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Constraints faced by the students of SKNAU, Jobner in development of soft skills

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Abstract

Soft skills involve personality traits, personal habits, social graces, friendliness, facility with language and optimism that mark human beings to various degrees than others. The study was conducted to find out gaps in Soft Skills among the students. This paper assessed the constraints faced by the students in development of soft skills by the final year college students in four constituent colleges of Sri Karan Narendra Agriculture University, Jobner. A total of 88 (59 boys and 29 girls) final year students from SKNAU, Jobner were selected by using 50 per cent sampling, randomly. The data were accumulated through well-developed personal interview schedule. Shows that "Course curriculum not meeting the diversified needs of the prevailing agricultural situation" was the foremost constraints with 80.30 MPS faced by the students of SKNAU, Jobner and "Deterioration in quality of the agricultural education" was the least severe constraint with 42.80 MPS faced by the students.

Keywords: Soft skill, constraints, students

Introduction

Human Resource Development is the process of helping people to achieve their goals by providing the resources they need. It contracts with the both method of competency improvement in individuals and creation of conditions to assist individuals to apply these competencies for their required advantage and for that of others. The most important element in any organization is its human capital. Any organization is manufactured from individuals and its fulfillment depends basically on the capabilities of the human assets and on the kind of collaboration they are capable to establish. Human capital is at that point, an essential component for any organisation and the quality of it profoundly influences the comes about that the company can accomplish.

Communication skills, time management, decision making, optimism, problem solving, self-awareness is a number of the essential competencies that personnel of an organisation need to own, all these constitute to represent 'soft skills'. The need for developing the Soft Skills of agrarian graduates is consequently the need of the hour. Agriculture is reforming, and with it, a revised set of capabilities is wanted to deal with new demanding situations in agriculture. As states of mind, desires and employment in agriculture have changed, there is evidence that the skills and competencies of undergraduates do not meet the needs of today's agricultural segment. The new professional ought to, for example, be higher capable to work throughout distinct disciplines and in partnership with different stakeholders, recognize the value

chain and capability for benefit and business at distinctive stages. With increased attention to holistic and multi-disciplinary strategies to tending to challenges, agricultural professionals are expected to be able to coordinated knowledge and practices from outdoor of their discipline and work within the multi-functionalities area of agriculture. As we circulate away from "business as usual" we ought to combine this new manter of thinking into academic establishments and agricultural curricula. The modem agricultural zone needs that technical vocational faculties or institutes produce exceptionally better skilled personnel who can manipulate a variety of farms and production units, service market chains, run processing enterprises, manage and restore farm and processing equipment and so on. (Choudhary, 2011) ^[1]. Higher soft skills play an awfully imperative part in this energetic Agriculture growth. If one has were given soft skills then definitely, he may be capable of set up themselves as distinct amongst other job seekers.

Methodology

The investigation was conducted in constituent colleges of Sri Karan Narendra Agriculture University, Jobner namely SKNCOA, Jobner, COA, Lalsot, COA, Bharatpur and COA, Fatehpur. From each constituent college, students studying in B.Sc. (Ag.) Final were selected. 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. The data were collected

through structured interview schedule. The data was statistically analyzed using suitable statistical tool mean percent score.

Results and Discussion

The data in Table 1 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).

Table 1: Constraints faced by the students in development of soft skills

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

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 and 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) ^[4], Mishra (2016) ^[3] and David *et al.* (2017) ^[2].

Conclusion

The analysis of the constraints faced by students in developing soft skills across different agricultural institutions reveals several critical areas for improvement. The most prominent constraint identified overall was the inadequacy of the course curriculum in meeting the diverse needs of the prevailing agricultural situation. This indicates a significant gap between educational content and the practical skills required in the field, suggesting an urgent need for curriculum reform to better align with industry demands. Additionally, the lack of platforms to build confidence and the insufficient guidance provided by advisors emerged as significant barriers, highlighting the need for enhanced support systems within institutions.

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