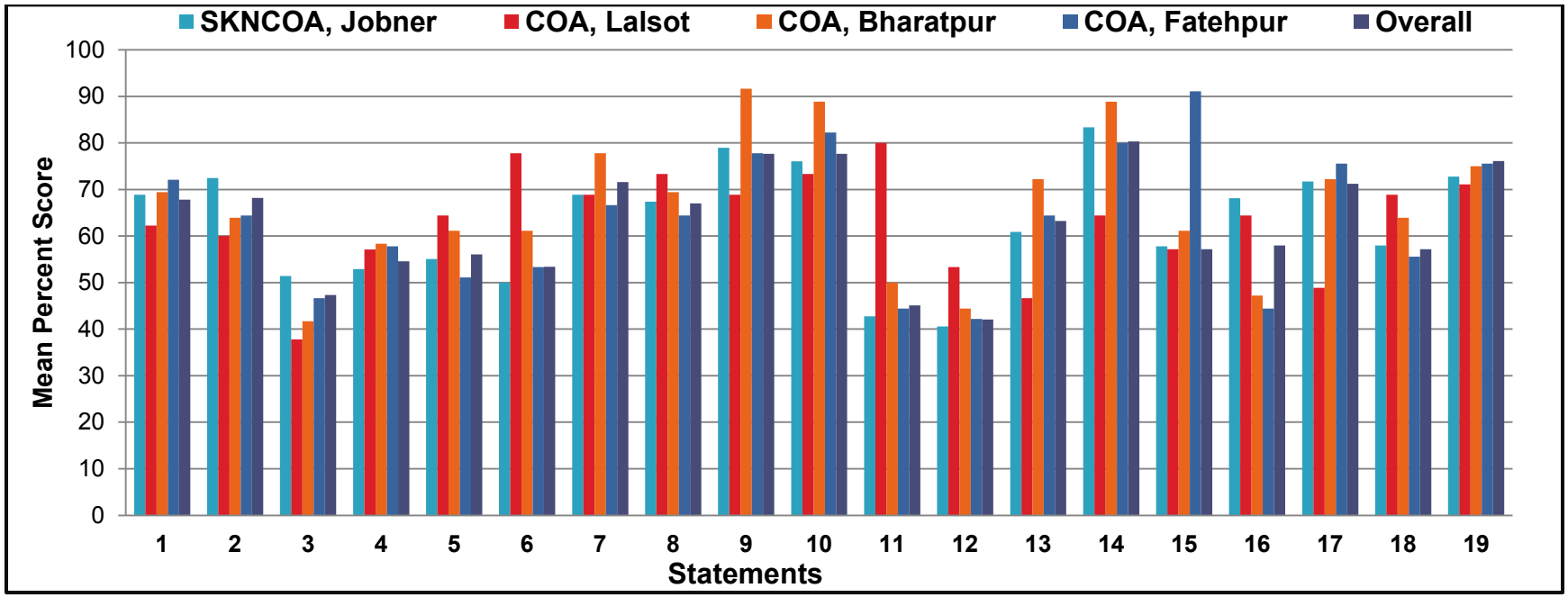
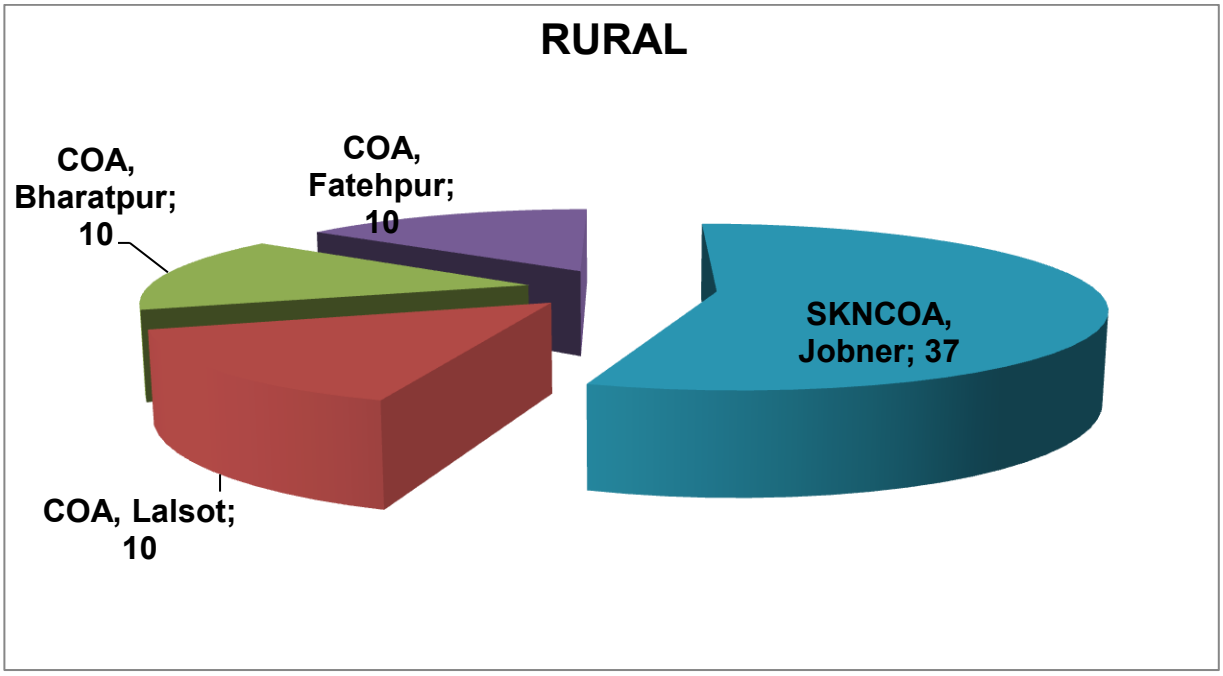



