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Profile of Girl Students Studying in Higher Agricultural Education

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Present study was conducted during the academic session 2020-21in the College of Agriculture, Central Agricultural University, Imphal, Manipur, India taking 139 girl students randomly studying in B.Sc.(Ag.), M.Sc.(Ag.) and Ph. D. programmes. In this investigation, "Ex-Post-Facto" research design was used. Socio-personal, communicational-situational, economic and psychological variables were independent variables to study the attitude (dependent variable) of girl students**.** Different empirical measures and structured schedule were used to know the variables of the study. Scale developed by Heatherton and Polivy [1] for assessment of level of confidence and scale adopted by Ajit [2] and further, used by Hallar (1963) were applied for reckoning the occupational aspirations. Results of the study indicate that majority (77.70%) of the respondents was under 22 years having OGPA between 7.00 to 8.00. Leaving 3.60 per cent of illiterate mothers, all students' parents were literate. Data also reveals that nearly one third (33.81%) of the students belonged to high family income group whereas, 23.74 per cent belonged to low and 42.45 per cent belonged to medium family income group. Most of them (74.10%) were from OBC, SC/ST categories and nearly two-third of them (63.31%) had medium to very high participation in extra-curricular activities.

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Majority (64.75%) was from rural background and 54.68% of the respondents used to visit the library either twice or once in a week. More than one third students (35.25%) under study were found using internet at medium level. More than three-fourth (75.54%) of the students' parents had agriculture, animal husbandry and service as their occupation whereas majority (63.31%) of them was small and marginal farmers. On further analysis, it was seen that 49.64 per cent of the responding students had high level of confidence whereas, majority (79.86%) had medium to high level of occupational aspiration.

Keywords: Majority; medium; category; agricultural education; girl students and parents.

ABBREVIATIONS

ICT = Information Communication Technology
OBC = Other Backward Castes
OGPA = Overall Grade Point Average
SC / ST = Scheduled Castes / Scheduled Tribes

1. INTRODUCTION

India is currently being focused as a great deal of international attention among the fastest growing economies of the world. It is seventh largest country in the world in terms of its geographical area having 32, 87, 590 Km^2 (2% of the total world landmass). India is the second most populated country in the world with nearly a fifth of the world's population. According to the 2019 revision of the World Population Prospects, the population of the country stood at 1,352,642,280. With current population growth by 2025, India may even have caught up with China according to the UN [3].

India constitutes about 50 per cent of women population and majority of them perform agricultural work. For the empowerment of women, it is needed to strengthen the linkages between agricultural education and farm women by enrolling more girls in agricultural education programmes. Girl students in agriculture faculty can play a vital role in rural development and to the national economy also.

The role of women in agriculture sector cannot be ignored. They play a crucial role as agricultural producers and as agents of food and nutritional security. Yet relative to men, they have less access to productive assets such as land and services, finance and extension services. Agriculture in low-income developing countries is a sector with exceptionally high impact in terms of its potential to reduce poverty.

The attitude of girl students towards higher agricultural education plays a vital role in agriculture development process. Now-a-days, more number of girl students is seeking admission leading to higher agricultural degree courses with their multiple role obligations. It is obvious from the data available that the number of girl students pursuing higher agricultural education in the College of Agriculture, Central Agricultural University, Imphal during current session *i.e.,* 2020-21 is more than the male students (55.24%), which is a healthy sign to support agricultural development at national level.

Agricultural education access to women will help in capacity building and entrepreneurial behavior for improving the situation of agriculture and rural development. Education occupies an important place in the intellectual and social development of human beings. It is an important means towards the production of material wealth. The aim of education is to develop the person. It is education that determines the level of prosperity, welfare and security of the people. Education helps to shape individual's personality and integrates her into the social structure [4].

The agriculture sector is important for food security, employment generation and economic growth. However, concern has now been expressed on the decline in agricultural growth. Modern agriculture is knowledge-based in which education at all levels; particularly higher education has an important role. The boost in agricultural education will develop human resources of the country that will contribute to sustainable development of agriculture. The challenges posed to higher education must be met squarely to make education more interesting and resourceful to the students. An individual become productive member of the society by selecting a suitable occupation. Occupation plays an important role in the life of an individual. Thus, those in the education process develop awareness towards the type of education imparted and the courses in which they are enrolled. It helps them in judging their future prospectus and scope for employment.

