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### Constraints and suggestions of the students undergoing agricultural diploma programme

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#### Abstract

Agricultural diploma is the programme that deals with the study of farming methodologies and the use of farming machinery. The study was conducted in three constituent agricultural diploma colleges of Acharya N.G. Agricultural University during 2021-22 to understand the constraints of the students undergoing agricultural diploma programme. The data was collected from a total of 90 respondents (30 from each agricultural diploma college) using structured interview schedule. The findings revealed key challenges in three main areas: administrative, facilities, and academic aspects. The top-ranked administrative constraint was the limited number of seats available for progression to B.Sc (Agri), identified by 90.00 percent of students. In the category of library, laboratory, and classroom facilities, inadequate study halls emerged as the primary concern, affecting 61.11 percent of respondents. Academically, the most significant issue was the low level of practical knowledge, highlighted by 80.00 percent of the students. To address these challenges, students suggested increasing the number of seats for B.Sc (Agri) as the most critical administrative improvement, with 85.56 percent support. For facilities, improving classroom amenities, including projectors and whiteboards, was the top recommendation, cited by 73.33 percent of students. Academically, the need for more experienced and trained teaching staff was emphasized by 81.11 percent of the respondents as the most important enhancement. These findings underscore the need for targeted interventions in all aspects to improve the overall educational experience for agricultural diploma students.

**Keywords:** Agricultural diploma, administrative, facilities, academic, students, constraints, suggestions

#### Introduction

Agriculture remains the backbone of many economies, particularly in developing regions where it is essential for food security, employment, and rural development. The role of agricultural education in equipping the next generation with the necessary skills and knowledge to sustain and advance this critical sector cannot be overstated. Agricultural diploma programs, in particular, are designed to offer practical, hands-on training that prepares students for immediate entry into the agricultural workforce. However, the effectiveness of these programs is often hindered by a range of constraints that affect the students' learning experiences and outcomes.

Agricultural diploma is the programme that deals with the study of farming methodologies and the use of farming machinery. The polytechnic in agriculture is the one of the basic and first step in agriculture education which aimed to provide enrolled collegians with knowledge, skill and experience, which are required to be assets in agriculture (James and Denis, 2015) [2].

In recent days many challenges faced by students in agricultural diploma programs, including outdated curricula, limited access to modern technology, inadequate practical

training opportunities, and financial constraints. These challenges are compounded by socio-economic factors such as rural backgrounds, which often limit students' exposure to advanced agricultural practices and technologies.

This study aims to get deeper understanding of students enrolled in agricultural diploma programs, with a particular focus on identifying the key constraints they face and exploring potential pathways for improvement. Understanding the constraints faced by students in agricultural diploma programs is crucial for improving the quality of education and ensuring that these programs effectively prepare students for future careers in agriculture. By identifying and addressing these challenges, educational institutions can enhance the overall learning experience, making it more relevant and supportive for students' academic and professional development. Hence, the study was undertaken with the objective to analyze the constraints and gather suggestions from students to improve the agricultural diploma programs.

#### Methodology

The present study was conducted in three constituent agricultural diploma colleges of Acharya N.G. Ranga

Agricultural University using an ex post facto research design. A proportional sample of 90 respondents was selected, with 30 students from each of the three diploma colleges. Data were collected through a structured personal interview schedule, which included items specifically designed to meet the study's objectives. The collected data were analyzed using frequency and percentage calculations, and ranks were assigned to the identified constraints and suggestions to draw meaningful conclusions.

## Results and Discussions

### Constraints faced by the students undergoing agricultural diploma education

A thorough analysis of data carried out to know administrative, library/laboratory/classroom facilities constraints, academic constraints faced by students of agricultural diploma college and results are presented in respective tables.

