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Academic status and achievements of agricultural graduates: Exploring academic trends

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Abstract

The study was conducted to analyze the academic status and achievements of agricultural graduates under Indira Gandhi Krishi Vishwavidyalaya (IGKV), Raipur, Chhattisgarh. The investigation covered 33 constituent and 15 affiliated colleges, encompassing three academic sessions (2020-21, 2021-22, and 2022-23). From a total of 7,208 graduates identified through the IGKV Management Information System (MIS), 714 graduates were selected as respondents through a pre-tested interview schedule and an online questionnaire. The study revealed that a majority of the respondents had specialized in B.Sc. Agriculture, followed by B.Sc. Horticulture. Most graduates pursued their degree from government colleges and more than fifty percent of them studied through Hindi medium. A large section resided in hostels during their academic period. In terms of academic achievement, 45.24 percent of graduates secured marks in the 75-80 percent range, while only 3.09 percent obtained more than 85 percent. Female students demonstrated slightly higher performance in upper grade brackets. Moreover, a vast majority did not hold any additional qualification beyond their undergraduate degree. The results indicate a strong concentration of students in the upper-middle academic performance range and highlight the dominance of B.Sc. Agriculture as the preferred course of study. The findings provide valuable insights into the academic characteristics of agricultural graduates, which may guide future improvements in agricultural education and skill development strategies.

Keywords: Academic status, academic achievement, degree, medium of education

Introduction

Agricultural education plays a vital role in strengthening the human resource base of the agricultural sector, which remains the backbone of India's rural economy. It not only equips students with scientific and technical knowledge but also nurtures their capacity to innovate, adapt and lead in an era of rapidly changing agri-food systems. The quality and achievements of agricultural graduates serve as a strong indicator of the effectiveness of agricultural education in meeting the emerging challenges of food security, sustainability and rural development. In recent years, agricultural universities have undergone significant expansion and curriculum reforms to align education with modern technologies, climate resilience and agribusiness opportunities. However, the academic status and performance of graduates vary widely due to factors such as institutional environment, socio-economic background and access to learning resources. Assessing the academic profile and achievements of agricultural graduates is therefore essential to understand the current educational standards, strengths and areas that require improvement. Chhattisgarh, being a predominantly agrarian state, has witnessed notable developments in agricultural higher education through

institutions like Indira Gandhi Krishi Vishwavidyalaya (IGKV) and its affiliated colleges. The state's agricultural graduates represent a diverse pool of talent contributing to extension services, research, agripreneurship, and rural transformation. Understanding their academic status provides valuable insights into how effectively the educational system prepares them for future professional and societal roles. The present study, "Academic Status and Achievements of Agricultural Graduates: Evidence from Chhattisgarh," aims to analyze the educational background, academic performance and related accomplishments of agricultural graduates of IGKV Raipur. It focuses on mapping their academic status and achievements to present a comprehensive picture of the academic profile of graduates in the state.

Materials and Methods

The present study was conducted at Indira Gandhi Krishi Vishwavidyalaya (IGKV), Raipur, Chhattisgarh, which comprises a total of 33 constituent colleges—including 22 Agricultural Colleges, 7 Horticultural Colleges, 2 Agricultural Engineering Colleges, 1 Food Technology College, and 1 Forestry College—along with 15 affiliated

colleges (9 Agricultural, 4 Horticultural, and 2 Agricultural Engineering Colleges). The study encompassed all constituent and affiliated colleges under IGKV during the 2021-22 academic session. Agricultural graduates from IGKV were considered as the target population, covering three academic sessions (2020-21, 2021-22, and 2022-23). As per the records obtained from the IGKV Management Information System (MIS), a total of 7,208 agricultural graduates were identified and approached to ensure comprehensive coverage. Out of these, 714 graduates participated in the study by providing complete responses through structured interview schedules and questionnaires. Among them, 600 respondents were interviewed using a pre-tested interview schedule, while 114 graduates submitted their responses through an online questionnaire administered via Google Forms.

