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Study the Socio-economic and Communication Profile of the Agricultural Students

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A B S T R A C T

Information and communication technologies (ICTs,) including radio and television, as well as emerging digital technology such as computers and the Internet, have been touted as potentially important instruments for educational change and reform. Various ICTs, when used properly, are said to help expand access to education, improve the relevance of education to the increasingly digital workplace, and increase the standard of education by helping, among other things, to make teaching and learning more relevant. The present study was conducted to study the socio-economic and communication profile of the students. The survey consisted of 235 students, out of 235, 145 (61.70%) of students belonged to the 20 – 24 years age group. A majority (64.26%) of students were male while 35.74% were female. **(**66.38%**)** of student's father were engaged in farming. (77.44**%)** students had a family annual income between Rs. 156733 to 553403 rupees.(77.00%) of the student's medium of basic school education had a Hindi medium.(58.30%) students'family size of landholdings were marginal.(46.38%) students had a medium level of Mass Media Exposure.

Introduction

ICT stands for Information and Communication Technology. It refers to technologies that, through telecommunications, provide access to information. It is similar to Information Technology (IT) but focuses mostly on technologies of communication. This includes the internet, mobile phones, cellular networks, and other forms of communication. This implies that we now have more chances to use ICT in teacher training programs and improve teacher quality for teaching effectively**.** Information and communication technology is a discipline and management methodology in science, technology, and engineering used in the managing, implementation, and interaction of information with social, economic, and cultural matters. In our culture, teachers are the main part of the educational sector. He works further in every sector to increase our society's degree of change. In the form of a good social worker, politician, author, philosopher, etc., for society. Today's teacher education organizations aim to restructure their education systems and

classroom facilities, acknowledging the effect of emerging technologies on the workplace and daily life, to minimize the difference in teaching and learning technology between today and the future. Dynamic shifts are being made in society through ICTs. All aspects of life are affected by them. At college, the influences are felt more and more. Since ICTs offer more resources for both students and teachers to adapt teaching and learning to individual needs, society is pushing schools to respond appropriately to this technological innovation. It is widely used as a synonym for computers and computer networks, but it also encompasses other information dissemination technologies, such as television and telephones' Chandler and Munday (2012). Through such ICT-based teaching, it is expected that learners must be interested in actively involved in classroom learning processes and then they must mostly be self-dependent to make decisions and plan to their strategy Lu *et al.*, (2010).

Materials and Methods

The study was conducted in the Uttar Pradesh purposively selected having four state agriculture universities namely CSAUAT, NDUAT, SVBPUAT, AND BAUT. The College of agriculture was selected purposively because these colleges hold the maximum student strength of the university. Two Hundred Thirty-Five students were selected based on proportion to their size of the population. For the study, an ex-post-facto research method was adopted. An ex-post-facto analysis is a systematic empirical investigation in which the researcher has no direct control over independent variables because their manifestations have already arisen or are not manipulable naturally (Kerlinger, 1973). Through the use of the literature review, expert opinion, data were obtained using a semi-structured interview schedule.

Results and Discussion

The socio-economic and communication profile of the students were studied in terms of their Age, Gender, Education of Students, Caste Categories, Occupation of the student's Parents, Family Income, Family size, Medium of basic school education, Family Background, Land Holdings, Educational background of students parent, Mass Media exposure, The results as obtained are shown below in both frequency and percentage and discussed under individual subheadings.

From Table 1 it can be revealed that the majority (61.70%) of the students belonged to the 20 to 24 years age group followed by the 24 years age group & above (25.53%) and below to 20 years age group (12.77%) of the students majority of 64.26 percent of the students were male, and 35.74 percent were female students. The education status of the students ranged from Graduation (57.02%) Master (24.68%) and Ph.D. (18.30%).the majority (47.23%) of the students were belonged to the general categories, followed by other backward categories (31.06%), while (21.70%) of the students belonged to the scheduled caste and tribal categories.

Table 2 indicates that the occupation of students father majority (74.46%) was engaged in farming followed by government service (13.6%), business (5.95%), private sector (4.68%), Administrative Service (1.27%), respectively. As for the occupational status of the mother of the student, a vast majority (83.82%) were stated to be housewives, followed by agriculture (9.36%), the government service (2.55%), private sector (2.55%) and business (1.70%), respectively.

