**CHAPTER – I**

**INTRODUCTION**

* *Need and Significance*
* *Statement of the Problem*
* *Definition of Key Terms*
* *Variables*
* *Objectives*
* *Hypotheses*
* *Methodology*
* *Scope and Limitation of the Study*
* *Organization of the Report*

Education is the backbone of every nation. It is a vital human activity and the most rewarding investment. It is also considered as the foundation stone of intellectual power which shapes the power profile of a nation. It is rightly said that progress of a country depends upon the quality of its system of education.

Education has been deemed as the basic input for the development of the individual as well as the society. Kothari commission (1964-1966) rightly remarked that the most important reform in education is to change it or to make endeavour so that it may related to the life of the people, their needs and aspirations and we will have to develop education as a powerful weapon for bringing about social,economic and cultural changes which are necessary for the achievement of national objectives.

One of the urgent needs of the country is to increase the productive efficiency of its people and to increase the national income. Education must aim at increasing the productivity or vocational efficiency of the young students to achieve this goal. The secondary education should foster the dignity of manual labour and for the promotion of technical skills for the advancement to industry and technology. There fore secondary education is to be freed from purely theoretical education system and emphasis is to be placed on agricultural, technical, commercial and other practical courses.

Agricultural education should be a part of educational system that would produce an educated country gentleman who works with hands and gathers about him all the best things which civilization afford.

Kothari Commission on Education and National Development (1964-66) noted that: “As is well-known, the existing system of education is largely unrelated to life and there is wide gulf between its content and purposes and the concerns of national development. For instance, the educational system does not reflect the supreme importance of agriculture which is neglected at all stages and does not attract an adequate share of the top talent in the country; enrolment in the agricultural facilities of universities is extremely low; and agricultural colleges are comparatively weak and underdeveloped.”

Agricultural Education system has to be perceived and considered on a continuum starting from informal and non-formal education of the farmers on one hand and the higher education on the other. Farmers training, agriculture in school, certificate and diploma courses, in-service training, post-graduate degrees and post-graduate diploma. On this continuum the agricultural education in schools should find an agricultural country, this is vital in more than one way creating interest in rural youth, promoting higher education, improving opportunities for self-employment ,etc. However, agriculture in schools has not figured well in this country, whereas in all the agriculturally advanced countries, agriculture education has been an integral part of the school education system.

**NEED AND SIGNIFICANCE**

Agriculture has been the main thrust area for the development of any country. In India this sector provides livelihood to nearly 60 percent of its people and remains vital for food security. Agriculture contributes around 18 percent in the country’s Gross Domestic Product. Indiscriminate and heavy use of chemicals informing particularly post green revolution has resulted in many health and environmental hazards. There is consistent decline of organic carbon content in the soil, due to intensive cultivation, leading to the decline or stagnation of total food grain production over the years. More over the ill effects of the excessive use of the chemicals also hamper the health of the environment human beings and animal.

Agriculture plays a crucial role in the life of an economy. It is the backbone of our economic system. Agriculture not only provides food and raw material but also employment opportunities to a very large proportion of population.

At present agriculture besides farming includes forestry, fruit cultivation, dairy, poultry, mushroom, bee keeping, arbitrary marketing, processing, distribution of agricultural products etc. are all accepted as a part of modern agriculture.

Due to urbanization and industrialization, use of agriculture land is reduced. During the last one decade, agriculture land are converted in to residential houses and factories and hence then umber of agriculture labourers lost their work and move to urban areas. This leads to low out in agricultural products, insufficiency and rise in food article’s prices.

Today agricultural farmers have been facing a great problem, lack of agricultural labourers. It affects the agricultural production. Every activities of farming, expert labours are necessary. Young generations do not give importance to agriculture while seeking for a white collar job. People not try to understand the impotence of agriculture. Because we can get anything from every where within seconds without much difficulty.

Inability to see agriculture as a part of culture is considered as one of the issues of curriculum. Agriculture should become an inevitable part of our life. Nowadays, man is deviated from the aspects of Agriculture. Hence, the coming generation are unaware of the Agriculture which may lead to change this entire life. Through education, we can overcome the gaps existing in the field of Agriculture. So it is important to include Agricultural study from the initial stages of school level which enhances to promote the relevant of Agriculture.

At this present situation to understand and popularize the agricultural importance, our government organized different programs. In order to mobilize agricultural importance Kerala Government organized Samgara Karshika Vikhasana Padhadhi (KSKVP) through schools. Number of studies conducted on different aspects of agriculture, viz., attitude of rural youths towards Agriculture, efficiency of women agricultural labourers in farming system ,the level of interest of Home school providers towards agricultural education, attitude towards career in agriculture, etc.

Investigator realized the importance of agriculture and decided to conduct a study about to know attitude towards agriculture among high school students those who are under Kerala Samagra Karshika Vikhasana Padhadhi in high school.

**STATEMENT OF THE PROBLEM**

The problem for the present study is entitled as ‘ATTITUDE TOWARDS AGRICULTURE AMONG MEMBERS AND NON–MEMBERS OF KERALA SAMAGRA KARSHIKA VIKHASANA PADHADHI IN SECONDARY SCHOOLS’.

**DEFINITION OF KEY TERMS**

The key terms on the title of the study are defined as follows.

**VARIABLES OF THE STUDY**

The variable in the study is ‘Attitude towards Agriculture’.

**ATTITUDE TOWARDS AGRICULTURE**.

‘An attitude is a particular feeling about something. It, therefore involves a tendency to behave in a certain way in situation which involves that something, whether person, idea or objects. It is partially rational and partially emotional and is acquired, not inherent in an individual’. (Sorenson-1977).

Agriculture is the science or practice of farming.

For the present study, Attitude towards Agriculture is defined as inclination of students towards the field of Agriculture, adoption of innovative strategies for agriculture development, agriculture related profession and Agro-based industries.

Kerala Samagra Karshika Vikhasana Padhadhi or Integrated Agricultural Development Program is introduced by Kerala Government for the development and sustainability of agriculture through vegetable cultivation in schools and homestead cultivation.

**OBJECTIVES**

The objectives of the present study are the following

1. To find out the extent of Attitude towards Agriculture among Members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and the relevant sub samples based on

* Gender
* Locale of residence
* Type of management of school.

1. To find out the extent of Attitude towards Agriculture among Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and the relevant sub samples based on

* Gender
* Locale of residence
* Type of management of school.

1. To find out whether significant difference exists in the extent of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and the relevant sub samples based on

* Gender
* Locale of residence
* Type of management of school

**HYPOTHESIS OF THE STUDY**

The hypothesis of the study is, there exits significant difference in the extent of Attitude towards Agriculture between the Members and Non- members of Kerala Samagra Karshika Vikasana Padhadhi in the total sample and the relevant subsamples based on Gender, Locale of residence and Type of management of school.

**METHODOLOGY**

It deals with the description of the sample used for the study, tools and statistical techniques.

**Sample**

The study was conducted on a sample of 575 secondary school students from different schools of Kerala drawn by stratified sampling technique giving due representation to the various strata viz, gender, locality of the school and type of school management.

**Tools Used**

For the present study in the investigator used the tool,

Scale on Attitude towards Agriculture

[Mumthas and Souda , 2013]

**Statistical Technique**

Following statistical technique is used for the present study,

Test of Significance of Difference between Means.

**SCOPE AND LIMITATIONS OF THE STUDY**

The study aims at finding out the extent of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikasana Padhadhi. The study also aims to find out whether there exists any significant mean difference in the Attitude towards Agriculture based on gender, locality of residence and type of management of schools. The sample of the study includes 575 students of secondary schools of Palakkad, Malappuram and Kozhikkode districts of Kerala, by using the technique of stratified sampling. In the selection of sample the strata, such as gender of the students, locale of the residence and type of management of schools were considered. The tool used for study was scale of Attitude towards Agriculture prepared by the investigator. The analysis of the data was done based on the hypotheses made by the investigator by using test of significance of difference between means.

Even though attempt has been made to make the study as objectives and precise as possible, there are some limitations. They are,

1. The sample of the study is limited to students of Malappuram, Palakkad and Kozhikode districts of Kerala. Due to time and financial constraints the sample was restricted to three districts.
2. The sample was selected from the stage of secondary school education only.

Inspite of above limitations, the study is done paying utmost care in sampling, inclusion of relevant variable and systematic data collection. It hoped that finding of the study could be useful as well conducive to large extent, for various purposes in the field of education.

**ORGANIZAITON OF THE REPORT**

The organization of the present research report is as follows. The report has been presented in five chapters and each chapter is explained in the relevant sub units.

**Chapter I** of the report contains brief introduction of the problem, need and significance of the study, statement of the problem, definition of the key terms, variable of the study, objectives, hypothesis, methodology, scope and limitation of the study.

In **Chapter II,** a conceptual overview of Attitude towards Agriculture, survey of related studies are given.

In **Chapter III,** methodology of the study is described in detail consisting of the variables, objectives, hypotheses, tools employed for data collection, sample selected for study, data collection procedure, scoring and consolidation of data and statistical techniques used for analysis of data.

In **Chapter IV,** statistical analysis of data and discussion of results, summary of findings and tenability of hypotheses are given.

**Chapter V** gives the summary of the study, major findings, conclusions, educational implications and suggestions for further research in this area.

**CHAPTER –II**

**REVIEW OF RELATED LITERATURE**

* *Conceptual Overview*
* *Review of Related Studies*

**REVIEW OF RELATED LITERATURE**

Review of related literature is an important aspect of any investigation. A a proper study of related literature enables the investigator to locate and go deep in to the problem. It is a valuable guide in defining the problem, in understanding its scope, re-organizing its significance, suggesting data gathering devices, making appropriate study design and sources of data.

Best & Khan (1995) notes “Since effective research is based on the past knowledge ,Review of related literature helps to eliminate the duplication of what has been done and provide useful hypothesis and helpful suggestion for significant investigation”.

The investigator conducted the present study to find out the extent of Attitude towards Agricultural among Members and Non-members of the Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools. In order to get an insight in to the theoretical back ground of the study, related literature was thoroughly reviewed. This has been done in two section namely:

1. Conceptual Overview
2. Survey of Related Studies

**CONCEPTUAL OVERVIEW**

The meaning of the word ‘Agriculture’ is derived from, the Latin word ‘Agricultura’. ‘Agri’ meaning the land and ‘cultura’ meaning to cultivate or tend.

Agriculture as “an activity of man, carried out primarly to produce food, fibre and fuel as well as many other materials by the deliberate and controlled use of mainly terrestrial plants and animals”.

Agriculture involving domestication of plants and animals was developed at least 10,000 years ago, although even earlier people began altering plant and animal communities for their own benefit through other means such as fire stick farming. Agriculture has undergone significant development since the time of the earliest cultivation.

The history of agriculture in the age of discovery and early modern era was closely tied to the processes of European exploration and colonization. After 1492 the world’s agriculture patterns were shuffled in the wide spread exchange of plants and animals known as the Columbian exchange.

From the 18th century, the medieval Islamic world understands a transformation in agricultural practice which has been described by some as the ‘Arab Agriculture Revolution’. This transformation was driven by a number of factors including the diffusion of many corps and plants colony Muslim trade routes. Spread of more advance farming techniques and an agricultural economic system which promoted increased field and efficiency.

The base of the Indian economy despite some distinct progress in the field of industry during British period to date remained predominantly agricultural. It was estimated that nine out of ten bread-earners in India were engaged in agriculture. Even by the lapse of time, when industry started developing in India and people in large number started getting employment therein, the number of people dependent upon agriculture did not decrease.