Considering the above facts, the present study was conducted to study the profile of girl students studying in College of Agriculture, Central Agricultural University, Imphal, Manipur.

2. METHODOLOGY

The present investigation was conducted in the College of Agriculture, Central Agricultural University, Imphal, Manipur, India during the academic year 2020-21. College of Agriculture, Central Agricultural University, Imphal was purposively selected for the study because (i) this study has been undertaken as a pilot study in this University being unique and not undertaken so far; (ii) the College of Agriculture, Imphal is one of the premier agriculture colleges of the North Eastern Hill States of India; (iii) during last four – five years, a large number of girl students are inclining to pursue their higher education in this University. During the year 2020-21, 55.24% of the total students enrolled were girls. Viewing the increasing number of girl students in higher agricultural education, this topic was chosen interestingly.

2.1 Sampling Design

In this investigation, "Ex-Post-Facto" research design was used. This design was used for the study because the researcher did not have any control on the independent variables of the selected respondents."Ex-Post-Facto" research design is systematic experimental investigation in which control on the independent variable is very weak and in this study, almost no control was possible. Kerlinger [5] said that Ex-post-facto research design is worthy to apply when the independent variables have already acted upon.

2.2 Sampling Procedure and Selection of Respondents

The present study was conducted over 50 per cent (139 out of 274) undergraduate, post-graduate and Ph. D. girl students studying in the College of Agriculture, Imphal. These 139 responding students were selected randomly out of 274 girl students on-rolled at the time of investigation. The existing total number of U.G., P.G. and Ph. D. students during the academic session 2020-21and number of girl students selected for study have been shown in Table – 1.

Structured schedule was developed for the study and data were collected consulting the 50 per cent of girl students in face-to-face situation randomly during the last part of academic session 2020-21. Data collected were tabulated and analyzed by using simple percentage.

2.3 Selection of Variables

The selection of variables included in the study was done on the basis of an extensive review of literature on the subject, in consultation with experts and from previous studies taken up on the related subjects. Only those variables which were found to have most relevance to the present investigation were finally selected for the study. Selected variables for the study were grouped in four categories like, (a) Socio-personal variables- Age, Academic performance, Caste, Mother's education and Father's education; (b) Situational-communicational variables- Participation in extra-curricular activities, Native place, Library exposure and ICT exposure; (c) Economic variables - Family occupation, Family income and Family land holding; and, (d) Psychological variables: self-confidence and occupational aspiration.

Table 1. U.G., P.G. and Ph. D. students on roll during the year 2020-21 and details of respondents selected for the study

Sl. No.	Year-wise break-up of U.G., P.G. and Ph. D. students	Total number of students on roll	Total number of girl students on roll	Number of selected girl students
1.	B.Sc. (Ag.) First Year	103	67	34
2.	B.Sc. (Ag.) Second Year	95	51	26
3.	B.Sc. (Ag.) Third Year	85	44	22
4.	B.Sc. (Ag.) Fourth Year	78	39	20
5.	M.Sc. (Ag.) First Year	54	30	15
6.	M.Sc. (Ag.) Second Year	46	20	10
7.	Ph. D.	35	23	12
Total		496	274 (55.24%)	139

3. RESULTS AND DISCUSSION

The characteristics of the responding girl students were classified into four groups *viz*., socio-personal, situational-communicational, economic and psychological characteristics. The findings of these characteristics have been presented in the following sections.

3.1 Socio-Personal Characteristics

Physical as well as psychological development of a person is related to her / his age. It influences the interest and needs of an individual. It also plays a vital role in acquiring knowledge about higher agricultural education and helps in developing positive approach towards such education. Academic performance of girl students shows their capability or interest in agriculture, their knowledge, sincerity, involvement and intelligence to pursue higher education. It is also an important variable of the respondents which may have association with their degree of attention and attachment to get employment in vocation specific agriculture discipline. **C**ategorization of individuals arranged in levels according to the social status in the society by birth is called caste. The girl students chosen for the study were categorized in four different groups viz., General, other backward castes, scheduled castes, and scheduled tribes. In the present study, mother's education refers to the years of formal education completed by mother of the girl students. It is well understood that well educated mothers have tendency to inspire their kids for gaining best potential aptitude in all walks of life. So, it was assumed that the mothers' education of girl students certainly played a function in forming their positive attitude towards higher education. It refers to the years of formal education completed by fathers of girl students. It is fact that well educated fathers have sensation to motivate their children to avail the best possible employable qualities. So it is assumed that the fathers' education of girl students may play a role in determining their level of higher education.