With respect to Agriculture diploma college Anakapalle, under administrative constraints, less no of seats to enter into B.Sc (Agri) (90.00%) as major constraint faced by students undergoing agricultural diploma programme. This was Ranked first among the four administrative constraints. Followed by high fee structure (66.67%) (RANK II), lack of non-availability of scholarship (43.33%) (RANK III), inadequate co-operation from non-teaching staff (33.33%) (RANK IV). Under library/laboratory/classroom facilities constraints, less than three fourth (73.33%) of students undergoing agricultural diploma programme perceived that lack of computer as major constraint. This was ranked first among the seven of library/laboratory/classroom facilities constraints. Followed by Lack of classroom facilities (70.00%) (RANK II), inadequate study halls (50.00%) (RANK III), lack of laboratory facilities (40.00 %) (RANK IV), lack of library facilities (23.33%) (RANK V), inaccessibility to e-journals and video conferencing facility (10.00%) (RANK VI), inadequacy of current editions of books (6.67%) (RANK VII). Under academic constraints, majority (86.67%) of students undergoing agricultural diploma programme perceived that low practical knowledge as major constraint. This was ranked first among the nine academic constraints. Followed by lack of experienced teaching staff (80.00%) (RANK II), less no of visits (76.67%) (RANK III), inadequate employment opportunities (63.33%) (RANK IV), lack of guest lecturers/ interaction with scientists (60.00%) (RANKV), medium of teaching is not in English (56.67%) (RANKVI), lack of career guidance (53.33%) (RANKVII), unavailability of study material handouts (36.67%) (RANKVIII), not providing academic information properly (26.67%) (RANK IX).

In case of agricultural diploma college, Garikapadu, under administrative constraints, less no of seats to enter into B.Sc (Agri) as major constraint faced by agricultural diploma students undergoing diploma programme (93.33%). This was ranked first among the four of administrative constraints. Followed by high fee structure (46.67%) (RANK II), lack of non-availability of scholarship felt (43.33%) (RANK III), inadequate co-operation from non-teaching staff (16.67%) (RANK IV). Under library/laboratory/classroom facilities constraints, more than half (76.67%) of students undergoing agricultural diploma programme perceived that lack of library facilities as major constraint. This was ranked first

among the seven of library/laboratory/classroom facilities constraints. Followed by inadequate study halls (66.67%) (RANK II), lack of classroom facilities (60.00%) (RANK III), lack of laboratory facilities (56.67%) (RANK IV), lack of computer lab (36.67%) (RANK V), inadequacy of current editions of books (23.33%) (RANK VI), inaccessibility to e-journals and video conferencing facility (20.00%) (RANK VII). Under academic constraints, majority (83.33%) of students undergoing agricultural diploma perceived that medium of teaching is not in English as major constraint. This was ranked first among the nine academic constraints. Followed by lack of experienced teaching staff (80.00%) (RANK II), low practical knowledge (73.33%) (RANK III), less no of visits (70.00%) (RANK IV), lack of career guidance (63.33%) (RANK V), not providing academic information properly (53.33%) (RANK VI), inadequate employment opportunities (50.00%) (RANK VII), lack of guest lecturers/ interaction with scientists (33.33%) (RANK VIII), unavailability of study material handouts (26.67%) (RANK IX).

Whereas, Agricultural diploma college, Maruteru under administrative constraints, less no of seats to enter into B.Sc (Agri) as major constraint faced by students undergoing agricultural diploma programme (86.67%). This was ranked first among the four administrative constraints. Followed by lack of non-availability of scholarship (50.00%) (RANK II), high fee structure (40.00%) (RANK III), inadequate co-operation from non-teaching staff (20.00%) (RANK IV). Under library/laboratory/classroom facilities, more than half (66.67%) of agricultural diploma students perceived that inadequate study halls as major constraint. this was ranked first among the seven library/laboratory/classroom facilities constraints. Followed by lack of computer lab (63.33%) (RANK II), lack of library facilities (60.00%) (RANK III), inadequacy of current editions of books (56.67%) (RANK IV), lack of laboratory facilities (46.67%) (RANK V), lack of classroom facilities (23.33%) (RANK VI), inaccessibility to e-journals and video conferencing facility (20.00%) (RANK VII). Under academic constraints, majority (80.00%) of agricultural diploma students perceived that low practical knowledge as major constraint. This was ranked first among the nine academic constraints, less no of visits (80.00%) (RANK II), followed by medium of teaching is not in English (73.33%) (RANK III), less of experienced teaching staff (70.00%) (RANK IV), inadequate employment opportunities (56.67%) (RANK V), lack of guest lecturers/ interaction with scientists (36.67%) (RANK VI), lack of career guidance (30.00%) (RANK VII), unavailability of study material handouts (33.33%) (RANK VIII), not providing academic information properly (26.67%) (RANK IX).