After independence of India, the most striking success is in the field of infrastructure development, industry, comprising education and agriculture. The changing conditions following independence called a drastic change in the system of education. This need has been rightly emphasized by the following educational commissions.

University Education Commission (1948-49) recommended that Agricultural Education should be recognized as a major national issue; that, since in a democratic country the sole agricultural policy must rest on the understanding and participation of those engaged in agriculture. The study of agriculture in primary, secondary and higher education be given higher priority in national economic planning.

Secondary Education Commission (1952-53) also emphasized the importance of agriculture when they observed. “In the past, our education has been so academic and so divorced from practice work that educated classes have, generally speaking, failed to make any major contribution to the development of this country’s national wealth. Diversification of courses shall be introduced at the secondary stage so that a large number of students may take up agricultural, commercial and other practical courses”. The commission further emphasized, “We recommended that all states should provide much greater opportunities for Agricultural Education in a rural schools, so that more students may take to it and adopt it as a vocation”.

Kothari Education Commission (1964-66) also described the position of Agricultural Education at primary level, lower secondary level and high school level. The commission recommended that;

1. In all primary schools including those in urban areas, some orientation to agricultural should form an integral part of general education;
2. Agriculture should also be made an important part of work experience at the school stage.
3. Undergraduate and Postgraduate courses in the colleges and universities should give prominence to orientation to rural and agricultural problem. UGC and other authorities should take suitable steps in this regard;
4. Similar orientation in agriculture and rural problems should be introduced in all Teachers Training Programmes.

**Report of the Review Committee on the Curriculum for the Ten Year Schools (1977)**

The committee felt that the present position of the system of education was still predominantly bookish in character and generally irrelevant to the needs of society. The committee strongly recommended that socially useful productive work must find a central place in the school curriculum. So the committee advocated not merely education plus work but education in and through work. The committee also expressed its view, that socially useful productive work must be given the status of a full- fledged subject for the award of certificates at the end of class X. The teaching of Agriculture in socially useful productive work was given top priority in this curriculum. Besides this, the committee also recommended that agriculture as a subject might be taught as an optional subject at the secondary level.

During the present period, agriculture was very developed. Government adopted several measures to help the farmers and given grand for the development of agriculture. In order to mobilize agriculture, Government introduced certain agricultural schemes through schools.

**1. Kerala Organic Farming Policy, Strategy and Action Plan -2008**

The Government of Kerala introduced organic farming in educational institutions, prisons and juvenile homes, through academic inputs. A specific campaign shall be started among students to ensure that they take organically growth food. The Government took necessary steps in all schools in Kerala, to have organic vegetable and fruit gardens as well as paddy, in potential regions, as part of inculcating farming and biodiversity conservation and perpetuation in their households. Necessary support schemes may be formulated and implemented through the local self-Government institutions. This policy

* Encouraged schools to have seed banks and seed farmers in the premises, wherever feasible, to produce and supply good quality seeds for the use in their nearby regions.
* Promote children farmer interfaces in each school, which shall include visits to organic farmers.
* Encourage schools to link with organic farmers for supply of rice, vegetables, fruits, pulses, milk, egg and honey as part of the noon-meal and nutritional supplement programmes.
* Develop a curriculum for school students on organic farming.

**2. Scheme for Development of Vegetables 2012-2013 with Thrust In Selected Blocks**.

Administrative sanction has been accorded for the implementation of the scheme for Vegetable Development Program 2012 -2013 vide Government order cited in reference with a financial outlay of Rs.4250 lakhs and 150 lakhs under the H/A 20401-00-119-85 (P) and 2401-00-11-99 (P) respectively in the current year’s budget. It is targeted to implement the scheme with the revenue blocks as the unit, where in cluster approach at farmer group will be the focal area. Required support at the block level, viz. technical support, input facilities, marketing linkage, man power support, capacity building and hi-tech cultivation technology like open and poly house cultivation will be provided.

**3. Vegetable Cultivation in Institutions**

In order to mobilize the student community into the field of agriculture, make them aware of safe to eat products and to bring uncultivable

**a. Vegetable Cultivation in Schools**

It is targeted to implement the activity in selected 2400 upper primary, high schools, higher secondary schools and other educational institutions in the state. Selected schools should have sufficient (at least 10 cents) and suitable land to take up cultivation. If sufficient land is not available, the nearby suitable land can also be taken under the leadership of the institution. A group of 20-25 students /NSS Volunteers/ Eco-clubs, nature clubs headed by a teacher will implement the activity. Required seeds will be supplied to them and training will be imparted by the extension functionaries of the Kirshi Bhavan concerned. An assistance of RS-2500/- will be given to each school including the cost of seeds, inputs, other implements and towards the expense for taking up cultivation.

Schools will be selected by the Agricultural Officers/ Assistant Director of Agriculture (ADA) taking in to account the availability of suitable land in the school and the willingness to take up cultivation. Potential areas with adequate irrigation facilities need be selected for institutional cultivation. Application should be collected from the head of the institution. Record of cultural operations, plants protection measures and yield data should be maintained along with the inspection report. The agricultural officer will prepare the claim and submit to the ADA concerned and the funds will be released by ADA.

**b. Seed kit distribution through media**.

Seed kit worth Rs. 15/- will be distributed to selected one lakh school students under the ‘seed school’ program of the Mathrubhoomi daily and another 4 lakhs seed kit through other leading newspapers and magazines targeted to popularize homestead cultivation of vegetables and thus to produce safe to use vegetables for home consumption. It will be implemented through Kerala State Seed Development Authority, who will ensure the supply of quality seed required for the same. The claims with respect to this program will be prepared by Kerala State Seed Development Authority including details of distribution and progress report. An amount of Rs.7500 lakhs is set apart for this activity and the amount will be drawn and disbursed to the agency.

**c. Institutional Cultivation**

For increasing production of vegetables, project based cultivation in public/private institutions is encouraged. Assistance will be provided in line with the existing rates of cost of cultivation, based on the project prepared exclusively for the purpose and funds will be released on first come first served basis. The minimum prescribed area for the project is 50cents. Assistance for seeds and other inputs, infrastructure facility, equipment machineries and land development works shall also be included limiting the amount to Rs. 2lakh per project. Principal Agricultural Officer can sanction projects up to10 lakhs and for the projects above 10 lakhs sanction should be obtained from Director of Agriculture. A minimum of one institution in one block has to be selected. The voluntary organizations willing to take vegetable cultivation in public/private institutions, public places like Lions club, Rotary club etc. can also avail assistance under this scheme.

**4. Cultivation of Vegetables in Homestead through School Students**

For the promotion of homestead cultivation through school students it is proposed to distribute seed, kits through all the school students in the state. Under this component, 20lakh seed kits will be supplied. The cost of seed kits would be Rs.15/- for each containing 15gm of assorted seeds which would be sufficient for an area of around one cent.

Seed kits worth Rs 15/- containing assrorted seeds of Bhindi, Brinjal, Chillies, Cowpea, Amaranths, Bitter gourd, Snake gourd, cucumber etc. will be provided to students. Seed distribution details will be registered by the teacher in charge of the program and kept at the school itself for follow up action. The application register should contain details as name of student, name of parent, house address and telephone number if any, along with acknowledgement for seed supplied. The program should be given wide publicity and inaugural function should be conducted involving Ministers, MLAs, MPs and other representatives of LSGs. Students should be briefed on the cultivation of the vegetables by the officer concerned. It should be ensured through head of the school that the program is discussed in the school assembly. CD of vegetable cultivation will also be supplied to schools.

Agricultural Education in schools is the crying need of the day. A well co-ordinated scheme for such education will certainly contribute to solving many problems, which it left to themselves, will it difficult to get through. Young students must be trained in practical farming. Scheme of the Government through the schools must be helped to know the importance of agriculture.

**REVIEW OF RELATED STUDIES**

Review of the studies related to the variable of the study is presented in this section. The survey of related literature exposed a number of studies pertaining to Attitude towards Agriculture among members and non-members of Kerala Samagra Karshika Viskasana Padhadhi in secondary schools.

Samuel (1992) examined the attitude of the students and parents toward practical Agriculture. The researcher constructed 27 item questionnaire and administrated to 1,420 students and 1278 parents in Enugu state. The result showed that teaching of agriculture has some inherent economic importance attached to it by both parents and students and the school should teach agriculture designed to promote the welfare and social progress.

Herring and Parker (1994) conducted a study about the attitudes about environmental issues among secondary agriscience student in Texas 379 secondary school student were selected and Likert type scale was used for response measurement. The result showed that agriscience students in Texas had a favorable environmental attitude.

Dlamini (1997) carried out a study on attitude of secondary school students towards Agriculture. The primary purpose of the research is to describe and explain the attitude of secondary school students towards agriculture and to determine students’ perceived usefulness of agriculture as compared with other subjects. A descriptive correlational research was employed. Results revealed that secondary Agricultural students hold a slightly positive attitude towards Agriculture, and that eleventh and twelfth grade students held a statistically significant higher positive attitude than 10th grade students.

Talber (1997) made a study on creating agriculture awareness though an interactive learning experience among 4th grade school students. The sample were consisted of 1500 4th grade students from different schools. The result showed that agriculture awareness can be created through interactive learning.

The study conducted by Walls (2001) on the level of interest of Home school providers towards agricultural education. Data were collected by using a mailed questionnaire which sent to 500 home education providers thought out North Curolina. It is found that home school providers were very much interested in agricultural courses.

Tony (2003) carried out a study on evaluating vocational agricultural training programmers in Nigeria. The population for this study included all 452 graduates of the Vocational Agricultural Extension Training Programs in Abak and Eket centers from 1996 – 2000. Farm visits were conducted and structured questionnaire was designed and administrated on the graduate during the visit. This observation showed that the program objectives of training young farmers who will eventually go back to establish and manage their farms has been achieved.

Wheeler (2004) made a study on factors influencing Agricultural professionals’ attitudes towards organic Agriculture. A telephone survey conducted in 2004, with 185 agricultural professionals surveyed for their views towards Organic Agriculture. Result indicated that professionals with increased organic knowledge and experience are more likely to think favourably about organic agriculture.

Allen, Annal, , Ball ,Crystal and Neil (2007) investigated the benefits of teaching and learning about agriculture in Elementary and junior high school teachers. The purpose of this study was to explore the beliefs and needs of elementary and junior high school teachers with regard to integrating agriculture in their class rooms. The sample consisted of 452 teachers from public schools in Illinois. Teachers responded to three, open ended questions regarding their beliefs of the most beneficial aspects and needs of teaching and learning about agriculture. Teacher believed that agriculture provided situatedness, connectedness, and authenticity to teach their content areas to their students. The finding revealed that agricultural literacy helps the co-ordinators and agricultural teacher educators regarding in service programming for integrating agriculture in to class rooms.

Elhag (2007)made an attempt to study on Farmers Attitude towards Sustainable Agriculture in Soudi Arabia. Data were collected personal interview using a questionnaire, with a simple random sample of 186 farmers, representing 25% of the study. The study revealed that the farmers have positive attitude towards Sustainable Agriculture.

Akanda, Rashid & Uddin (2008) carried out a study attitude of coastal rural youth towards Modern Agricultural Technologies. Data collected from randomly selected 91 coastal rural youth of Patuakhali district using a pre-test structured interview schedule. Result indicated that the Coastal Rural Youth have a favourable attitude towards Modern Agricultural Technologies.