**Figure-4.4: Constraints faced by the students in development of soft skills**

**Statements**

1. Lack of Soft Skill generating aptitude among teachers involved in agricultural education
2. Higher agricultural education more theoretical and less practical oriented
3. Lack of pleasant and supportive atmosphere for develops Soft Skills in Institution
4. Lack of expected level of realization to develop Soft Skills among the students by the teachers
5. Lack of expected level of well qualified teaching staff with expected teaching skills
6. Inadequate language competency in English language among the students
7. Improper orientation from academic institutions about develops Soft Skills
8. Frequent change in the need to bridge the recent emerging avenues in agriculture research creates a problem
9. Education system does not provide platform to build necessary confidence among the students to face the job competition
10. Improper guidance of the students by the advisor
11. Low level of realization to have self-motivation among the students to develop Soft Skills
12. Deterioration in quality of the agricultural education
13. Lack of proper funding to the agricultural institutions to provide better facilitated education to develop Soft Skills
14. Course curriculum not meeting the diversified needs of the prevailing agricultural situation
15. Lack of needed updated competency in using IT and related components by the students
16. Improper learning situation provided to the students
17. Lack of academic moral values among students
18. Poor involvement of the students in learning process
19. Lack of interest among the students to develop Soft Skills



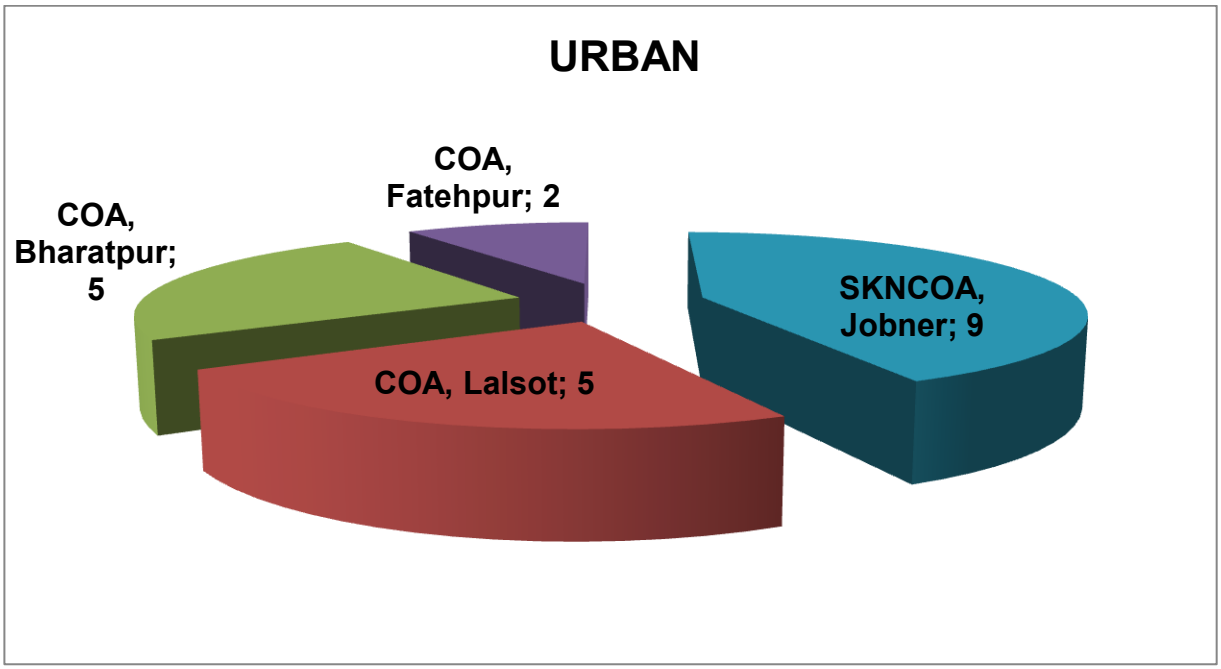
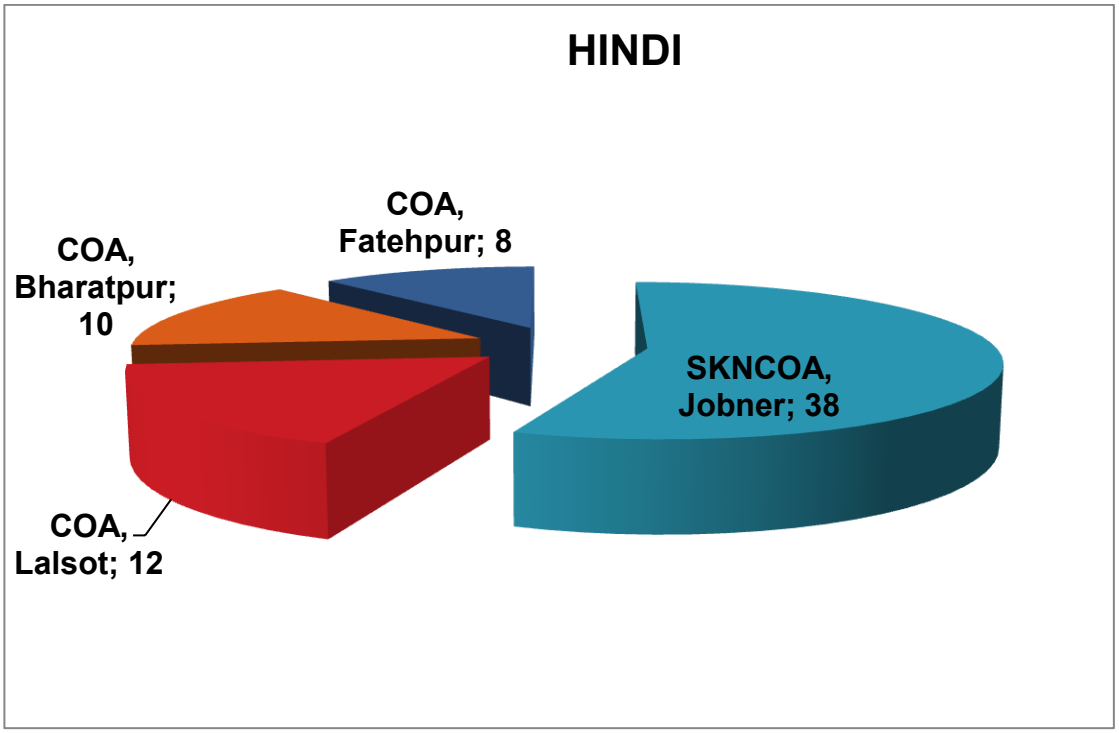