The total suggestions from all three colleges were pooled together and ranked. The results were then analyzed and explained based on the overall ranking. Table 1 showing administrative constraints, the results revealed that less no of seats to enter into B.Sc (Agri) was major constraint faced by students undergoing agricultural diploma programme (90.00), followed by high fee structure (51.11 %) (RANK II), lack of non-availability of scholarship (45.56 %) (RANK III), inadequate co-operation from non-teaching staff (23.33%) (RANK IV). The findings of the study are similar to the findings of Srivani, G. and Yadav, J. P. (2021) [3].

**Table 1:** Administration Constraints faced by the students undergoing agricultural diploma education

(n=90)

Sl. No.	Problems	Agricultural Diploma College, Anakapalle (n <sub>1</sub> =30)			Agricultural Diploma College, Garikapadu (n <sub>2</sub> =30)			Agricultural Diploma College, Marteru (n <sub>3</sub> =30)			Pooled		
		f*	%	Rank	f*	%	Rank	f*	%	Rank	f*	%	Rank
A.	Administration												
1	Inadequate cooperation from non-teaching staff	10	33.33	IV	5	16.67	IV	6	20.00	IV	21	23.33	IV
2	Fee structure is high	20	66.67	II	14	46.67	II	12	40.00	III	46	51.11	II
3	Less no of seats to enter into B.Sc. (Agri).	27	90.00	I	28	93.33	I	26	86.67	I	81	90.00	I
4	Non availability of scholarship	13	43.33	III	13	43.33	III	15	50.00	II	41	45.56	III

f- Frequency, \*- Multiple responses, %-Percent

Table 2 explained library/laboratory/classroom facilities constraints, the data shows that more than half (61.11%) of students undergoing agricultural diploma programme perceived that inadequate study halls was the major constraint which ranked first among the seven facilities listed followed by lack of computer lab (57.78%) (RANK

II), lack of classroom facilities (54.44%) (RANK III), lack of library facilities (53.33%) (RANK IV), lack of laboratory facilities (47.78%) (RANK V), inadequacy of current editions of books (27.78%) (RANK VI), inaccessibility to e-journals and video conferencing facility (13.33%) (RANK VII).

**Table 2:** Library/laboratory/classroom Facilities Constraints faced by the students undergoing agricultural diploma education

(n=90)

Sl. No.	Problems	Agricultural Diploma College, Anakapalle (n <sub>1</sub> =30)			Agricultural Diploma College, Garikapadu (n <sub>2</sub> =30)			Agricultural Diploma College, Marteru (n <sub>3</sub> =30)			Pooled		
		f*	%	Rank	f*	%	Rank	f*	%	Rank	f*	%	Rank
B.	Library/laboratory/classroom Facilities												
1	Lack of library facilities	7	23.33	V	23	76.67	I	18	60.00	III	48	53.33	IV
2	Inadequacy of current editions of books	2	6.67	VII	7	23.33	VI	16	53.33	IV	25	27.78	VI
3	Inadequate study halls	15	50.00	III	20	66.67	II	20	66.67	I	55	61.11	I
4	Inaccessibility to e-journals and video conferencing facility	3	10.00	VI	6	20.00	VII	3	10.00	VII	12	13.33	VII
5	Lack of laboratory facilities	12	40.00	IV	17	56.67	IV	14	46.67	V	43	47.78	V
6	Lack of computer lab	22	73.33	I	11	36.67	V	19	63.33	II	52	57.78	II
7	Poor classroom facilities	21	70.00	II	18	60.00	III	10	33.33	VI	49	54.44	III

f- Frequency, \*- Multiple responses, %-Percent

Table 3 indicated academic constraints, the results explained that majority (80.00%) of students undergoing agricultural diploma programme perceived low practical knowledge as major constraint followed by lack of experienced teaching staff (76.67%) (RANK II), less no of visits (74.44%) (RANK III), medium of teaching is not in English (71.11%) (RANK IV), inadequate employment opportunities

(56.67%) (RANK V), lack of career guidance (48.89%) (RANK VI), lack of guest lecturers/ interaction with scientists (43.33%) (RANK VII), not providing academic information properly (31.11%) (RANK VIII), unavailability of study material handouts (26.67%) (RANK IX). These results are in conformity with results of Dahake (2009) <sup>[1]</sup> and findings of Darko *et al.* (2016) <sup>[4]</sup>.