Gwary and Josha (2008) conducted a study about the Attitudes of Senior Secondary School Students towards Agricultural Sciences as a subject and as a profession. The sample size was selected from 4 secondary schools in the Maiduguri.80 boys and 80 girls were randomly selected from those who have been learning agricultural science for the two years. The total number of respondents who were administered questionnaire was 160.The results shows that the respondents indicated positive attitude towards agriculture as a profession after leaving school.

Okorie and Onuekwusi (2008) made an attempt to study on attitude of secondary school students in Abia state towards career in Agriculture. The specific objectives were to describe the socio-economic profile participants, influences on career decisions, orientation after leaving schools, level of encouragement to pressure a career in Agriculture. Sample was 120 respondents and purposive and simple random techniques were used. Interview and questionnaire were also used in data collection. Major findings showed that the majority of the students were in the age group of 16-18 years. Fifty percent of the students were female and forty nine percent were male. The responds background was rural and most of students’ parents engaged more in farming. About 74 percent were influenced by their parents, on career decision, twenty eight percent of respondent were to pursue a non-agricultural related university degree, thirty percent of respondents were having negative attitude towards agriculture and seventy percent were having positive attitude towards agriculture.

The study conducted by Homan and Thomas (2008) assesses the students attitude towards sustainable agriculture. To discover student’s attitudes towards agriculture, a survey among 100 agriculture students was conducted. Questionnaire was used to examine students attitude regarding sustainable agriculture. Findings showed that student attitudes towards sustainable agriculture are positive, especially in cognitive aspect.

Bellah, Dyer, James and Kimberly (2009) conducted a study about attitudes and stages of concern of Elementary Teachers towards agriculture as a context for teaching across Grade Level content area standards. The purpose of this study was to describe elementary teachers’ attitudes and perceptions towards agriculture and its use as context for teaching across the grade level content area standards. Further, this study sought to probe more deeply the stages of concern possessed by kindergarten through eighth grade teacher with respect to their use of an agriculture awareness curriculum aligned to content area state standards. Results indicated that elementary teachers generally hold favorable attitudes towards agriculture as a viable integrating tool to each across disciplines.

Rajula and Santhy (2009) carried out a study on efficiency of women agriculture labourers in rice farming system of Kerala and Tamilnadu. Lahour efficiency scale was developed by using functional approach to measure the labour efficiency of women agricultural labourers. Results showed that majority of the women agricultural labourers were low in labour efficiency.

Abdullahi & Gidado (2010) carried out a study on attitude of rural youths towards family farming in Dass Local Government Area. Multistage and systematic sampling were used to select 120 rural youths in farm families as respondents .Data was collected from them with the help of structured interview schedule. The findings of the study shows that most of the rural youths have a favourable attitude towards family farming.

Etuk and Olatunji (2010) conducted a study on the variable which influence junior secondary school students’ attitude to agricultural science. The population of the study included all junior secondary students (about 720) from 16 public junior secondary schools in Abia state. Stratified and cluster sampling techniques was employed to select a sample of 254 students. The results revealed that sex influence student’s attitude towards agricultural science as female exhibited a more positive attitude to agriculture that males.

Malini (2011) investigated the attitude of farmers towards agriculture insurance. This study assesses and tests the attitude of respondents towards agriculture insurance and favorable factors and problem prevailing in implementing agricultural insurance, 60 farmers were interviewed. The farmers were selected by adopting convenient random sampling method. The study revealed that the farmers have good attitude towards agricultural insurance.

Manhas & Sharma (2011) carried out a study on attitude of trainees towards basic Agriculture& Horticulture training. It was conducted among 50 in-service candidates of state Department of Agricultural Production & State Department of Horticulture. Data were collected by the researcher through personal interview technique with the help of a structured scale. The study revealed that the majority of trainees had favourable attitude towards Basic Agriculture& Horticulture training.

Praveen, Sangeetha & Sing (2011) conducted a study on open and distance learning in agriculture among farmers of Tripura. The study was conducted in two districts out of total four districts of Tripura. 50 respondents were taken purposively from each of these villages constituting a total of 150 respondents. Data were collected by personal interview with the help of a specially prepared interview schedule. The major finding of the study showed that only 6 percent of respondents had heard about open and distance learning and only two respondents enrolled in open and distance learning programmes.

Adebayo & Oladele (2012) examined the vegetable farmers’ attitude towards organic agricultural practices. Cluster sampling technique was adopted for selecting the required sample of urban vegetable producers. Interview schedule was used to elicit information from 450 respondents .The results revealed that the vegetable farmers have favorable attitude towards organic agriculture.

Anna, Henry, Martin and Michael (2012) conducted a study about building rural communities through school based agricultural program. The purpose of this study was to develop a substantive theory for community development by school based programs through grounded theory methodology. Data for the study included in-depth interviews and field observations from three school based agriculture programs in three metropolitan countries across a mid-western state. The substantive theory that emerged was that school based agriculture programs can have a positive impact on the social connections among a small group of community members and students.

Ashoka and Gowdav (2012) examined the attitude of agricultural students towards agricultural education. The total sample size was 180, covering all the three degree, programmers viz. BSc (Agri), BSc (Agri-Biotech) and B-Tech (Food Science). Finding revealed that joining to agriculture and its related degree program is boon to the students. This was agreed by fifty percent of students. As students of agriculture, they are exposed to wide range of subjects. This is agreed and strongly agreed by 44 and 42 percent respectively. Three fourth of the students agreed that the practical classes, village visits and study tours were conducted to provide an opportunity to the students to become closer to the real life situation.

Gosh & Hasan (2013) investigated the Farmers Attitude towards Sustainable Agricultural Practices. The study was conducted in Tejroland & Rajapure villages. Ninety respondents were selected following two stage proportionate random sampling technique. The results of the study showed that the higher the socio-economic status and the greater the access to information, the greater the perceived importance of sustainable agricultural practices.

Kumar and Sankar (2013) carried out a study on the level of attitude of farmers on ICT application in agriculture, Ramananthpuram. Using interview schedule, the primary data was collected about level of awareness factors influencing awareness, extent of utilization and impact of ICT application in agriculture. The study revealed that majority of the farmers had good attitude on ICT application in agriculture.

Manjunath and Sajjan (2013) conducted a study on attitude of rural youth towards Agriculture. The present study was conducted in Jamakhandi and Badami taluks of Karnataka District. 120 respondents were selected randomly from the four villages for the study. Majority of respondents had favorable attitude in rain fed tract and 15 percent of respondents had more favorable attitude towards agriculture. Attitude showed significant relationship with education, annual income, land holding, local institutional participation and extension participation and mass media in irrigated tract.

Rodney (2013) examined interactive agricultural experience of 4th grade students in the Arid south west. The purpose of this study was to assess the impact for various types of agriculture in the class room curricula and instruction on the agricultural Arid lands literacy of 4th grade students. A pre-test/ post-test was administered to 21 class rooms in a public school district in order to compare the agriculture literacy scores of students who participated in three agricultural in the class room treatments. All treatment groups scored significantly higher than the control group and there were statistically significant difference between the results of their levels of treatment.

Rupesh and Velmurugan (2013) made an attempt to study the attitude towards organic food products among citizens of Kozhikode districts in Kerala. The target population in this research includes citizens of Kozhikode District of Kerala. By making use of convenience sampling method 750 respondents have been selected. The findings of the research work revealed that gender, monthly income, area of residence, family status, period of consumptions, level of awareness on organic foods and state of health are associated. The results suggested that Government and social organizations have to take necessary steps in creating awareness in the midst of consumers on the merits of using organic foods and extent necessary assistance in cultivating high quatum of organic foods by the majority of the farmers.

**CONCLUSION**

The above review of the studies given a wide perspective on the area under investigation. It inspired the investigator to undertake the present study. The reviews also revealed that majority of the studies were from outside the state. It may be noted that the study of ‘Attitude towards Agriculture’ among members and non-members of Kerala Samgra Karshika Vikasana Padhadhi in secondary schools is vital importance in the present educational set up of Kerala. This in itself argues for the need for a study of this kind.

**CHAPTER –III**

**METHODOLOGY**

* *Variables of the Study*
* *Objectives*
* *Hypothesis*
* *Tool Used for Data Collection*
* *Sample Selected for the Study*
* *Data Collection Procedure, Scoring and Consolidation of Data*
* *Statistical Techniques used for Analysis of Data*

**METHODOLOGY**

Methodology finds a major place in any type of research work. The success of any research work depends on the suitability of the method and also on the technique used for the collection of data.

The methodology of the present study is described under the following heading viz,

A . Variable

B . Objectives

C . Hypothesis

D . Tool used for data collection

E . Sample selected for the study

F. Data collection procedure, scoring and consolidation of data

G . Statistical techniques used for analysis of data.

The detail of each of the above is given below.

**VARIABLE**

The only variable of the study is ‘Attitude towards Agriculture’. Gender, Locale of the residence and type of management of school are considered as classificatory variables.

**OBJECTIVES**

The objectives of the present study are the following.

1. To find out the extent of Attitude towards Agriculture among Members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and the relevant sub samples based on

* Gender
* Locale of residence
* Type of management of school.

2. To find out the extent of Attitude towards Agriculture among Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and the relevant sub samples based on

* Gender
* Locale of residence
* Type of management of school.

3. To find out whether significant difference exists in the extent of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and the relevant sub samples based on

* Gender
* Locale of residence
* Type of management of school

**HYPOTHESIS OF THE STUDY**

The hypothesis of the study is, there exits significant difference in the extent of Attitude towards Agriculture between the members and non- members of Kerala Samagra Karshika Vikasana Padhadhi in the total sample and the relevant subsamples based on Gender, Locale of residence and Type of management of school

**TOOLS USED FOR DATA COLLECTION**

The purpose of the study is to find out the extent of Attitude towards Agriculture among members and non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools. So the investigator developed the tool viz, ‘Scale on Attitude towards Agriculture’ to collect the needed data. The constructions procedure of the scale on Attitude towards Agriculture has been described under the following major heads.

a. Planning of the Scale

b. Preparation of the Scale

c. Try out of the Scale

d. Finalization of the Scale

**a. Planning of the Scale**

The first step in the construction and standardization of a scale is planning of the scale. The investigator reviewed the related literature and previous attitude scale while preparing the present tool. The investigator made consultation with the supervising teacher and also with school authorities who actively organizing Kerala Samagra Karshika Vikhasana Padhadhi in their schools.

In order to construct the tool ‘Scale on Attitude towards Agriculture’ for secondary school students, proper consideration was given to the various dimensions of agriculture. For the present study, the investigator considered the dimensions viz, attitude towards practicing innovative strategies for agriculture development, agriculture related subject, farmers and Agro-industries, Agriculture related life style, consumerism etc. for developing the scale. An individual develops the attitude through a number of factors, ie, by developing a positive attitude towards practicing innovative strategies for agriculture development, agriculture related subject etc.

**b. Preparation of the Scale**

Based on the above mentioned dimensions, the investigator developed the tool ‘Scale on Attitude towards Agriculture’. The draft scale consists of 40 items, of which 23 are positive and 17 are negative.

Example: -1. Agricultural and Agro-industries contribute to the development of society.

2. Like to indulging in agriculture related jobs

Copies of the draft tool ‘Scale on Attitude towards Agriculture’ (Malayalam and English Version) are given as Appendix I and III respectively.