Results and Discussion

A. Academic Status

- Degree obtained:** Agricultural graduates were classified according to their undergraduate specialization. As shown in the table 1, majority of the respondents (62.89%) pursued B.Sc. Agriculture, while 37.11 percent specialized in B.Sc. Horticulture. The findings reveal that B.Sc. Agriculture emerged as the most preferred undergraduate program among agricultural graduates. This dominance may be attributed to the wider scope, diversified career opportunities and greater institutional availability of Agriculture programs in comparison to other disciplines. Meanwhile, a considerable proportion of students opted for Horticulture, reflecting an increasing inclination toward this sub-sector, which holds significant promise due to its commercial viability and export potential.
- Type of college in UG:** On the basis of type of college attended during their undergraduate studies, agricultural graduates were classified into two categories i.e. government and private colleges. Their distribution is presented in Table 1. The data indicates that a majority of the respondents (69.33%) pursued their UG degree from government colleges, while only 30.67 percent of agricultural graduates studied in private colleges. This can be attributed to two key factors. Firstly, the number of seats available in government agricultural colleges is generally higher as compared to private institutions, leading to greater enrollment. Secondly, a considerable portion of the respondents in this study comprises M.Sc. pursuing students, who typically qualify from government colleges due to better academic infrastructure and competitive entrance procedures. This explains the skewed proportion in favor of government institutions in the sample.
- Medium of education in UG:** Understanding the medium of education in UG is essential as it directly influences the comprehension of technical knowledge, communication skills, and confidence in professional settings. The respondents were categorized based on the medium of education used during their undergraduate (UG) degree programs. The distribution of respondents based on their medium of education is presented in Table 1. The findings indicate that a slightly higher proportion of respondents (55.18%) pursued their UG

studies in Hindi, while the remaining 44.82 percent pursued their UG in English. This shows a relatively balanced representation of both mediums, with a modest dominance of Hindi. There are two key reasons behind the higher number of respondents with Hindi as their medium of education. Firstly, a significant number of the respondents completed their schooling from government schools, and in Chhattisgarh, most government schools primarily use Hindi as the medium of instruction. Secondly, as revealed in their residential background, a considerable portion of the respondents come from rural areas, where exposure to the English language is generally limited due to lack of resources, environment, and practice.

- Residence during study period:** The residential arrangement of students during their study period plays a crucial role in shaping their academic experience and social development. Based on their living situation, respondents were categorized as hostellers or day scholars, with the latter further divided into those staying in own houses and those living in rented accommodation. The detailed distribution is presented in Table 1. Table 1 indicates that majority of respondents (72.96%) were hostellers, indicating that a significant portion of the respondents stayed in college-provided hostel facilities. Among day scholars, 6.60 percent resided in their own houses, while 20.44 percent lived in rented houses during their academic period. This trend can be attributed to the fact that a large number of respondents are enrolled in government agricultural colleges, which generally provide hostel facilities at affordable costs. As a result, students, especially those from rural or economically modest backgrounds, prefer staying in hostels to reduce financial burden and avoid the hassle of managing independent accommodation.

B. Academic Achievement

- Marks obtained in UG degree:** To assess the academic performance of agricultural graduates, they were categorized based on their marks obtained in the undergraduate degree. The respondents were grouped in to five distinct percentage ranges. The distribution of agricultural graduates according to these categories is presented in Table 2, providing a clear picture of their academic standing. Furthermore, a gender-wise comparison of marks obtained by agricultural graduates has been illustrated in Fig 1 to understand the performance trends among male and female agricultural graduates. The results reveal that a major proportion of the agricultural graduates (45.24%) secured percentage in the range of 75% to 80%, indicating a strong academic performance among a large portion of the graduates. This is followed by 28.85 percent who fell in the 70 to 75 percent range and 14.28 percent who fell in the 80 to 85 percent range. Only a small proportion (3.09%) achieved percentage more than 85%, while 8.54% scored less than 70%, reflecting relatively lower academic achievement. These findings highlight the overall moderate to high academic performance of agricultural graduates, which could influence their employability and competency. Academic achievement, as reflected through their percentage, can serve as a

useful indicator of a graduate's theoretical knowledge base and learning capacity, which are essential for professional success in the agriculture domain. The scatter plot illustrates that highest concentration of data points is observed in the top-left and top-right quadrants, indicating that a significant number of students scored between 75% and 80%, and less than 75%. Comparatively fewer students are present in the lower-right quadrant (More than 85%), suggesting that only a limited portion of the student population achieved high distinctions. It is also evident that female students (red markers) are relatively more present in higher-scoring quadrants, particularly in the 80%-85% and >85% ranges, implying better academic performance among females in higher mark brackets. The plot offers insight into both performance distribution and gender-wise academic trends among UG students.