As the data given in Table – 2, a great majority (77.70%) of the respondents belonged to less than 22 years age group, followed by 22 to 24 years age group (12.95%), while the remaining 09.35 per cent of them were in the age group of above 24 years. The reason might be that the respondents selected for the present study were either studying in Bachelor or Master Degree.

It is clear from the above Table that 47.48 per cent of the respondents obtained OGPA between 7.00 to 8.00, followed by 24.46 per cent students achieved the OGPA between 6.00 to 6.99 and more than 8.00 OGPA was obtained by 24 (17.27%) students, respectively while, least number of respondents *i.e.,* 15 (10.79%) got the OGPA below 6.00.

After further analysis, researcher found that nearly two third (64.75%) of the respondents were found having OGPA more than 7.00. This might be due to high level of knowledge in agriculture and confidence to compete with others. This finding is at par with the findings of Bibi et al. [6].

The data presented regarding caste indicate that the highest number of respondents was from Other Backward Castes (28.78%) whereas, respondents from General category were slightly lesser (25.90%). Girl students representing from scheduled Tribe category were 26.62 per cent and 18.70 per cent from Scheduled Castes. It can be concluded that majority of the girl students belonged to Other Backward Castes followed by Scheduled Tribes.

It might be due to different demographic situations, high literacy rate among the people of the North Eastern Region and more awareness regarding the education of girl students in agriculture. Some of the students had occupied general seat even being concerned with reserved categories. This finding seems to be closer as the results were found by Ajit [2].

It is obvious from the above Table - 2 that nearly one-fourth (24.46%) of the respondents had Graduation or above of their mother's education, followed by 22.30 per cent had Junior High School level of mother's education. There were 17.99 per cent mothers having education level up to Intermediate whereas, slightly less percentage (17.26%) of mothers' education was seen up to primary level of education. On further analysis, it was seen 14.39 per cent had High School level of mothers' education, whereas, a little number 02.60 per cent of them were with illiterate mothers. Thus, it can be concluded that a great majority (56.84%) of respondents had High School to Graduation or above level of their mothers' education. The probable reason may be that an educated mother might have known the importance of agricultural education and its importance for employment. Such results are found to be similar to the findings of Darji *et al.* [7] and Patter [8].

It is evident from the data in Table - 2 that increasing rate of education was seen in next higher category among the fathers of the respondents. Majority (41.01%) of the respondents had Graduation or above level of their fathers education, followed by 25.18 per cent had Intermediate level of fathers' education. Similarly, 21.58 per cent, 09.35 per cent and 02.88 per cent of fathers had High school, Junior High School and Primary level of education, respectively, and no any respondent was found having illiterate father.

Combining fifth and sixth categories of education level, it can be concluded that two-third majority (66.19%) of respondents had Intermediate and above level of their fathers' education. The probable reason may be that an educated father might have known the importance of agricultural education and they might have realized the more job opportunities in higher agricultural education. Therefore, they might have motivated their daughters for higher education in agriculture. The result of this study is found at par to the findings of Bibi et al. [6].

3.2 Situational-Communicational Variables

Viewing the existing environmental conditions, educational facilities and means of communication, a major category of variable as Situational-communicational variables was taken up for this study. Four sub-categories of variables like, participation in extra-curricular activities, native place, library exposure, and ICT exposure have been studied in this investigation. Agriculture girl students had been provided opportunities to participate in students' welfare activities, singing, dancing, games, quiz club, debates, essay competition, *rangoli*, NCC, NSS camps etc. Native place refers to the place from where girl students had passed their childhood and completed their primary education; it may be either urban or rural areas. Library exposure refers to the frequency of visit and use of the library by responding students. Further, Internet is such an effective communication tool in day-to-day life of students, teachers and research workers. For these four different categories of situational-communicational variables, information was collected and data are presented in Table-3.

It is observed from the data regarding participation in extra-curricular activities shown in Table-3 that nearly one-fifth (39.57%) of the respondents were having medium level of participation in extra-curricular activities, followed by 28.06 per cent, 21.58 per cent, 08.63 per cent and 02.16 per cent had low, high, very low and very high level of participation in extra- curricular activities, respectively.

