



Constraints faced by students undergoing Agriculture polytechnic programme

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ARTICLE INFO	ABSTRACT
<p>Original Research Article Received on July 15, 2025 Revised on July 22, 2025 Accepted on August 10, 2025 Published on August 15, 2025</p> <p>Article Authors Navale A. K., Gaikwad S. P., Kalamkar R. B., Patil P. A., Khade A. S., Shitole P. A.</p> <p>Corresponding Author Email abhisheknvale2822@gmail.com</p>	<p>The present study was conducted under the jurisdiction of Mahatma Phule Krishi Vidyapeeth, Rahuri University as all Agriculture polytechnics in Maharashtra are under this university. There are total thirteen Agriculture polytechnic under Mahatma Phule Krishi Vidyapeeth, Rahuri University. All thirteen Agriculture polytechnics were selected for the study. From each Agriculture Polytechnic ten students were selected. Thus, total 130 respondent students were selected for the study. The design used for the study was Ex-post facto research design. The data was collected by personal interview of Agriculture polytechnic students using interview schedule which was pre-tested. The collected data then analyzed by using statistical tools such as frequency and percentage. The major constraints faced by agriculture polytechnic students were structured career counselling is not available followed by the constraint, syllabus is very tough, there are too many courses per semester, proper library facilities are not available, National Cadet Corps (NCC) programme is not available, computer lab facilities are not proper, hostel facilities are very poor, guest lectures are not available, educational tours are very less, medical facilities are not available. The suggestions given by Agriculture polytechnic students were structured career counselling should be made available, courses should be more of fundamental type in first year, number of courses should be decreased per semester, library facility should be improved, NCC (National Cadet Corps) programme should be made available, computer lab facilities should be improved, hostel facilities should be better, guest lectures should be conducted occasionally, educational tours should be more, medical facilities should be made available.</p>
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Modern education in agriculture field has become increasingly specialized and sophisticated, offering students a wide range of opportunities to explore and pursue various career paths. The actual aim of setting up agricultural universities and institutions is to train students with the necessary information and practical skills to become successful in the agricultural industry. Through this education, learners are trained to approach farming practices scientifically, which contributes significantly to improved agricultural productivity and efficiency (Arunachalam *et al.*, 2020).

In addition, students are regularly supported by the career guidance personnel to discover and pursue suitable career opportunities. Nevertheless, even with these organized initiatives, there are still noticeable differences in how students ultimately settle into their careers. After putting a lot of mental effort to earn their education, many students aim to build careers in particular fields. Their career goals are generally shaped by a desire for fulfilling job roles or professional journeys, shaped by their goals, intentions, and personal interests (Shanmukh and Devrani, 2023).

The "Diploma in Agriculture Polytechnic" is a three-year agriculture polytechnic programme conducted in English, provided by the Agricultural Universities of Maharashtra. Colleges affiliated with Mahatma Phule Krishi Vidyapeeth, Rahuri, Maharashtra which continues to uphold a consistent 'A' grade, are accredited by the Maharashtra Council of Agricultural Education and Research to offer this full English-medium Agriculture Polytechnic course, beginning from the academic year 2020-2021. The agriculture polytechnic programme plays a key role in preparing students with the technical know-how and hands-on skills needed for today's farming practices and agri-based industries. Yet, despite its value, the programme continues to face a number of challenges that can limit its overall effectiveness.

Recognizing and understanding these barriers is essential to improving the quality of agricultural education and making sure students are truly ready to meet the evolving needs of the sector. By addressing these issues with focused and practical solutions, the programme can be made stronger and more impactful for both students and the wider agricultural community. Diploma courses are structured to help students understand the technologies and techniques that enhance farming and agricultural practices. The results of the study can give useful ideas to policymakers and educators related to the career aspirations and concerns of students. This can help in developing more targeted curricula that better equip students for the job market and align with their professional goals.