**Scoring procedure**

Each statement of the scale has three responses viz, agree, undecided and disagree. For the positive statement, the respective scores for the three responses Agree, Undecided and Disagree are 3, 2 and 1 respectively and for a negative statement the scoring was done in the reverse order.

**c. Try out of the Preliminary Scale**

The purpose of tryout of the scale is to select the items for final scale by empirically testing the item. For try out, the preliminary scale was administered to a sample of 370 secondary school students selected by stratified sampling technique, giving due representation to gender, locale of residence and type of management of school.

The 370 response sheets obtained were scored and the total score for each sheet was calculated. Then these sheets were arranged in descending order of the total score and highest and lowest 27% (100) were separated.

The mean and standard deviation of the scores obtained for each item for the upper and lower group were calculated separately. The critical ratio for each item were calculated using the formula.

Critical Ratio

Where,X1 = Mean of the Upper group (for an Item)

X2= Mean of the Lower group

σ1=Standard Deviation of the Upper group σ2=Standard Deviation of the Lower group

N1=Sample size of the upper group N2=Sample size of the lower group

Item with a critical ratio greater than 2.58 the table value of‘t’ for 0.01 level of significance were selected for the final scale.

The critical ratio (t-value) obtained for each item together with means and standard deviations of the scores for the two groups are in Table. 1.

**TABLE I : Critical ratio (t-Value) with means and standard deviation of the scores for the two groups. (Upper and Lower Groups)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SL. No | X1 | σ2 | X2 | σ2 | ‘t’ Value |
| 1 | 3.00 | 0.00 | 2.95 | 0.26 | 1.91\* |
| 2 | 2.86 | 0.47 | 2.21 | 0.87 | 6.51 |
| 3 | 2.52 | 0.84 | 2.16 | 0.88 | 2.94 |
| 4 | 2.89 | 0.42 | 2.2 | 0.87 | 7.08 |
| 5 | 1.83 | 0.97 | 1.54 | 0.77 | 2.33 |
| 6 | 2.97 | 0.22 | 2.44 | 0.83 | 6.14 |
| 7 | 3.00 | 0.00 | 2.66 | 0.68 | 4.96 |
| 8 | 3.00 | 0.00 | 2.83 | 0.47 | 3.59 |
| 9 | 2.98 | 0.2 | 2.51 | 0.78 | 5.80 |
| 10 | 2.96 | 0.24 | 2.2 | 0.87 | 8.35 |
| 11 | 2.94 | 0.31 | 2.59 | 0.71 | 4.50 |
| 12 | 3.00 | 0.00 | 2.43 | 0.83 | 6.85 |
| 13 | 3.1 | 1.00 | 2.69 | 0.69 | 3.37 |
| 14 | 2.9 | 0.41 | 2.19 | 0.86 | 7.43 |
| 15 | 3.00 | 0.88 | 2.57 | 0.76 | 3.66 |
| 16 | 1.26 | 0.64 | 1.7 | 0.81 | 4.24 |
| 17 | 2.96 | 0.28 | 2.02 | 0.86 | 10.34 |
| 18 | 2.93 | 0.29 | 2.15 | 0.88 | 8.40 |
| 19 | 2.99 | 0.1 | 2.58 | 0.71 | 5.69 |
| 20 | 2.9 | 0.35 | 2.13 | 0.88 | 8.20 |
| 21 | 2.92 | 0.36 | 2.34 | 0.84 | 6.30 |
| 22 | 2.92 | 0.36 | 2.62 | 0.67 | 3.88 |
| 23 | 1.2 | 0.60 | 1.69 | 0.81 | 4.84 |
| 24 | 2.94 | 0.34 | 2.58 | 0.75 | 4.34 |
| 25 | 2.94 | 0.34 | 2.2 | 0.88 | 7.77 |
| 26 | 2.94 | 0.31 | 2.66 | 0.66 | 3.78 |
| 27 | 1.45 | 0.79 | 1.79 | 0.87 | 2.86 |
| 28 | 2.91 | 0.40 | 2.57 | 0.68 | 4.27 |
| 29 | 3.00 | 0.00 | 2.44 | 0.80 | 6.93 |
| 30 | 3.00 | 0.00 | 2.81 | 0.52 | 3.61 |
| 31 | 2.99 | 0.01 | 2.26 | 0.86 | 8.43 |
| 32 | 3.0 | 0.00 | 2.55 | 0.70 | 6.41 |
| 33 | 2.99 | 0.1 | 2.67 | 0.65 | 4.84 |
| 34 | 2.99 | 0.1 | 2.42 | 0.83 | 6.81 |
| 35 | 3.00 | 0.24 | 2.48 | 0.78 | 6.32 |
| 36 | 2.86 | 0.47 | 2.08 | 0.82 | 8.20 |
| 37 | 2.98 | 0.2 | 2.71 | 0.65 | 3.93 |
| 38 | 1.29 | 0.70 | 1.47 | 0.75 | 1.74\* |
| 39 | 3.00 | 0.00 | 2.75 | 0.62 | 3.99 |
| 40 | 2.89 | 0.44 | 2.29 | 0.90 | 5.95 |

Note: \* denotes deleted items.

**d. Finalization of the Scale**

Items with critical ratio greater than 2.58, the tabled value of ‘t’ at 0.01 level of significance were selected for the final scale. Thus from the total 40 items, 38 items were selected for the final scale, in which 21 items are positive and 17 negative.

A copy of the final version of the tool is scales on Attitude towards Agriculture (Malayalam and English) version are appended as Appendix III and IV respectively.

**Reliability**

Reliability refers to the precision, or accuracy of the measurement or score.

According to Best and Khan (2001) “Reliability is the degree of consistency that the instrument or procedure demonstrates whatever it is measuring it does so consistently.”

The attitude scale was administrated to a group of 9th standard students (N=35) and again the scale was administered to the same group with an interval of 3 weeks. The score obtained from the first test is correlated with that of the re-test. The reliability coefficient was found to be 0.81 which suggest that the scale is highly reliable.

**Validity**

Kaplan and Saccuzzo (2001) have defined validity as “the agreement between a test score or measure and the quantity it is believed to measure”.

The validity of the present scale is ensured through face validity. A scale is said to have face validity when it appears to measure whatever author had in mind, namely what he thought he had measuring (Garret, 1981). The item in the present scale where phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding. Hence the scale possesses face validity.

**SAMPLE SELECTED FOR THE STUDY**

The investigator intended to collect data from 600 students belonging to Malppuram, Palakkad and Kozhikode districts. The sample were selected under stratified sampling technique by giving due representation to the factors like gender of the students, Locale of the school and type of the management of school. The final sample consisted of 575 pupil selected form 12 secondary schools. While selecting the sample the following strata were give due consideration.

**Gender of the students**

Gender has a great influence on findings of research. Since it had been found that sex difference exist in many of the psychological variables, the investigator decided to give due weightage to the gender of the students.

**Locale of the school**

Since the number of the secondary school in rural area are more than the number of schools in urban area, the investigator decided to give due weightage to locale of the school. [www.education.kerala.govt.in ]

**Type of management of school**

Since there are broadly two agencies, which run the school in Kerala viz, Government and Aided. The investigator took care to include sample from these two categories in the ratio 5:7 [www.education.kerala.govt.in ]

**DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

The details are given by the following headings

**a. Administration of the Scale**

After finalizing the sample, the investigator contacted the heads of the institution, for obtaining permission for data collection. After getting the permission, the investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. After that copies of the tools were distributed to the students and were asked to make their responses to each item in the boxes corresponding to it by a tick ( 🗸) mark. No time limit was enforced to respond to the items.

**b. Scoring and consolidation of Data**

The response from the subjects is scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis. The incomplete data sheets were removed and this resulted in a final sample size of 575. Details of breakup of the final sample are given in Table. 2

**TABLE II: Break-up of the final sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Gender of Students | | Locale of the Residence | | Type of Management of School | |
| Male | Female | Urban | Rural | Govt. | Aided |
| 288 | 287 | 145 | 430 | 241 | 334 |
| 575 | | 575 | | 575 | |

**STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA.**

Following statistical technique are used for analyzing the data.

Test of significance of difference between means for large independent samples.

The mean scores obtained are compared using the test of significance of difference between means for large independent samples. The formula used for finding the critical ratio is,

Critical Ratio

Where,X1 = Mean of the Upper group (for an Item)

X2= Mean of the Lower group

σ1=Standard Deviation of the Upper group σ2=Standard Deviation of the Lower group

N1=Sample size of the upper group N2=Sample size of the lower group

If obtained critical ratio’s is greater than the table value required for significance at 0.05 or 0.01 level; the mean difference is considered to be significant.

**CHAPTER –IV**

**ANALYSIS AND INTERPRETATION OF DATA**

* *Objectives of the study*
* *Hypotheses of the study*
* *Analysis of data*
* *Discussion of the result*
* *Major findings*
* *Tenability of the hypotheses*

**ANALYSIS**

Analysis means categorizing, ordering, manipulating and summarizing of data to obtain answer to research questions. The purpose of analysis is to reduce data to intelligible and interpretable forms so that the relations of research problems can be studied and tested.

The main purpose of the present study was to find out the extent of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools. The collected and tabulated data were analyzed using the statistical techniques of mean difference analysis. Analysis of the data has been done, classified and presented under the following headings.

1. Extent of Attitude towards Agriculture among Members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and relevant sub samples
2. Extent of Attitude towards Agriculture among Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and relevant sub samples.
3. Mean difference of Extent of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and relevant sub samples
4. **EXTENT OF ATTITUDE TOWARDS AGRICULTURE AMONG MEMBERS OF KERALA SAMAGRA KARSHIKA VIKHASANA PADHADHI IN THE TOTAL SAMPLE AND RELEVANT SUB-SAMPLES**

In order to find the extent of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample and relevant sub samples, the mean and standard deviations were found out. Mean and Standard deviation of the data done is given in Table.3

**TABLE: 3Mean and Standard Deviation of Attitude towards Agriculture among Members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and sub samples**

|  |  |  |  |
| --- | --- | --- | --- |
| Attitude towards Agriculture among members of Kerala Samagra Karshika Vikhasana Padhadhi | Sample size | Mean | SD |
| Total sample | 265 | 104.15 | 2.79 |
| Male | 132 | 103.85 | 3.16 |
| Female | 133 | 104.44 | 2.34 |
| Rural | 192 | 104.57 | 2.23 |
| Urban | 73 | 103.04 | 3.70 |
| Government | 121 | 103.61 | 3.16 |
| Aided | 144 | 105.59 | 2.36 |

Table 3 shows that the mean and standard deviation of Attitude towards Agriculture among members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample are 104.15 and 2.79 respectively. The maximum score obtainable on the scale is 120 and minimum score is zero .The obtained means score for the total sample is 104.15 which is much greater than the half of the total score. Hence Attitude towards Agriculture among members of Kerala Samagra Karshika Vikhasana Padhadhi is highly satisfactory.

The mean scores of Attitude towards Agriculture among male and female members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools are 103.85 and 104.44 respectively. In the case of gender, female students have more attitudes towards agriculture than male students.

The mean scores of Attitude towards Agriculture among rural and urban student members of Kerala Samagra Karshika Vikhasana Padhadhi are 104.57 and 103.04 respectively. The students from rural area have more Attitude towards Agriculture than student from urban areas.

The mean scores of Attitude towards Agriculture among Government and Aided school student members of Kerala Samagra Karshika Vikhasana Padhadhi are 103.61 and 105.59 respectively. The students of aided schools have more Attitude towards Agriculture than Government students.