From the above findings, it can be concluded that nearly two-third (63.31%) of the girl students had medium to very high participation in extra-curricular activities. The probable reason may be that the girl students studying in higher agricultural education might be motivated to participate in various extra-curricular activities such as singing, dancing, games, quiz club, debates, essay competition, *rangoli*, NCC, NSS camps etc. This finding is in line with the finding reported by Bhosale [9].

The data presented in Table - 3 reveal that nearly two-third (64.75%) of the respondents were from rural areas whereas, 35.25 per cent (slightly more than one-third) of the respondents studying Agriculture were from the urban background. This might be due to more awareness towards higher agricultural education among the rural people. The finding is supported by the findings of Patter [8].

Further, Table - 3 also indicate that 10.79 per cent of the respondents utilized library facility every day whereas, highest number of the girl students under study (28.78%) were found to be the visitor of Library once in a week followed by 25.90 per cent of them had used Library facility twice in a week. On further analysis,17.27 per cent of the respondents utilized Library facility once in a month, 13.67 per cent once in a fortnight and very limited number of them (03.59%) used this facility only once in a three months. Thus, it can be said that more than half (54.68%) of the girl students had either twice in a week or once in a week type of library exposure. This may be due to collection of reading materials, assignments, review of research work carried out by other girl students regarding pertinent topics and collection of notes from relevant books and journals which lead to the realization of the girl students to make their knowledge up-to-date and strengthened. The result of this study is found in partial agreement with the results reported by Gadhvi [10] and Bibi *et al*. [6].

On further analysis, researcher found that nearly more than one-third (35.25%) of the respondents used internet at medium level, followed by 24.46 per cent, 16.55 per cent, 14.39 per cent and

09.35 per cent of them had low, very high, high and very low level of ICT exposure. It can be concluded that nearly three-fifth (66.19%) of the girl students had medium to very high level of ICT exposure. The probable reason might be that in the College of Agriculture, CAU, Imphal facility of computer with internet connectivity is provided to the students. Thus, while visiting the Library, they might have utilized the computer facility connected with internet to find out review of research, assignments, useful information regarding their study and research work carried out by agricultural scientists available on internet. The above findings are supported by the findings of Darji et al. [7], Kumar et al. [11].

3.3 Economic Variables

Economic variables under this study include family occupation, family annual income and family land holding and data collected are presented in Table – 4.

Family occupation refers to the occupation proportion of members of family who are engaged in it. The data regarding family occupation status are presented in Table-4. It can be observed from the data presented in Table - 4 that slightly more than two fifth (40.29%) of the respondents had agriculture + service as their family occupation followed by 25.90, 21.58 and 09.35 per cent of them had agriculture + animal husbandry, only service, and agriculture as their family occupations, respectively. Only 02.88 per cent of them had only business as their family occupations.

Discussion leads to conclusion that more than three-fourth (75.54%) of the girl students had agriculture, animal husbandry and service as their main family occupation, whereas there were 21.58 per cent of respondents whose parents are solely dependent on service and parents of 02.88 per cent respondents had only business as their livelihood. The probable reason may be that the parents of the respondents were dependent on agriculture, animal husbandry and services who had realised the job opportunities in agriculture and allied sector. The findings are very similar to the findings of Dobariya [12] and Gadhvi [10].

Table 2. Distribution of respondents according to their socio-personal characteristics n =139

Sl. No.	Categories	Frequency	Per cent
(A)	Age		
1.	Less than 22 years	108	77.70
2.	In between 22 to 24 years	18	12.95
3.	Above 24 years	13	09.35
(B)	Academic Performance		
1.	More than 8.00 OGPA	24	17.27
2.	In between 7.00 to 8.00 OGPA	66	47.48
3.	In between 6.00 to 6.99 OGPA	34	24.46
4.	Below 6.00 OGPA	15	10.79
(C)	Caste		
1.	General	36	25.90
2.	Other Backward Castes	40	28.78
3.	Scheduled Castes	26	18.70
4.	Scheduled Tribes	37	26.62
(D)	Mother's education		
1.	Illiterate	05	03.60
2.	Primary education (up to 5th standard)	24	17.26
3.	Junior High School (8th standard)	31	22.30
4.	High School (10th standard)	20	14.39
5.	Intermediate (12th standard)	25	17.99
6.	Graduation and above	34	24.46
(E)	Father's education		
1.	Illiterate	00	00.00
2.	Primary education (up to 5th standard)	04	02.88
3.	Junior High School (8th standard)	13	09.35
4.	High School (10th standard)	30	21.58
5.	Intermediate (12th standard)	35	25.18
6.	Graduation and above	57	41.01