- Other qualifications:** Apart from pursuing graduation in agricultural subjects, several agricultural graduates also obtained additional qualifications, as shown in Table 2. The data reveals that an overwhelming majority of agricultural graduates (97.89%) did not pursue any additional qualifications apart from their undergraduate degree. Only a very small proportion had other qualifications such as PGDCA (0.43%), B.Ed. (0.56%), and D.Ed. (1.12%). This indicates that most students either focused solely on their agricultural degree or had limited opportunities or interest in further academic diversification.

Table 1: Distribution of agricultural graduates according to their academic status in UG (n=714)

Sl. No.	Particulars	Frequency	Percentage
UG degree			
1.	B.Sc. (Ag.)	449	62.89
2.	B.Sc. (Horti.)	265	37.11
Type of college in UG			
1.	Government	495	69.33
2.	Private	219	30.67
Medium of education in UG			
1.	Hindi	394	55.18
2.	English	320	44.82
Residence during study period			
1.	Hosteller	521	72.96
2.	Day scholar	-	-
	a) Own house	47	6.60
	b) Rented house	146	20.44

Table 2: Distribution of agricultural graduates according to their academic achievements in UG (n=714)

Sl. No.	Particulars	Frequency	Percentage
Marks obtained in UG degree			
1.	Less than 70%	61	8.54
2.	70 - 75%	206	28.85
3.	75 - 80%	323	45.24
4.	80 - 85%	102	14.28
5.	More than 85%	22	3.09
Other qualifications after UG			
1.	None	699	97.89
2.	PGDCA	3	0.43
3.	B.Ed.	4	0.56
4.	D.Ed.	8	1.12

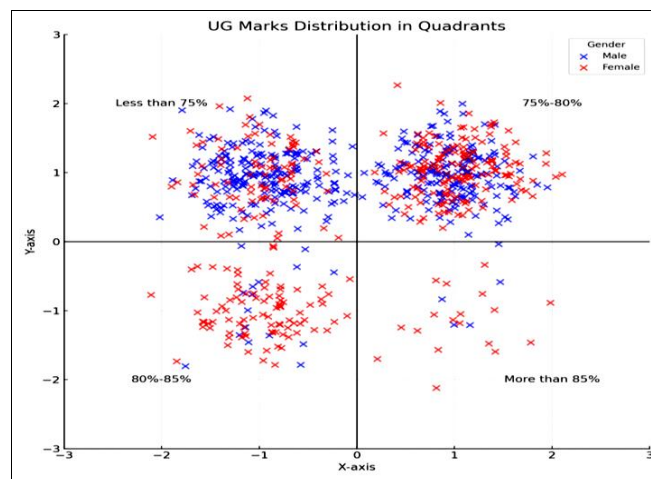


Fig 1: Gender-wise distribution of agricultural graduates according to their marks obtained in UG

Conclusion

The study clearly demonstrates that agricultural graduates of IGKV, Raipur possess a well-defined academic profile dominated by B.Sc. Agriculture specialization. The prevalence of government college enrollment and hostel residency highlights the accessibility and popularity of public institutions in agricultural higher education. The predominance of Hindi as the medium of instruction reflects the regional educational background of students, primarily originating from rural and government schooling systems. Overall academic achievement among the graduates was found to be moderate to high, with most students scoring between 70 and 80 percent, indicating a satisfactory level of academic competence. Female graduates showed comparatively better academic performance in higher mark ranges, signifying narrowing gender gaps in agricultural education. The minimal proportion of students with additional qualifications suggests that graduates tend to focus primarily on completing their core agricultural degrees. These findings underscore the strength of agricultural education in building competent human resources for the sector, while also emphasizing the need for continuous enhancement of academic support, language proficiency, and practical exposure to meet emerging challenges in agricultural development. Strengthening soft skills, promoting interdisciplinary learning, and expanding access to modern educational resources can further enhance the academic achievements and employability of agricultural graduates in the future.

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