Table 3 reveals that the majority (58.30%) of students were family landholdings having marginal farmers followed by 28.93 percent

were having small farmers while 8.50 percent were having semi-medium farmers 3.00 percent belonged to medium farmers and only 1.27 percent of the students family landholdings were having large farmer.

Table.1 Distribution of students based on their Age, Gender, and Education of the students, and Caste Categories (n=235)

Variables	Categories	Frequency	Percentage
Age	Below 20 years	30	12.77
	20 – 24 years	145	61.70
Above	24 years 6025.53		
Gender	Male	151	64.26
	Female	84	35.74
Education	Graduation	134	57.02
	Master	58	24.68
	Ph.D.	43	18.30
Caste Categories	General	111	47.23
	OBC	73	31.06
	SC/ST	51	21.70

Table.2 Distribution of students based on their Occupation of Parents (n=235)

Categories	Father		Mother	
	No	%	No	%
Farmer	175	74.46	22	9.36
Government Service	32	13.61	6	2.55
Business	14	5.95	41	70
Private Sector	11	4.68	6	2.55
Administrative Service	3	1.27	0	00.00
Labour	0	00.00	0	00.00
House Wife	0	00.00	197	83.82

Table.3 Distribution of students based on their size of Land Holdings (n=235)

Categories	Frequency	Percentage
Marginal farmer (below 1 hectare)	137	58.30
Small farmer (1-2 hectare)	68	28.93
Semi- medium (2-4 hectare)	20	8.50
Medium farmer (4-10 hectare)	7	3.00
Marginal farmer (below 1 hectare)	3	1.27

Table.4 Distribution of students based on their Family Income, Family size, Medium of basic school education, Family Background, and Mass Media Exposure (n=235)

Variables	Categories	Frequency	Percentage
Family Income	Up to Rs. 156733	32	912.34
	Rs. 156733 to 553403	40	318277.44
	Rs. 553403 & above	24	10.22
Family size	Small (Up to 4)	48	20.42
	Medium (4 to 7)	134	57.03
	Large (7 & above)	53	22.55
Medium of basic school education	English	45	19.15
	Hindi	190	80.85
Family Background	Rural	197	83.83
	Urban	38	16.17
Mass Media Exposure	Low (up to 10.11)	68	28.94
	Medium (10.11 to 12.93)	109	46.38
	High (12.93 and above)	58	24.68

Table.5 Distribution of students based on their Educational background of students parent (n=235)

Categories	Father		Mother	
	No	**%**	**No**	**%**
Illiterate	5	2.12	25	10.63
Primary	14	5.95	39	16.59
Middle School	21	8.93	66	28.08
High School	54	22.97	52	22.12
Intermediate	31	13.21	26	11.06
Graduation	90	38.30	19	8.08
Post Graduation	20	8.52	8	3.40

It can be inferred from Table 4that the majority (77.44%) of the students had a family annual income between Rs. 156733 to 553403 followed by Up to Rs. 156733 (12.34%), while (10.22%) of students had an annual family income of Rs. 553403 and above. The majority (57.03%) of the students were having 4 to 7 family members followed by 7 family members size and above (22.55%) while (20.42%) of the students were having Up to 4 family members size the majority (80.85%) of the students had their basic school education in Hindi medium, while (19.15%) were having English as a medium of schooling that the majority (83.83%) of the students were from rural backgrounds while (16.17%) students were from urban backgrounds. The majority (46.38%) of the students had a medium level of mass media exposure, followed by 68 (28.94%) students who had a low level of mass media exposure, and 58 (24.68%) of the students had a high level of mass media exposure.

It can be inferred from Table 5that the majority (38.30%) of the student's father had educational qualifications up to graduation. Followed by (22.97%) were high school, (13.21%) student's father was an intermediate pass, (8.93%) student's father up to middle school, (8.52%) student's father were educated up to post-graduation, (5.95%) student's father was primary school while (2.12%) student's father was illiterate respectively.

In the case of the educational background of students mothers (28.08%) were educated up to middle school, followed by (22.12%) were educated up to high school, (16.59%) were educated up to primary school, (11.06%) were educated up to intermediate, (10.63%) were illiterate, (8.08%) were educated up to graduation, and (3.40%) were post-graduation.

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