Table 3. Distribution of respondents according to their situational-communicational variables n = 139

Sl. No.	Categories	Frequency	Per cent
(A)	Participation in extra-curricular activities		
1.	Very low	12	08.63
2.	Low	39	28.06
3.	Medium	55	39.57
4.	High	30	21.58
5.	Very High	03	02.16
(B)	Native place		
1.	Urban	49	35.25
2.	Rural	90	64.75
(C)	Library exposure		
1.	Everyday	15	10.79
2.	Twice in a week	36	25.90
3.	Once in a week	40	28.78
4.	Once in fortnight	19	13.67
5.	Once in a month	24	17.27
6.	Once in a three month	05	03.59
7.	Once in a six month	00	00.00
8.	Once in a year	00	00.00
9.	Never	00	00.00
(D)	ICT exposure		
1.	Very low (Up to 8 score)	13	09.35
2.	Low (9 to 16 score)	34	24.46
3.	Medium (17 to 24 score)	49	35.25
4.	High (25 to 32 score)	20	14.39
5.	Very High (Above 32 score)	23	16.55

Table 4. Distribution of the respondents according to their economic variables n = 139

Sl. No.	Categories	Frequency	Per cent
(A)	Family occupation		
1.	Agriculture	13	09.35
2.	Agriculture + Animal Husbandry	36	25.90
3.	Agriculture + Service	56	40.29
4.	Only service	30	21.58
5.	Only business	04	02.88
(B)	Family annual income		
1.	Low (Up to Rs. 2,00,000/-)	33	23.74
2.	Medium (Rs. 2.00,001 to Rs. 4,00,000/-)	59	42.45
3.	High (Above Rs. 4,00,000/-)	47	33.81
(C)	Family land holding		
1.	Marginal land holding (up to 1.0 ha)	51	36.69
2.	Small land holding(1.01 to 2.0 ha)	37	26.62
3.	Medium land holding(2.01 to 4.0 ha)	26	18.71
4.	Big land holding(above 4.0 ha)	25	17.98

Family income is considered as the gross income of the girl students' family. It is natural that the persons with higher family income have more favorable condition to gain higher agriculture education. Keeping this in view, the family income of the girl students was selected as an independent variable and studied.

The data presented in Table – 4 reveals that majority (42.45%) of the respondents' parents had medium level of annual income (Rs 2, 00,001/- to Rs. 4,00,000/-), followed by 33.81 per cent of them were having high (above Rs. 4,00,001/-) and 23.74 per cent of the respondents had low (Up to Rs. 2,00,000/-) annual income.

From the above discussion, it can be concluded that more than three-fourth (76.26%) of the parents of girl students had medium to high level of their family annual income. The medium to high economic status of the parents of girl students can be attributed to the fact that majority of the parents had other occupations in addition to their main occupation *i.e.,* agriculture as their profession. Shingare (2005) observed that slightly more than half (50.40%) of the respondents belonged to the family having high occupational status while, the respondents having medium and low family occupational status were 28.80 per cent and 20.80 per cent, respectively. Similarly, Bibi *et al*. (2017) found in their study that slightly more than half (54%) of income of respondents' families was medium (Rs. 2,50,001-5,00,000). Further, 28 per cent girl students were from the families having low income (up to Rs.2,50,000) and 18 per cent of them were from families having high income (above Rs. 5,00,000). Thus, the finding is seen in the agreement.

Land holding is one of the most important indicators to measure one's socio-economic status. It refers to the size of land own by the family of the girl students. The information of family land holding was collected and presented in Table-4. The data presented in Table- 4 reveals that slightly more than one-third (36.69%) of the respondents' parents were having marginal size of land holding, followed by 26.62 per cent, 18.71 per cent and 17.98 per cent of them were having small, medium and big size of family land holding, respectively. From the above discussion it can be inferred that majority (63.31%) of the respondents had marginal and small land holding. This could be attributed to division of land from generation to generation as a custom of society as well as geo-physical condition of the north-eastern region from where most of the respondents belonged. This finding is in line with the findings reported by Ajit [2] and Aher [13].

3.4 Psychological Variables

This variable includes self confidence and occupational aspirations. Self confidence refers to the degree of self-dependence or self-reliance of any individual about his or her own abilities, talent, capacity and understanding to accomplish desired outcome. Obviously a person with high level of confidence always has production oriented initiating virtues and willing to take risk up to a well calculated extent. This variable bears a significant influence to take higher agriculture education and hence it was selected for the study. The data collected from the respondents in this regard are presented in Table 5.