**Comments**

The results discussed above shows that the Attitude towards Agriculture among members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample and also in the sub samples based on gender, locale of residence and type of management of schools are highly satisfactory. In the case of gender, female students have more Attitude towards Agriculture than male students. In the case of locality, students from rural area have more attitude towards agriculture than that of the students from urban areas. An examination of mean scores of students based on type of management shows that aided school students have more favorable Attitude towards Agriculture than Government students.

1. **EXTENT OF ATTITUDE TOWARDS AGRICULTURE AMONG NON-MEMBERS OF KERALA SAMAGRA KARSHIKA VIKHASANA PADHADHI IN THE TOTAL SAMPLE AND RELEVANT SUB SAMPLES.**

In order to find the extent of Attitude towards Agriculture among non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample and relevant sub samples, the mean and standard deviations were found out. The mean and standard deviation of the data done is given in Table.4

**TABLE: 4 Mean and Standard Deviation of Attitude towards Agriculture among non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and relevant sub samples**

|  |  |  |  |
| --- | --- | --- | --- |
| Attitude towards Agriculture among non-members of Kerala Samagra Karshika Vikhasana Padhadhi | Sample Size | Mean | SD |
| Total sample | 310 | 98.60 | 7.49 |
| Male | 156 | 97.06 | 8.36 |
| Female | 154 | 100.16 | 6.15 |
| Rural | 238 | 98.20 | 7.45 |
| Urban | 72 | 99.93 | 7.54 |
| Government | 120 | 99.91 | 7.13 |
| Aided | 190 | 97.72 | 7.62 |

The Table 4 shows that the mean and standard deviation of Attitude towards Agriculture among Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample are 98.60 and 7.49 respectively. The maximum score obtainable on the scale is 120 and minimum is zero. The obtained mean for the total sample is 98.60 which is little greater than the half of the total score. Hence Attitude towards Agriculture among non-members of KSKVP based in the total sample is not much satisfactory.

The mean scores of Attitude towards Agriculture among Male and Female non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools are 97.06 and 100.61 respectively. The female students have more Attitude towards Agriculture than Male students.

The mean scores of Attitude towards Agriculture among rural and urban student Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools are 98.20 and 99.93 respectively. The students from urban areas have more Attitudes towards Agriculture students from rural areas.

The mean scores of Attitude towards Agriculture among non-members of Government and Aided schools are 99.91 and 97.77 respectively. The students of Government school have more Attitude towards Agriculture than Aided school students.

**Comments**

The result discussed above shows that the extent of Attitude towards Agriculture among non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample and also in the sub samples based on gender, locale of residence and type of management of schools are not much satisfactory. Female students have more Attitude towards Agriculture than male students. In the case of locality, students from urban areas have more attitude towards agriculture than that of the students from rural areas. An examination of mean scores of students based on type of management of schools show that Government school students have more favorable Attitude towards Agriculture than aided school students.

1. **COMPARISON OF MEAN SCORES OF ATTITUDE TOWARDS AGRICULTURE AMONG MEMBERS AND NON-MEMBERS OF KERALA SAMAGRA KARSHIKA VIKHASANA PADHADHI (KSKVP) IN THE TOTAL SAMPLE AND RELEVANT SUB SAMPLES**

The investigator test the significance of difference between the mean scores of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and relevant sub samples viz, gender, locality of residence and type of management of school. The investigator places the finding in four sub heads viz,

* Comparison on the mean scores of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample.
* Comparison of the mean scores of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi between sub samples based on gender.
* Comparison of the mean scores of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi between sub samples based on locality of the residence.
* Comparison of the mean scores of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi between sub samples based on type of management of schools.

**Comparison on the mean scores of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample.**

In order to study the Attitude of Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi towards Agriculture in the total sample, the mean and standard deviation of the variable were subjected to two tailed test of significance of difference between means. The data and result of the test done is given in Table .5

**TABLE: 5 Data and result of test of Significance of Difference between Mean scores of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | Sample size | Mean | SD | Critical Ratio |
| Members of KSKVP | 265 | 104.15 | 2.79 | 11.38\*\* |
| Non-members of KSKVP | 310 | 98.60 | 7.49 |

Note: \*\* indicates p<0.01

The critical ratio obtained for the test of significance of difference between mean scores of Attitude towards Agriculture of members and non-members of Kerala Samagra Karshika Vikhasana Padhadhi is found 11.38, which is greater than 2.58, the tabled value required for significance at 0.01 levels. Hence there exists significant difference between the mean scores of Attitude towards Agriculture of Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi at 0.01 level.

**Comments**

Comparison of mean score of Attitude towards Agriculture among members and non-members of Kerala Samagra Karshika Vikhasana Padhadhi (KSKVP) in secondary schools shows that there exists a significant difference in the extent of Attitude towards Agriculture between the groups compared. The members of KSKVP have more attitude towards Agriculture than that of non-members of the programme.

**Comparison based on Gender**

**a. Comparison on the Mean Scores of Attitude towards Agriculture among Male Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi (KSKVP) between the sub samples based on Gender.**

The investigator test the significance of difference between the mean scores of Attitude towards Agriculture among male Members and Non-members of KSKVP using two- tailed test of significance of mean difference to see whether the difference between them is statistically significant. The data and result of the test done is given in Table 6.

**TABLE: 6 Data and result of test of significance of difference between Mean scores of Attitude towards Agriculture among Male Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi (KSKVP)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | Sample Size | Mean | SD | Critical Ratio |
| Male Members of KSKVP | 132 | 103.85 | 3.16 | 8.80\*\* |
| Male Non-members of KSKVP | 156 | 97.06 | 8.36 |

Note: \*\* indicates p<0.01

The critical ratio obtained for the test of significance of difference between mean scores of male Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi is found to be 8.80. These values exceed 2.58, the tabled value for significance at 0.01 level. Hence there exists significant difference between the mean scores of Attitude towards agriculture among male Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools.

**b. Comparison of Mean Scores of Attitude towards Agriculture among Female Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi**

The investigator tested the significance of difference between the mean scores of Attitude towards Agriculture among female Members and Non-members of KSKVP using two- tailed test of significance of mean difference to see whether the difference between them is significant statistically. The data and result of the test done is given in Table 7.

**TABLE: 7 Data and result of test of significance of difference between Mean scores of Attitude towards Agriculture among female Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi (KSKVP)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | Sample size | Mean | SD | Critical Ratio |
| Female Members of KSKVP | 265 | 104.15 | 2.79 | 11.38\*\* |
| Female Non-members of KSKVP | 310 | 98.60 | 7.49 |

Note: \*\* indicates P<0.01

The critical ratio obtained for the test of significance of difference between mean scores of Attitude towards Agriculture of female Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi is found 7.56.These value exceeds 2.58, the tabled value required for significance at 0.01 levels. Hence there exists significant difference between the mean scores of Attitude towards Agriculture among female Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi.

**Comments**

Comparison of mean scores of Attitude towards Agriculture among male Members and Non -members of KSKVP shows that there exists significant difference in their attitude. The data shows that male members have more Attitude towards Agriculture than male Non-members. The comparison of mean scores of Attitude towards Agriculture among female members and non-members of KSKVP shows that there exists significant difference in their attitude. The data also shows that female members have more Attitude towards Agriculture than female non-members.

**Comparison based on Locale of Residence**

**a . Comparison on the mean scores of Attitude towards Agriculture among Rural Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi.**

The investigator tested the significance of difference between the mean scores of Attitude towards Agriculture among rural Members and Non-members of KSKVP using two- tailed test of significance of difference between means to see whether the difference is statistically significant. The data and result of the test done is given in Table. 8

**TABLE: 8 Data and result of test of significance of difference between Mean scores of Attitude towards Agriculture among rural Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi (KSKVP)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | Sample size | Mean | SD | Critical Ratio |
| Members of KSKVP in Rural Schools | 192 | 104.57 | 2.23 | 11.43\*\* |
| Non-members of KSKVP in Rural Schools | 238 | 98.20 | 7.45 |

Note: \*\* indicates P<0.01

The critical ratio obtained for the test of significance of difference between mean scores of rural Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi is found to be 11.43, which exceeds 2.58, the tabled value for significance at 0.01 levels. Hence there exists significant difference between the mean scores of Attitude towards Agriculture among rural Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi at 0.01 level.

**b. Comparison on the mean scores of Attitude towards Agriculture among Urban Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi.**

The investigator tested the significance of difference between the mean scores of Attitude towards Agriculture among Urban Members and Non-members of KSKVP using two- tailed test of significance of mean difference to see whether the difference between them is significant statistically. The data and result of the test done is given in Table. 9

**TABLE: 9 Data and result of test of significance of difference between Mean scores of Attitude towards Agriculture among Urban Members and Non-members of KSKVP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | Sample size | Mean | SD | Critical Ratio |
| Members of KSKVP in Urban Schools | 73 | 103.04 | 3.70 | 3.16\*\* |
| Non-members of KSKVP in Urban Schools | 72 | 99.93 | 7.54 |

Note: \*\* indicates P<0.01

The critical ratio obtained for the test of significance of difference between mean scores of urban Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi is found to be 3.16. These value exceeds 2.58, the tabled value for significance at 0.01 levels. Hence there exists significant difference between the mean scores of Attitude towards Agriculture among urban Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools at 0.01 levels.

**Comments**

Comparison of mean scores of Attitude towards Agriculture among members of Kerala Samagra Karshika Vikhasana Padhadhi based on Locale of Residence shows that there exists significant difference in the extent of Attitude towards Agriculture between the respective group. An examination of mean scores substantiates the result as mean scores of Attitude towards Agriculture among rural members of KSKVP is greater than their counterparts. The result indicated that the rural members of Kerala Samagra Karshika Vikhasana Padhadhi have more Attitude towards Agriculture than non-members. The Urban members of Kerala Samgra Karshika Vikhasana Padhadhi have higher attitude towards Agriculture than Urban non-members.

**Comparison based on Type of Management of School**

**a. Comparison on the mean scores of Attitude towards Agriculture among Government school Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi.**

The investigator tested the significance of difference between the mean scores of Attitude towards Agriculture among Government school Members and Non-members of KSKVP using two- tailed test of significance of mean difference to see whether the difference between them is significant statistically. The data and result of the test done is given in Table. 10

**TABLE: 10Data and result of test of significance of difference between Mean scores of Attitude towards Agriculture among Government School Members and Non-members of KSKVP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | Sample Size | Mean | SD | Critical Ratio |
| Members of KSKVP in Government Schools | 121 | 103.61 | 3.16 | 5.21\*\* |
| Non-members of KSKVP in Government Schools | 120 | 99.91 | 7.13 |

Note: \*\* indicates P<0.01

The critical ratio obtained for the test of significance of difference between mean scores of Attitude towards Agriculture among Government school Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi is found to be 5.21. These value exceeds 2.58, the tabled value for significance at 0.01 levels. Hence there exists significant difference between the mean scores of Attitude towards Agriculture among Government School Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools.

**b. Comparison on the mean scores of Attitude towards Agriculture among Aided School Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi.**

The investigator tested the significance of difference between the mean scores of Attitude towards Agriculture among Aided school Members and Non-members of KSKVP using two- tailed test of significance of mean difference to see whether the difference between them is significant statistically. The data and result of the test done is given in Table .11

**Table: 10 Data and result of test of significance of difference between Mean scores of Attitude towards Agriculture among Aided School Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi(KSKVP)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group | Sample Size | Mean | SD | Critical Ratio |
| Members of KSKVP in Aided Schools | 144 | 105.59 | 2.36 | 10.37\*\* |
| Non-members of KSKVP in Aided Schools | 190 | 97.77 | 7.62 |

Note: \*\* indicates P<0.01

The critical ratio obtained for the test of significance of difference between mean scores of Aided School Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi is found to be 10.37. These value exceeds 2.58, the tabled value for significance at 0.01 levels. Hence there exists significant difference between the mean scores of Attitude towards Agriculture among Aided School Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools.