**Table 3:** Academics Constraints faced by the students undergoing agricultural diploma education

(n=90)

Sl. No.	Problems	Agricultural Diploma College, Anakapalle (n <sub>1</sub> =30)			Agricultural Diploma College, Garikapadu (n <sub>2</sub> =30)			Agricultural Diploma College, Marteru (n <sub>3</sub> =30)			Pooled		
		f*	%	Rank	f*	%	Rank	f*	%	Rank	f*	%	Rank
C.	Academics												
1	Lack of experienced teaching staff	24	80.00	II	24	80.00	II	21	70.00	IV	69	76.67	II
2	Not providing academic information properly	8	26.67	IX	16	53.33	VI	4	13.33	IX	28	31.11	VIII
3	Unavailability of study material handouts	11	36.67	VIII	8	26.67	IX	5	16.67	VIII	24	26.67	IX
4	Low practical knowledge	26	86.67	I	22	73.33	III	24	80.00	I	72	80.00	I
5	Less no of visits	23	76.67	III	21	70.00	IV	23	76.67	II	67	74.44	III
6	Lack of Career guidance	16	53.33	VII	19	63.33	V	9	30.00	VII	44	48.89	VI
7	Inadequate employment opportunities	19	63.33	IV	15	50.00	VII	17	56.67	V	51	56.67	V
8	Medium of teaching is not in English	17	56.67	VI	25	83.33	I	22	73.33	III	64	71.11	IV
9	Lack of guest lecturers/ Interaction with scientists	18	60.00	V	10	33.33	VIII	11	36.67	VI	39	43.33	VII

f- Frequency, \*- Multiple responses, %-Percent.

### Suggestions of students for improvement of agricultural diploma programme

The suggestions given by students for improvement of agricultural diploma programme were indicated from the below mentioned tables.

With respect to agricultural diploma college, Anakapalle it was observed that, under administration to increase the number of seats for B.Sc (Agri) was considered as most important suggestion by more than three fourth (86.67%) of students undergoing diploma programme. This suggestion ranked first among the four suggestions. Followed by suggestion to give prior information regarding fee structure (76.67%) (RANK II), to provide scholarships timely (50.00%) (RANK III), to build proper advisory system for providing academic information properly (33.33%) (RANK IV). For library/laboratory/classroom facilities the suggestion ranked first among the seven suggestions was accessibility to e-journals and video conferencing facility (80.00%) (RANK I) followed by classroom facilities like projectors, whiteboards should be improved (76.67 %) (RANK II), sufficient study halls should be established (70.00%) (RANK III), laboratory facilities should be improved with proper and necessary equipment (56.67%) (RANK IV), establishment of computer lab for student exposure (30.00%) (RANK V), recent editions of text books and reference books be made available (16.67%) (RANK VI), periodicals and magazines related to each should be made available regularly (13.33%) (RANK VII). For academic suggestions, number of visits per week should be increased was ranked first among seven suggestion given by students undergoing agricultural diploma programme (86.67%) (RANK I) followed by more experienced and trained teaching staff should recruited (80.00%) (RANK II), career guidance can be given by conducting guest lecturers/interaction with scientists (73.33%) (RANK III), more emphasis should be given on practical (66.67%) (RANK IV), lecture hangouts should be made available to the students (63.33%) (RANK V), medium of instruction should be in English (36.67%) (RANK VI), e-learning must be encouraged in teaching methods (30.00%) (RANK VII).

In case of agricultural diploma college, Garikapadu it was revealed that under administration to increase the number of seats for B.Sc (Agri.) was considered as most important suggestion by more than three fourth (80.00%) of students undergoing diploma programme. This suggestion ranked first among the four suggestions. Followed by suggestion to provide scholarships timely (63.33%) (RANK II), to give prior information regarding fee structure (46.67%) (RANK III), to build proper advisory system for providing academic information properly (40.00%) (RANK IV). For Library/laboratory/classroom facilities, the suggestion ranked first among the seven suggestions was laboratory facilities should be improved with proper and necessary equipments (76.67%) (RANK I) followed by classroom facilities like projectors, whiteboards should be improved (70.00%) (RANK II), establishment of computer lab for student exposure (63.33%) (RANK III), sufficient study halls should be established (56.67%) (RANK IV), recent editions of text books and reference books be made available (50.00%) (RANK V), Accessibility to e-journals and video conferencing facility (36.67%) (RANK VI),

periodicals and magazines related to each should be made available regularly (30.33%) (RANK VII). Under academic suggestions, more emphasis should be given on practical was ranked first among seven suggestion given by students undergoing agricultural diploma programme (86.67%) (RANK I) followed by career guidance can be given by conducting guest lecturers/interaction with scientists (80.00%) (RANK II), more experienced and trained teaching staff should recruited (76.67%) (RANK III), no of visits per week should be increased (70.00%) (RANK IV), e-learning must be encouraged in teaching methods (60.00%) (RANK V), lecture handouts should be made available to the student (53.33%) (RANK VI), medium of instruction should be in English (30.00%) (RANK VII).