**Figure-4.1.1.1: Distribution of students according to native place**



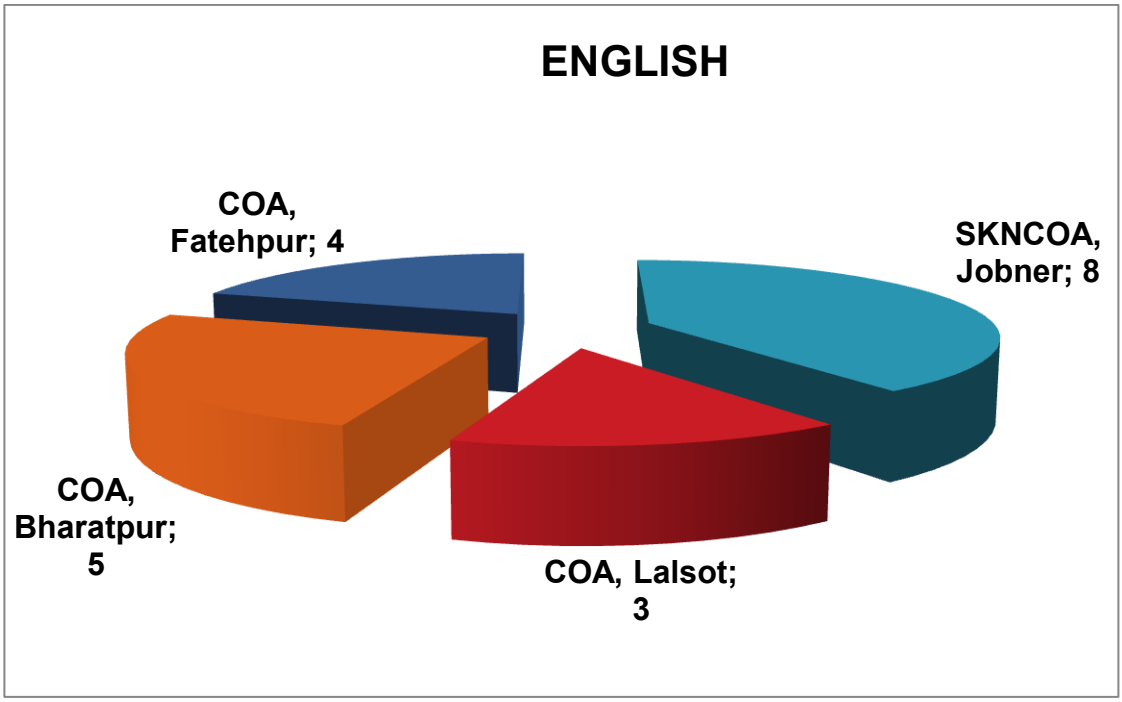




**Figure-4.1.2.2: Distribution of students according to medium of instruction**

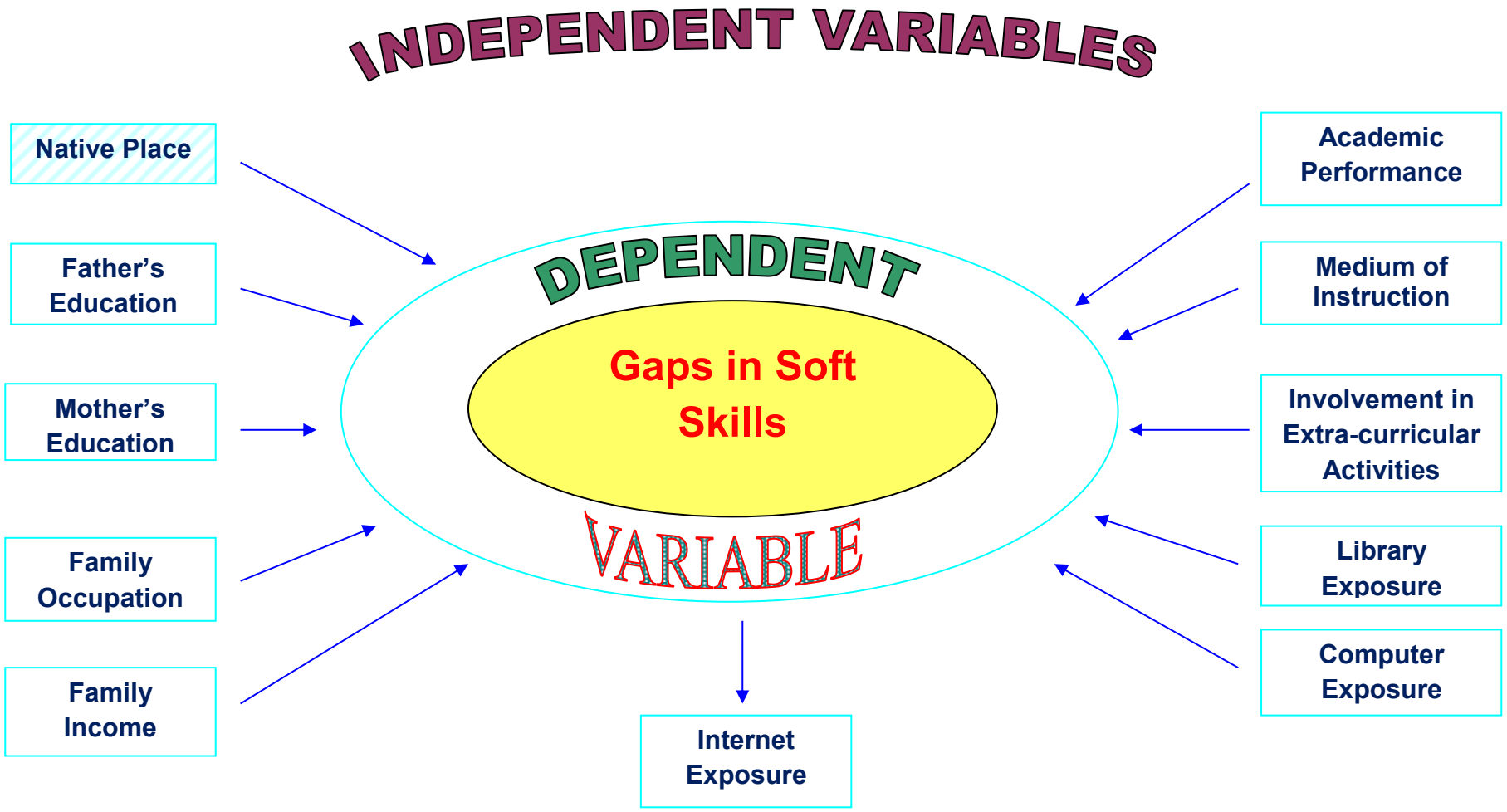



Fig. 3.1 Tentative paradigm showing dependent