**Comments**

Comparison of mean scores of Attitude towards Agriculture among members and non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary school students shows that there exists significant difference in the extent of Attitude towards Agriculture among Members and Non-members of KSKVP based on their type of management. The result shows that the members of KSKVP in Government schools have more Attitude towards Agriculture than Government school non-members. This implies that a member of KSKVP always have higher Attitude towards Agriculture than non-members irrespective of their type of management of schools.

**MAJOR FINDINGS**

The major findings of the study are summarized as follows.

1. Attitude towards Agriculture among members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and relevant sub samples are highly satisfactory.
2. Attitude towards Agriculture among non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and relevant sub samples are not much satisfactory.
3. Female members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools have more Attitude towards Agriculture (mean score=104.44) than female members (mean score = 103.85).
4. The secondary school students residing in rural area have more Attitude towards Agriculture (mean score=104.57)than their counterpart (mean score=103.04)
5. Members of KSKVP in Aided schools have more Attitude towards Agriculture (mean score=104.59) than members of KSKVP in Government school (mean score=103.61).
6. Attitude towards Agriculture among female non-members of Kerala Samagra Karshika Vikhasana Padhadhi (mean score=100.16) in secondary schools is greater than the male non-members. (mean score=97.06).
7. The non-members of Kerala Samagra Karshika VikhasanaPadhadhi in secondary schools residing in urban area have more Attitude towards Agriculture (mean score=99.93) compared to the rural counterpart (mean score = 98.20).
8. The non-members of Kerala Samagra Karshika Vikhasana Padhadhi studying in Government schools have more Attitude towards Agriculture (mean score=99.91) compared to non-member of KSKVP in Aided schools (mean score = 97.77).
9. There exists significant difference in the extent of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools. (CR=11.38, P<0.01).
10. There exists a significant difference in the extent of Attitude towards Agriculture between male Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools.(CR=8.80, P<0.01).
11. There exists a significant difference in the mean scores of Attitude towards Agriculture between female Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools. (CR=7.56, P<0.01).
12. There exists significant difference in the mean scores of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in rural schools.(CR=11.43, P<0.01).
13. There exists significant difference in the mean scores of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in urban schools.(CR=3.16, P<0.01).
14. There exists significant difference in the mean scores of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in Government schools.(CR=5.21, P<0.01).
15. There exists significant difference in the mean scores of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in Aided schools.(CR=10.37, P<0.01).

**TENABILITY OF HYPOTHESIS**

Based on finding, the tenability of the hypothesis of the study was reviewed.

The hypothesis states that ‘there exists significant difference in the extent of Attitude towards Agriculture among Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample and the relevant sub samples based on Gender, Locale of residence, Type of management of school.

Findings of the study in this regard shows that the variable Attitude towards Agriculture have significant difference among members and non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample and the relevant sub samples based on Gender, Locale of residence, Type of management of school. So the hypothesis is fully substantiated.

**CHAPTER –V**

**SUMMARY, CONCLUSION AND SUGGESTIONS**

* *Restatement of the Problem*
* *Variables*
* *Objectives*
* *Hypotheses*
* *Methodology*
* *Major findings of the Study*
* *Conclusion*
* *Educational Implications*
* *Suggestions for Further Research*

**SUMMARY OF PROCEDURE, FINDINGS AND SUGGESTIONS**

This chapter provides an overview of the ‘significant aspects of the study viz, study in retrospect, major findings of the study, educational implications and suggestions for further in this area’.

**STUDY IN RETROSPECT**

The present study was entitled as “ATTITUDE TOWARDS AGRICULTURE AMONG MEMBERS AND NON-MEMBERS OF KERALA SAMAGRA KARSHIKA VIKHASANA PADHADHI IN SECONDARY SCHOOLS”.

**OBJECTIVES**

1. To find out the extent of Attitude towards Agriculture among members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample and the relevant sub samples based on

* Gender
* Locale of residence
* Type of management school.

2. To find out the extent of Attitude towards Agriculture among non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools in the total sample and the relevant sub samples based on

* Gender
* Locale of residence
* Type of management of school.

3. To find out whether the significant difference exists in the extent of Attitude towards Agriculture between members and non-members of Kerala Samagra Karshika Vikhasana Padhadhi the total sample and the relevant sub samples based on

* Gender
* Locale of the residence
* Type of management of school

**HYPOTHESIS OF THE STUDY**

The hypothesis of the study is, there exits significant difference in the extent of attitude towards agriculture between the members and non- members of Kerala Samagra Karshika Vikasana Padhadhi in the total sample and the relevant subsamples based on Gender, Locale of residence, Type of management of school.

**METHODOLOGY**

It deals with the description of the sample used for the study, tools and statistical technique is used.

**Sample**

The study was conducted on a sample of 575 secondary school students from different schools of Kerala drawn by stratified sampling technique giving due representation to the various strata viz, gender, locality of the school and type of school management.

**Tools used**

For the present study in the investigator used the tool,

* Scale on Attitude towards Agriculture

[Mumthas and Souda - 2013]

**Statistical Technique**

Following statistical technique is used for the present study,

Test of Significance of difference between Means

**MAJOR FINDINGS**

The major findings of the study are summarized as follows.

1. Attitude towards Agriculture among members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and relevant sub samples are highly satisfactory.

2. Attitude towards Agriculture among non-members of Kerala Samagra Karshika Vikhasana Padhadhi in the total sample and relevant sub samples are not much satisfactory.

3. Female members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools have more Attitude towards Agriculture (mean score=104.44) than female members (mean score = 103.85).

4. The secondary school students residing in rural area have more Attitude towards Agriculture (mean score=104.57) than their counterpart (mean score=103.04)

5. Members of KSKVP in Aided schools have more Attitude towards Agriculture (mean score=104.59) than members of KSKVP in Government school (mean score=103.61).

6. Attitude towards Agriculture among female non-members of Kerala Samagra Karshika Vikhasana Padhadhi (mean score=100.16) in secondary schools is greater than the male non-members. (mean score=97.06).

7. The non-members of Kerala Samagra Karshika VikhasanaPadhadhi in secondary schools residing in urban area have more Attitude towards Agriculture (mean score=99.93) compared to the rural counterpart (mean score = 98.20).

8. The non-members of Kerala Samagra Karshika Vikhasana Padhadhi studying in Government schools have more Attitude towards Agriculture (mean score=99.91) compared to non-member of KSKVP in Aided schools (mean score = 97.77).

9. There exists significant difference in the extent of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools. (CR=11.38, P<0.01).

10. There exists a significant difference in the extent of Attitude towards Agriculture between male Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools. (CR=8.80, P<0.01).

11. There exists a significant difference in the mean scores of Attitude towards Agriculture between female Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in secondary schools. (CR=7.56, P<0.01).

12. There exists significant difference in the mean scores of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in rural schools.(CR=11.43, P<0.01).

13. There exists significant difference in the mean scores of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in urban schools.(CR=3.16, P<0.01).

14. There exists significant difference in the mean scores of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in Government schools.(CR=5.21, P<0.01).

15. There exists significant difference in the mean scores of Attitude towards Agriculture between Members and Non-members of Kerala Samagra Karshika Vikhasana Padhadhi in Aided schools.(CR=10.37, P<0.01).

**Conclusion**

The above findings help us to conclude that members of Kerala Samagra Karshika Vikhasana Padhadhi (KSKVP) have more Attitude towards Agriculture than the non-members. While considering the sub samples based on gender female members have more Attitude towards Agriculture than their counterpart. Also rural members of KSKVP have more Attitude towards Agriculture than urban member. Members of KSKVP in Aided schools possess more Attitude than their counter parts. The result also revealed that while considering non-members, a high Attitude towards Agriculture is with female, rural and government subsample groups. Significant difference exist in the mean scores of Attitude towards Agriculture between members and non-members of KSKVP in the total sample and in relevant sub samples based on gender, locale of residence and type of management of schools.

**Educational implication**

In the present study it was found that there exists significant difference in the mean scores of Attitude towards Agriculture between members and non-members of Kerala Samagra Karshika Vikhasana Padhadhi (KSKVP). The major findings of the study drawn helped the investigator to put forward the following suggestions for enhancing favourable attitude towards agriculture.

Government should take necessary steps to propagate the importance of this type of program and made provision to make all the students as member of KSKVP. The provision can be made by the school authority to enhance the participation of all students in KSKVP and thereby make them aware of the importance of Agriculture in day to day life.

The result also shows that boys, urban students and government schools students have a lesser attitude than their counter parts. So in order to inspire there groups, authority should take keep interest to organize field visits, practical sessions, IT enables sessions as a part of KSKVP.

The Government may recommended that all school should provide greater opportunities for Agricultural Education specially in schools, so that more students may offer it and adopt agriculture as a vocation.

Every school must provide a supportive climate to its teachers for improving their involvement in agricultural activities. Provisions can be made to conduct orientation courses, seminars, workshops related to agriculture for improving the interest towards agriculture among secondary school students. These types of enrichment program must be conducted in schools with the presence of their parents, because attitudes of parents play a greater role in their wards’ attitude.

It will be better to provide Agriculture award to the students for motivating them to actively participate in agricultural activities and to organize farm boys and farm girls in school to develop future farmers.

**Suggestion for Further Research**

Based on the findings of the study the investigator put forward the following suggestions for further research.

1. Comparison of Attitude towards Agriculture between VHSE and Higher secondary schools students.
2. Survey on Teacher’s Attitude towards Agriculture at different level.
3. Influence of Socio-Economic status on Attitude towards Agriculture among secondary school students.
4. Factors influencing Attitude towards Agriculture among school students.

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**APPENDICES**

**Appendix I**

**Farook Training College**

**Scale on Attitude Towards Agriculture (2013)**

**(Draft)**

Dr N.S. Mumthas Fathimath Souda.C.H

Associate Professor M.Ed Student.

Farook Training College

Personal Information Schedule

Name of the Student:............................................. Occupation

Name of the School:............................................. Mother:................

Class:................................ Father..................

Age:....................... Family: Nuclear/joint

Sex: Male/Female Educational Status

School Locality:Rural/Urban Father:..........

Types of School:Govt/Aided Mother..........

Birth Order:.....