Whereas, agricultural diploma college, Maruteru it was evident that under administration to increase the number of seats for B.Sc (Agri.) was considered as most important suggestion by majority (90.00%) of students undergoing agricultural diploma programme. This suggestion ranked first among the four suggestions. Followed by suggestion to build proper advisory system for providing academic information properly (60.00%) (RANK II), to give prior information regarding fee structure (53.33%) (RANK III), to provide scholarships timely (40.00%) (RANK IV). For Library/laboratory/classroom facilities constraints, the suggestion ranked first among the seven suggestions was classroom facilities like projectors, whiteboards should be (73.33%) (RANK I) followed by Sufficient study halls should be established (66.67%) (RANK II), recent editions of text books and reference books be made available (63.33%) (RANK III), establishment of computer lab for student exposure (56.67%) (RANK IV), periodicals and magazines related to each should be made available regularly (50.00%) (RANK), laboratory facilities should be improved with proper and necessary equipments (46.67%) (RANK VI), accessibility to e-journals and video conferencing facility (43.33%) (RANK VII). Table 6 explained the academic suggestions, more experienced and trained teaching staff should recruited was ranked first among seven suggestion given by students undergoing agricultural diploma programme (86.67%) (RANK I) followed by number of visits per week should be increased (76.67%) (RANK II), more emphasis should be given on practical (53.33%) (RANK III), e-learning must be encouraged in teaching methods (53.33%) (RANK IV), lecture hangouts should be made available to the students (50.00%) (RANK V), career guidance can be given by conducting guest lecturers/interaction with scientists (36.67%) (RANK VI), medium of instruction should be in English (30.00%) (RANK VII).

The total suggestions among all the three colleges were pooled and ranked. The results explained accordingly. From administration point of view table 4 depicts that, students suggested to increase the number of seats for B.Sc (Agri) which was expressed by more than four-fifth (85.56 %) of students followed by giving prior information regarding fee structure (58.89%) (RANK II), release of scholarships timely (51.11%) (RANK III), to build proper advisory system for providing academic information (44.44%) (RANK IV). The findings of the study are similar to the findings of Shireesha, K. and Tarde, V. J. (2011) <sup>[6]</sup>.



**Table 4:** Suggestion offered by students undergoing agricultural diploma education to improve agricultural diploma programme

(n=90)

Sl. No.	Problems	Agricultural diploma college, Anakapalle (n <sub>1</sub> =30)			Agricultural diploma college, Garikapadu (n <sub>2</sub> =30)			Agricultural diploma college, Marteru (n <sub>3</sub> =30)			Total		
		f	%	Rank	f	%	Rank	f	%	Rank	f	%	Rank
		Administration											
1.	To build proper advisory system providing academic information properly	10	33.33	IV	12	40.00	4	18	60.00	II	40	44.44	IV
2.	To provide scholarships timely	15	50.00	III	19	63.33	2	12	40.00	IV	46	51.11	III
3.	To give prior information regarding fee structure	23	76.67	II	14	46.67	3	16	53.33	III	53	58.89	II
4.	To increase the no.of. seat for B.Sc (Agri).	26	86.67	I	24	80.00	1	27	90.00	I	77	85.56	I

f- Frequency, \*- Multiple responses, %-Percent

For Library/laboratory/classroom facilities constraints suggestions were explained in table 5, the suggestion ranked first among the seven suggestions was to improve classroom facilities like projectors, whiteboards (73.33%) (RANK I) followed by sufficient study halls should be established (64.44%) (RANK II), laboratory facilities should be improved with proper and necessary equipments (60.00%) (RANK III), accessibility to e- journals and video

conferencing facility (53.33%) (RANK IV), establishment of computer lab for student exposure (50.00%) (RANK V), recent editions of text books and reference books be made available (43.33%) (RANK VI), periodicals and magazines related to each should be made available regularly (31.11%) (RANK VII). These results are in line with Bruening, T. H. and Shao, X. (2005) [7].