and independent variables

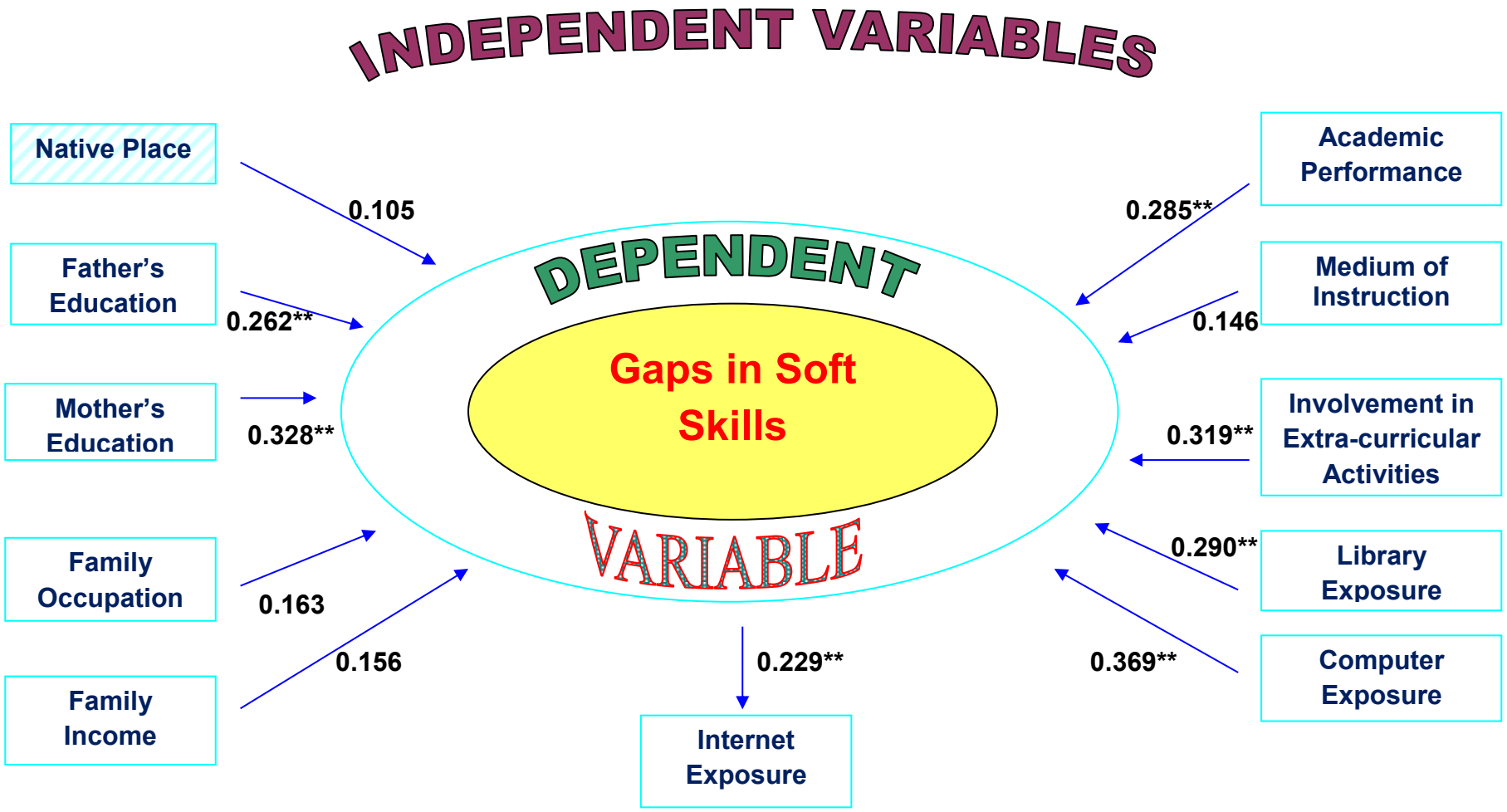



Fig. 4.3 Final paradigm showing dependent and independent variables