Religion : Hindu/Muslim/Christian

Status in Agriculture related Club: Member/Non member

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hnZymÀ°nIÄ¡v IrjntbmSpÅ at\m`mhw Adnbp¶Xn\p th­nbpÅ Nne {]kvXmh\IfmWv Xmsg sImSp¯ncn¡p¶Xv.Hmtcm {]kvXmh\IÄ¡pw \ÂInbncn¡p¶ {]XnIcW§Ä¡v ,\n§fpsS A`n{]mb§Ä, tbmPn¡p¶p.(Agree) A`n{]mbsam¶panÃ (Undecided) hntbmPn¡p¶p (Disagree) F¶n§s\, {]tXyIw X¶ncn¡p¶p sheet- Â -☑ D]tbmKn¨v tcJs¸Sp¯pI. FÃm {]kvXmh\IÄ¡pw {]XnIcWw tcJs¸Sp¯phm³ {]tXyIw {i²n¡pI.

| **\¼À** |  | **tbm-Pn-¡p¶p** | **A`n-{]m-b-anÃ** | **hntbm-Pn-¡p¶p** |
| --- | --- | --- | --- | --- |
| 1 | hnhn[ Xcw ImÀjnI coXnIsf \mw  t{]mÂkmln¸nt¡­Xp­v |  |  |  |
| 2 | \qX\amb IrjnIsf Kh¬saâv  t{]mXvkmln¸nt¡­XnÃ. |  |  |  |
| 3. | ]mc¼cy IrjnbpsS XIÀ¨bmWv C¶s¯ Irjn coXnbpsS amä§Ä¡p ImcWw |  |  |  |
| 4. | kvIpfnÂ Irjnbpambn \_Ôs¸« {]hÀ¯nbnÂ GÀs¸«v kabw Ifbm³ Rm³ B{Kln¡p¶nÃ. |  |  |  |
| 5. | ImemhØbnÂ hcp¶ amä§Ä ImcWw Irjn XÅn¸dtb­ ImcyanÃ. |  |  |  |
| 6. | Irjnsbbpw IÀjIs\bpw Ipdn¨pÅ sSenhnj³ ]cn]mSnIÄ Rm³ {i²n¡mdp­v. |  |  |  |
| 7. | IrjntbmSpw IÀjItcmSpw F\n¡v ]pÑamWv. |  |  |  |
| 8. | kvIpfnsâ `mKambn ImÀjntImZym\w  t{]mXvkmln¸nt¡­XmWv. |  |  |  |
| 9. | Irjn \½psS ]mc¼cz¯nsâ `mKaÃ. |  |  |  |
| 10. | {]IrXn `wKn Im¯p kq£n¡p¶Xv  ImÀjnI taJebÃ. |  |  |  |
| 11. | Irjn Hcp IebmWv |  |  |  |
| 12. | Irjn¡p th­n Kh¬saâv sNehm¡p¶ Htcm XpIbpw Hcp ]mgvsNehmWv. |  |  |  |
| 13. | kaql¯nsâ hfÀ¨¡v Irjn AXymhiyamWv. |  |  |  |
| 14. | Iq«p Irjnsb t{]mXvkmln¸nt¡­XnÃ. |  |  |  |
| 15. | ImÀjnI hyhkmb§fpsS ]ptcmKXnbnÂ Kh¬saâv IqSpXÂ {i²nt¡­Xp­v. |  |  |  |
| 16. | ImÀjnI taJebnse sXmgnepIÄ \_p²nap«mbn tXm¶mdp­v. |  |  |  |
| 17. | ImÀjnI ]T\w ]mTy ]²XnbnÂ DÄs¸Spt¯­XnÃ. |  |  |  |
| 18. | hwi \miwt\cn«psIm­ncn¡p¶ ImÀjnI hnfIsf Ipdn¨pÅ hnhc§Ä tiJcn‑¡p¶Xv Fsâ hnt\mZamWv. |  |  |  |
| 19. | ]pXnb Xcw hn¯pIÄ DXv]mZn¸n¡s¸tS­XmWv. |  |  |  |
| 20. | Irjn [mcmfw kzbw sXmgnepIÄ¡pÅ  amÀ¤§Ä \ÂIp¶nÃ. |  |  |  |
| 21. | sXmgnemfnIfpsS Ipdhv Irjn taJebnÂ  \n¶pw amdn Nn´n¡m³ Ahkcsamcp¡p¶p |  |  |  |
| 22. | Kh¬saânsâ ka{K ImÀjnI hnIk\ ]²Xn t]mXvkmln¸nt¡­XmWv |  |  |  |
| 23. | IrjnbnS§fnse PetkN\w Pe  ZuÀe`y¯n\nSbm¡p¶p. |  |  |  |
| 24. | Irjnbpw A\p\_Ô hyhkmb§fpw  kaqls¯ ]ptcmKXnbnte¡p \bn¡p¶p. |  |  |  |
| 25. | Irjn Hcp ]g©³ BibamWv. |  |  |  |
| 26. | Irjn kwc£W¯n\v kvIpÄXew  apXÂ ]T\¢mkpIÄ kwLSn¸nt¡­XmWv. |  |  |  |
| 27. | tIcf¯nsâ hfÀ¨¡v hyhkmb§fmWv Bhiyw |  |  |  |
| 28. | A\y kwØm\§fnse IrjnIsf Ipdn¨pÅ hnhc§Ä Adnbm³ Rm³ {ian¡pdp­v. |  |  |  |
| 29. | Xmak¯n\mbn s\ÂhbepIÄ \nI¯p¶XnÂ sXsäm¶panÃ. |  |  |  |
| 30. | FÃm ho«nepw Hcp ]¨¡dnt¯m«w BhiyamWv. |  |  |  |
| 31. | ]gbImÀjnI D]IcW§Ä tiJcn¡p¶Xv  t{]mXvkmln¸nt¡­XnÃ. |  |  |  |
| 32. | Irjnsb Ipdn¨pÅskan\mdpIÄ ]s¦Sp¡phm³ Rm³ B{Kln¡p¶p. |  |  |  |
| 33 | ImÀjnI cwK¯v ]pXnbKthjWw \St¯­Xv kmaql¯nsâ DbÀ¨¡v BhiyamWv. |  |  |  |
| 34. | FÃm km[\§fpw hnc-ÂXp¼nÂ In«p¶  Cukab¯v Irjn sN¿p¶Xv Hcp A[nI sNehmWv |  |  |  |
| 35. | Irjn kw\_Ôamb sXmgnenÂ GÀs¸Sm\mWv F\n¡njvSw |  |  |  |
| 36. | Hu]NmcnI hnZy`ymk¯nsâ [À½w Ip«nIsf  Irjnbnte¡v Xncn¨phnSeÃ. |  |  |  |
| 37. | ImÀjnI taJebnÂ AdnhpÅ Hcp A[ym]I³ kvIqfnÂ BhiyamWv |  |  |  |
| 38. | A\ykwØm\§fnÂ \n¶pw ]¨¡dn Cd¡paXn sN¿p¶Xv eÖmIcamWv |  |  |  |
| 39. | hnZymÀ°n ImÀjnIAhmÀUv kvIqfpIfnÂ GÀs¸Sp¯p¶Xv t{]mXvkmln¸nt¡m­XmWv. |  |  |  |
| 40. | kaql¯nse Xmsg¡nSbnepÅhcpsS  tPmenbmWv Irjn |  |  |  |

**Appendix II**

**Farook Training College**

**Scale on Attitude Towards Agriculture (2013)**

**(Final)**

Dr N.S.Mumthas Fathimath Souda.C.H

Associate Professor M.Ed Student.

Farook Training College

Personal Information Schedule

Name of the Student:............................................. Occupation

Name of the School:............................................. Mother:................

Class:................................ Father..................

Age:....................... Family: Nuclear/joint

Sex: Male/Female Educational Status

School Locality:Rural/Urban Father:..........

Types of School:Govt/Aided Mother..........

Birth Order:.....

Religion : Hindu/Muslim/Christian

Status in Agriculture related Club: Member/Non member

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hnZymÀ°nIÄ¡v IrjntbmSpÅ at\m`mhw Adnbp¶Xn\p th­nbpÅ Nne {]kvXmh\IfmWv Xmsg sImSp¯ncn¡p¶Xv.Hmtcm {]kvXmh\IÄ¡pw \ÂInbncn¡p¶ {]XnIcW§Ä¡v ,\n§fpsS A`n{]mb§Ä, tbmPn¡p¶p.(Agree) A`n{]mbsam¶panÃ (Undecided) hntbmPn¡p¶p (Disagree) F¶n§s\, {]tXyIw X¶ncn¡p¶p sheet Â -☑ D]tbmKn¨v tcJs¸Sp¯pI. FÃm {]kvXmh\IÄ¡pw {]XnIcWw tcJs¸Sp¯phm³ {]tXyIw {i²n¡pI.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **\¼À** |  | **tbm-Pn-¡p¶p** | **A`n-{]m-b-anÃ** | **hntbm-Pn-¡p¶p** |
| 1 | \qX\amb IrjnIsf Kh¬saâv  t{]mXvkmln¸nt¡­XnÃ. |  |  |  |
| 2 | ]mc¼cy IrjnbpsS XIÀ¨bmWv C¶s¯ Irjn coXnbpsS amä§Ä¡p ImcWw |  |  |  |
| 3 | kvIpfnÂ Irjn bpambn \_Ôs¸« {]hÀ¯nbnÂ GÀs¸«v kabw Ifbm³ Rm³ B{Kln¡p¶nÃ. |  |  |  |
| 4 | ImemhØbnÂ hcp¶ amä§Ä ImcWw Irjn XÅn¸dtb­ ImcyanÃ. |  |  |  |
| 5 | Irjnsbbpw IÀjIs\bpw Ipdn¨pÅ sSenhnj³  ]cn]mSnIÄ Rm³ {i²n¡mdp­v. |  |  |  |
| 6 | IrjntbmSpw IÀjItcmSpw F\n¡v ]pÑamWv. |  |  |  |
| 7 | kvIpfnsâ `mKambn ImÀjntImZym\w  t{]mXvkmln¸nt¡­XmWv. |  |  |  |
| 8 | Irjn \½psS ]mc¼cz¯nsâ `mKaÃ. |  |  |  |
| 9 | {]IrXn `wKn Im¯p kq£n¡p¶Xv  ImÀjnI taJebÃ. |  |  |  |
| 10 | Irjn Hcp IebmWv |  |  |  |
| 11 | Irjn¡p th­n Kh¬saâv sNehm¡p¶ Htcm XpIbpw Hcp ]mgvsNehmWv. |  |  |  |
| 12 | kaql¯nsâ hfÀ¨¡v Irjn AXymhiyamWv. |  |  |  |
| 13 | Iq«p Irjnsb t{]mXvkmln¸nt¡­XnÃ. |  |  |  |
| 14 | ImÀjnI hyhkmb§fpsS ]ptcmKXnbnÂ  Kh¬saâv IqSpXÂ {i²nt¡­Xp­v. |  |  |  |
| 15 | ImÀjnI taJebnse sXmgnepIÄ \_p²nap«mbn tXm¶mdp­v. |  |  |  |
| 16 | ImÀjnI ]T\w ]mTy ]²XnbnÂ DÄs¸Spt¯­XnÃ. |  |  |  |
| 17 | hwi \miwt\cn«psIm­ncn¡p¶ ImÀjnI hnfIsf Ipdn¨pÅ hnhc§Ä tiJcn‑¡p¶Xv Fsâ hnt\mZamWv. |  |  |  |
| 18 | ]pXnb Xcw hn¯pIÄ DXv]mZn¸n¡s¸tS­XmWv. |  |  |  |
| 19 | Irjn [mcmfw kzbw sXmgnepIÄ¡pÅ  amÀ¤§Ä \ÂIp¶nÃ. |  |  |  |
| 20 | sXmgnemfnIfpsS Ipdhv Irjn taJebnÂ  \n¶pw amdn Nn´n¡m³ Ahkcsamcp¡p¶p |  |  |  |
| 21 | Kh¬saânsâ ka{K ImÀjnI hnIk\ ]²Xn t]mXvkmln¸nt¡­XmWv |  |  |  |
| 22 | IrjnbnS§fnse PetkN\w Pe  ZuÀe`y¯n\nSbm¡p¶p. |  |  |  |
| 23 | Irjnbpw A\p\_Ô hyhkmb§fpw  kaqls¯ ]ptcmKXnbnte¡p \bn¡p¶p. |  |  |  |
| 24 | Irjn Hcp ]g©³ BibamWv. |  |  |  |
| 25 | Irjn kwc£W¯n\v kvIpÄXew  apXÂ ]T\¢mkpIÄ kwLSn¸nt¡­XmWv. |  |  |  |
| 26 | tIcf¯nsâ hfÀ¨¡v hyhkmb§fmWv Bhiyw |  |  |  |
| 27 | A\y kwØm\§fnse IrjnIsf Ipdn¨pÅ hnhc§Ä Adnbm³ Rm³ {ian¡pdp­v. |  |  |  |
| 28 | Xmak¯n\mbn s\ÂhbepIÄ \nI¯p¶XnÂ sXsäm¶panÃ. |  |  |  |
| 29 | FÃm ho«nepw Hcp ]¨¡dnt¯m«w BhiyamWv. |  |  |  |
| 30 | ]gbImÀjnI D]IcW§Ä tiJcn¡p¶Xv  t{]mXvkmln¸nt¡­XnÃ. |  |  |  |
| 31 | Irjnsb Ipdn¨pÅskan\mdpIÄ ]s¦Sp¡phm³ Rm³ B{Kln¡p¶p. |  |  |  |
| 32 | ImÀjnI cwK¯v ]pXnbKthjWw \St¯­Xv kmaql¯nsâ DbÀ¨¡v BhiyamWv. |  |  |  |
| 33 | FÃm km[\§fpw hnc-ÂXp¼nÂ In«p¶  Cukab¯v Irjn sN¿p¶Xv Hcp A[nI sNehmWv |  |  |  |
| 34 | Irjn kw\_Ôamb sXmgnenÂ GÀs¸Sm\mWv F\n¡njvSw |  |  |  |
| 35 | Hu]NmcnI hnZy`ymk¯nsâ [À½w Ip«nIsf  Irjnbnte¡v Xncn¨phnSeÃ. |  |  |  |
| 36 | ImÀjnI taJebnÂ AdnhpÅ Hcp A[ym]I³ kvIqfnÂ BhiyamWv |  |  |  |
| 37 | hnZymÀ°n ImÀjnIAhmÀUv kvIqfpIfnÂ GÀs¸Sp¯p¶Xv t{]mXvkmln¸nt¡m­XmWv. |  |  |  |
| 38 | kaql¯nse Xmsg¡nSbnepÅhcpsS  tPmenbmWv Irjn |  |  |  |