It is evident from the data presented in Table - 5 that slightly less than half (49.64%) of the respondents had high level of self-confidence, followed by 35.97 per cent of them were with medium, 10.07 per cent had very high, 02.88 per cent of the respondents had low level of self-confidence and 1.44 per cent of the respondents fell under the category of very low level of self-confidence.

It can be stated that an overwhelming number (95.68%) of the girl students under study had medium to very high level of self-confidence. Learning of the various technical courses and enterprising exposure during field visits might have developed the self-confidence at considerable level. The other reason behind the

Table 5. Distribution of the respondents according to their psychological variables n=139

Sl. No.	Categories	Frequency	Per cent
(A)	Self confidence		
1.	Very low (Up to 28.80 score)	02	01.44
2.	Low (28.81 to 39.60 score)	04	02.88
3.	Medium (39.61 to 50.40 score)	50	35.97
4.	High (50.41 to 61.20 score)	69	49.64
5.	Very High (Above 61.20 score)	14	10.07
(B)	Occupational aspiration		
1.	Very low (Up to 4 score)	04	02.88
2.	Low (5 to 8 score)	15	10.79
3.	Medium (9 to 12 score)	51	36.69
4.	High (13 to 16 score)	60	43.17
5.	Very High (Above 16 score)	09	06.47

high level of self-confidence of the girl students may be due to the fact that education increases their knowledge by assignment and seminar presentation which in the long run increase their self-confidence. Findings reported by Christian [14] and Fatma [15] have also supported this finding.

Occupational aspiration means striving for success in competition with some standard of excellence. The need to achieve occupational aspiration is expressed in a variety of activities and by various roles. It has both intrinsic and extrinsic aspects. The aspirated person aims at reaching a standard determined by an inner need for superior performance and at the same time, he or she is motivated by the need for esteem, prestige and status. It is thereby expected that girl students with high degree of occupational aspiration has more inclination to make progress in her future and for that she brings changes in the way of life and does all those contacts through modern media which are valuable for her progress. Looking to this variable, level of occupational aspiration was integrated in the existing study.

Table - 5 which includes five categories of respondents reveals that more than two fifth (43.17%) of the respondents had high level of occupational aspiration followed by (36.69%) of them had medium level of occupational aspiration. On further analysis, it was found that 10.79 per cent, 06.47 per cent and 02.88 per cent of respondents had low, very high and very low level of occupational aspiration, respectively.

It can be concluded that majority (79.86%) of the girl students had medium to high level of occupational aspiration. Most of the girl students were belonged to the good economic condition and good occupational status and therefore, they may have been exposed to the knowledge of the various occupations available to them. Majority of the parents were well educated and so they aspired for good job for their children which might have reflected in the agricultural girl students' aspiration. The results reported by Shingare [16] and Dahake [17] are found very similar to this finding.

4. CONCLUSION AND POLICY IMPLICATIONS

Among the fastest growing economies of the world, India is currently being focused as a great deal of international attention. It is seventh largest country in the world in terms of its geographical area and second most populated country in the world. India constitutes about 50 per cent of women population and majority of them perform agricultural work. For the empowerment of women, it is needed to strengthen the linkages between agricultural education and farm women by enrolling more girls in agricultural education programmes. Girl students in agriculture faculty can play a vital role in rural development and to the national economy also. In this investigation, "Ex-Post-Facto" research design was used for the study. It may be concluded that majority (77.70%) of the girl students were under 22 years; 47.48 per cent had OGPA between 7.00 to 8.00; 74.10 per cent were from OBC and SC/ST categories. Results obtained by Darji et al. [7], Kumar et al. [11], Shingare [16] and Bibi et al. [6] in their studies have also supported these findings. Most of the students were from rural areas, medium income family whose parents were educated and interested to send their daughters for pursuing agriculture in higher education level. Nearly half of the respondents were having high level of confidence. Day-by-day disparity between male and female is diminishing and literacy is also increasing among the girls. Further, the developments departments and other organizations are taking female extension personnel to deal with the people in more effective way. Since, number of female extension workers is too low which has to be increased, therefore, the future of female students in agricultural discipline is bright. Such study can be replicated in other campuses and results obtained may be an input for formulating the development programmes for the women.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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