**Table 5:** Library/laboratory/classroom Facilities Suggestions offered by students undergoing agricultural diploma education to improve agricultural diploma programme

(n=90)

<b>B. Library/laboratory/classroom Facilities</b>													
1.	Periodicals and magazines related to each should be made available regularly	4	13.33	VII	9	30.00	VII	15	50.00	V	28	31.11	VII
2.	Sufficient study halls should be established.	21	70.00	III	17	56.67	IV	20	66.67	II	58	64.44	II
3.	Recent editions of text books and reference books be made available	5	16.67	VI	15	50.00	V	19	63.33	III	39	43.33	VI
4.	Accessibility to e- journals and video conferencing facility	16	80.00	I	11	36.67	VI	13	43.33	VII	48	53.33	IV
5.	laboratory facilities should be improved with proper and necessary equipments	17	56.67	IV	23	76.67	I	14	46.67	VI	54	60.00	III
6.	Establishment of computer lab for student exposure.	20	30.00	V	19	63.33	III	17	56.67	IV	45	50.00	V
7.	Classroom facilities like projectors, whiteboards should be improved	23	76.67	II	21	70.00	II	22	73.33	I	66	73.33	I

f- Frequency, \*- Multiple responses, %-Percent

Table 6 explained the academic suggestions, for academic suggestions, more experienced and trained teaching staff should recruited was ranked first among seven suggestion given by students undergoing agricultural diploma programme (81.11%) (RANK I) followed by number of visits per week should be increased (77.78%) (RANK II), more emphasis should be given on practical training (75.56%) (RANK III), career guidance can be given by

conducting guest lecturers/interaction with scientists (63.33%) (RANK IV), lecture hangouts should be made available to the students (55.56%) (RANK V), e-learning must be encouraged in teaching methods (47.78%) (RANK VI), medium of instruction should be in English (32.22%) (RANK VII). These results are in conformity with results of Parmar, H. and Chauhan, N. M. (2018) [5].

**Table 6:** Academic Suggestion offered by students undergoing agricultural diploma education to improve agricultural diploma programme (n=90)

Sl. No.	Problems	Agricultural diploma college, Anakapalle (n <sub>1</sub> =30)			Agricultural diploma college, Garikapadu (n <sub>2</sub> =30)			Agricultural diploma college, Marteru (n <sub>3</sub> =30)			Total		
		f	%	Rank	f	%	Rank	f	%	Rank	f	%	Rank
	Academics												
	More experienced and trained teaching staff should recruited	24	80.00	II	23	76.67	III	26	86.67	I	73	81.11	I
	More emphasis should be given on practical training	20	66.67	IV	26	86.67	I	22	73.33	III	68	75.56	III
	Lecture handouts should be made available to the students	19	63.33	V	16	53.33	VI	15	50.00	V	50	55.56	V
	No of visits per week should be increased	26	86.67	I	21	70.00	IV	23	76.67	II	70	77.78	II
	e-learning must be encouraged in teaching methods	9	30.00	VII	18	60.00	V	16	53.33	IV	43	47.78	VI
	Career guidance can be given by conducting guest lecturers/interaction with scientists	22	73.33	III	24	80.00	II	11	36.67	VI	57	63.33	IV
	Medium of instruction should be in English.	11	36.67	VI	9	30.00	VII	9	30.00	VII	29	32.22	VII

f- Frequency, \*- Multiple responses, %-Percent

### Conclusion

The study highlights the critical areas of improvement needed in the agricultural diploma programs to enhance students' learning experiences and better prepare them for careers in agriculture. This study identifies key constraints and primary constraints include limited access to B.Sc (Agri) seats, inadequate practical training, and insufficient library, laboratory, and classroom facilities. The study reveals that increasing the number of available seats for B.Sc (Agri) programs, enhancing practical training opportunities, and improving the quality of teaching staff are critical needs. Additionally, the provision of better library resources, updated equipment, and improved classroom facilities are necessary to create a more conducive learning environment. Addressing these issues will not only enhance the educational experience for students but also aid in significant improvement of agricultural diploma programs, ultimately benefiting both students and the broader agricultural sector.

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