**APPENDIX-111**

**Farook Training College**

**SCALE ON ATTITUDE TOWARDS AGRICULTURE 2013**

**(Draft)**

Dr. N. S Mumthas Fathima Souda. CH

Associate Professor M.Ed Student

Farook Training College

**Personal Information Schedule**

Name of the Student……………………………… Occupaiton

Name of the School………………………………… Mother: ………

Name of the Class………………………………… Father :………

Age: ……… Family: Nuclear/Joint

Sex: Male/Female Educational Status

School Locality: Rural/Urban Father: ……….

Type of School:Govt/Aided Mother: ………

Birth Order: ………..

Religion: Hindu/Muslim / Christian

Status in Agricultural Club: Member/Non-Member

**Suggestion**

Following are some statements are given below to know the Attitude of students towards Agriculture. Each statement carries three response as Agree, Undecided and Disagree. Mark your response with ‘√’ mark. Carefully respond to each statement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** |  | **Agree** | **Undecided** | **Disagree** |
| 1 | We have to encourage different ways of agriculture. |  |  |  |
| 2 | There is no need for the Government to encourage modern agriculture |  |  |  |
| 3 | Declining traditional agriculture is the reason for the change in the present methods of agriculture. |  |  |  |
| 4 | I do not like to waste my time by participating in agricultural activities in school |  |  |  |
| 5 | There is no need to speak against agricultural on the basis of change in climate |  |  |  |
| 6 | I used to Watch TV programs related with farmers and agricultural. |  |  |  |
| 7 | I feel contempt towards farmers and agriculture |  |  |  |
| 8 | As a part of school activities agricultural gardens are to encouraged. |  |  |  |
| 9 | Agriculture is not a part of our tradition |  |  |  |
| 10 | It is not agricultural sectors that protect our natural beauty. |  |  |  |
| 11 | Agriculture is not an art |  |  |  |
| 12 | Money spent by the Government for agriculture is a total waste. |  |  |  |
| 13 | Agriculture is essential development of society |  |  |  |
| 14 | There is no need to encourage multiple cropping |  |  |  |
| 15 | Government has to give more attention to the development of Agro-industries |  |  |  |
| 16 | Jobs in agricultural sectors are found to be more difficult. |  |  |  |
| 17 | There is no need to include agricultural studies in the curriculum. |  |  |  |
| 18 | Collecting information about agricultural crops in the threat of extinction is my hobby. |  |  |  |
| 19 | We should rear new types of seeds. |  |  |  |
| 20 | Agriculture does not provide wide opportunities for self-employment. |  |  |  |
| 21 | Lack of labours leads us think apart from agriculture |  |  |  |
| 22 | Integrated agricultural development program of the Government is to be encouraged |  |  |  |
| 23 | Excessive use of water for agriculture may lead to water scarcity |  |  |  |
| 24 | Agricultural and Argo-industries contribute for the development of society. |  |  |  |
| 25 | Agricultural is an out dated concept. |  |  |  |
| 26 | For protecting agricultural study classes should be conducted form the school levels. |  |  |  |
| 27 | For the development of Kerala, we need industries. |  |  |  |
| 28 | I always try to get information about agriculture of other states. |  |  |  |
| 29 | There is no wrong filling in agricultural lands for housing |  |  |  |
| 30 | All houses should have kitchen gardens. |  |  |  |
| 31 | There is no need in encouraging the collection of old-fashioned agricultural equipment |  |  |  |
| 32 | I like to participate is seminars on agriculture |  |  |  |
| 33 | New researches in field of agriculture necessary for the progress of our society. |  |  |  |
| 34 | Today, it is a waste of money to do agriculture when all things are available on our fingerprints. |  |  |  |
| 35 | I like to include in agricultural jobs. |  |  |  |
| 36 | Leading the students to agriculture is not the purpose of formal equation. |  |  |  |
| 37 | There is a need for having a teacher in school who is well reversed in agricultural field. |  |  |  |
| 38 | It is quite shameful to import vegetables for other states |  |  |  |
| 39 | Giving agricultural awards for students in schools are to be encouraged. |  |  |  |
| 40 | Agriculture is the job down trodden people in the society. |  |  |  |

**APPENDIX-1V**

**Farook Training College**

**SCALE ON ATTITUDE TOWARDS AGRICULTURE 2013**

**(Final)**

Dr. N. S Mumthas FathimaSouda. CH

Associate Professor M.Ed Student

Farook Training College

**Personal Information Schedule**

Name of the Student……………………………… Occupaiton

Name of the School………………………………… Mother: ………

Name of the Class………………………………… Father :………

Age: ……… Family: Nuclear/Joint

Sex: Male/Female Educational Status

School Locality: Rural/Urban Father: ……….

Type of School:Govt/Aided Mother: ………

Birth Order: ………..

Religion: Hindu/Muslim / Christian

Status in Agricultural Club: Member/Non-Member

**Suggestion**

Following are some statements are given below to know the Attitude of students towards Agriculture. Each statement carries three response as Agree, Undecided and Disagree. Mark your response with ‘√’ mark. Carefully respond to each statement.

| **No** |  | **Agree** | **Undecided** | **Disagree** |
| --- | --- | --- | --- | --- |
| 1 | There is no need for the Government to encourage modern agriculture |  |  |  |
| 2 | Declining traditional agriculture is the reason for the change in the present methods of agriculture. |  |  |  |
| 3 | I do not like to waste my time by participating in agricultural activities in school |  |  |  |
| 4 | There is no need to speak against agricultural on the basis of change in climate |  |  |  |
| 5 | I used to Watch TV programs related with farmers and agricultural. |  |  |  |
| 6 | I feel contempt towards farmers and agriculture |  |  |  |
| 7 | As a part of school activities agricultural gardens are to encouraged. |  |  |  |
| 8 | Agriculture is not a part of our tradition |  |  |  |
| 9 | It is not agricultural sectors that protect our natural beauty. |  |  |  |
| 10 | Agriculture is not an art |  |  |  |
| 11 | Money spent by the Government for agriculture is a total waste. |  |  |  |
| 12 | Agriculture is essential development of society |  |  |  |
| 13 | There is no need to encourage multiple cropping |  |  |  |
| 14 | Government has to give more attention to the development of Agro-industries |  |  |  |
| 15 | Jobs in agricultural sectors are found to be more difficult. |  |  |  |
| 16 | There is no need to include agricultural studies in the curriculum. |  |  |  |
| 17 | Collecting information about agricultural crops in the threat of extinction is my hobby. |  |  |  |
| 18 | We should rear new types of seeds. |  |  |  |
| 19 | Agriculture does not provide wide opportunities for self-employment. |  |  |  |
| 20 | Lack of labours leads us think apart from agriculture |  |  |  |
| 21 | Integrated agricultural development program of the Government is to be encouraged |  |  |  |
| 22 | Excessive use of water for agriculture may lead to water scarcity |  |  |  |
| 23 | Agricultural and Argo-industries contribute for the development of society. |  |  |  |
| 24 | Agricultural is an out dated concept. |  |  |  |
| 25 | For protecting agricultural study classes should be conducted form the school levels. |  |  |  |
| 26 | For the development of Kerala, we need industries. |  |  |  |
| 24 | I always try to get information about agriculture of other states. |  |  |  |
| 28 | There is no wrong filling in agricultural lands for housing |  |  |  |
| 29 | All houses should have kitchen gardens. |  |  |  |
| 30 | There is no need in encouraging the collection of old-fashioned agricultural equipment |  |  |  |
| 31 | I like to participate is seminars on agriculture |  |  |  |
| 32 | New researches in field of agriculture necessary for the progress of our society. |  |  |  |
| 33 | Today, it is a waste of money to do agriculture when all things are available on our fingerprints. |  |  |  |
| 34 | I like to include in agricultural jobs. |  |  |  |
| 35 | Leading the students to agriculture is not the purpose of formal equation. |  |  |  |
| 36 | There is a need for having a teacher in school who is well reversed in agricultural field. |  |  |  |
| 37 | Giving agricultural awards for students in schools are to be encouraged. |  |  |  |
| 38 | Agriculture is the job down trodden people in the society. |  |  |  |

**DETAILS OF THE SCHOOLS SELECTED FOR DATA COLLECTION**

|  |  |
| --- | --- |
| Sl.No. | Name of Institution |
|  | F T H S S ,Karinkallathani,Palakkad. |
|  | Govt. V H S S, Allanallur,Palakkad. |
|  | K H S S, Mannarkad,Palakkad. |
|  | S H S S, Pallikkurup,Palakkad. |
|  | D H S S, Thodha, Malappuram. |
|  | Govt. H S S, Malappuram. |
|  | P T M H S, Thazhekode, Malappuram. |
|  | T H S S ,Angadipuram, Malappuram. |
|  | F K H S S, Farookcollege, Kozhikode. |
|  | Govt. H S S, Cheruvannur, Kozhikode. |
|  | Govt. H S S ,Meanchandha, Kozhikode. |
|  | R.K.M.H.S.S Kozhikode |