Methodology

The present study was conducted under the jurisdiction of Mahatma Phule Krishi Vidyapeeth, Rahuri University of Maharashtra state as all Agriculture polytechnics in Maharashtra are under this university. There are total 13 Agriculture polytechnics under Mahatma Phule Krishi Vidyapeeth, Rahuri. All 13 Agriculture polytechnics were considered for the study. From each selected Agriculture polytechnics, 10 respondents were selected from the third year of Agriculture polytechnic by simple random sampling method. A total of 130 students were chosen as respondents for the study which was conducted using a research design called Ex-post facto research design.

The data was collected by personal interview of Agriculture polytechnic students using interview schedule which was pre-tested. The collected data then analyzed by using statistical tools such as frequency and percentage.

Results and Discussion

The Constraints Faced by Students Undergoing Agriculture Polytechnic Programme

Constraints means the obstacles or difficulties which students faces which can negatively affect their academic performance, engagement learning process, or overall satisfaction with the educational programme. The data regarding the constraints faced by students undergoing Agriculture polytechnic programme is presented in the table 1. According to the table 1 it is observed that the major challenge is "structured career counselling is not available" which was reported by 65.38 percent of students, making it the highest-ranked constraint. The second most reported constraint is "syllabus is very tough" experienced by 63.07 percent of students. Following this, 56.92 percent of students faced "There are too many courses per semester" as a constraint, ranking third.

Proper library facilities are not available" was the fourth-ranked issue, faced by 49.23 per cent of students. The fifth constraint, reported by 46.15 per cent of students, is the "NCC (National Cadet Corps) programme is not available," while 40.00 percent of students ranked the "Computer lab facilities are not proper" as the sixth most significant challenge. Seventh ranked constraint is "Hostel facilities are very poor" which is faced by 33.07 percent of the students. "Guest lectures are not available" is ranked eighth and is faced by 28.46 per cent of the students. After that, ninth ranked constraint is "Educational tours are very less" which was reported by 24.61 percent of the students. Lastly the constraint "Medical facilities are not available" was faced by 18.46 percent of the students and is ranked tenth. The findings are similar to the result reported by (Ahire *et al.*, 2020 and Shelke *et al.*, 2017).

Suggestions made by Students Undergoing Agriculture Polytechnic Programme

Suggestions refer to the recommendations or solutions proposed by the students to address the constraints they face.

Table 1. Distribution of students undergoing Agriculture polytechnic programme according to the constraints faced by students undergoing agriculture polytechnic programme

S. N.	Constraints	Frequency (n=130)	Percentage (%)	Rank
1.	Structured career counselling is not available	85	65.38	I
2.	Syllabus is very tough	82	63.07	II
3.	There are too many courses per semester	74	56.92	III
4.	Proper library facilities are not available	64	49.23	IV
5.	NCC (National Cadet Corps) programme is not available	60	46.15	V
6.	Computer lab facilities are not proper	52	40.00	VI
7.	Hostel facilities are very poor	43	33.07	VII
8.	Guest lectures are not available	37	28.46	VIII
9.	Educational tours are very less	32	24.61	IX
10.	Medical facilities are not available	24	18.46	X

Table 2. Distribution of students undergoing Agriculture polytechnic programme according to the suggestions made by students undergoing agriculture polytechnic

S. N.	Suggestions	Frequency (n=130)	Percentage (%)	Rank
1.	Structured career counselling should be made available	83	63.84	I
2.	Courses should be more of fundamental type in first year	80	61.53	II
3.	Number of courses should be decreased per semester	74	56.92	III
4.	Library facilities should be improved	64	49.23	IV
5.	NCC (National Cadet Corps) programme should be made available	55	42.30	V
6.	Computer lab facilities should be improved	50	38.46	VI
7.	Hostel facilities should be better	38	29.23	VII
8.	Guest lectures should be conducted occasionally	34	26.15	VIII
9.	Educational tours should be more	28	21.53	IX
10.	Medical facilities should be made available	22	16.92	X

These aim to enhance the quality of education, improve facilities, and create a more effective and student-friendly learning environment. The data regarding the suggestions made by students undergoing Agriculture polytechnic programme is presented in the table 1. Table 2 revealed that, 63.84 percent of the students recommended that “Structured career counselling should be made available,” ranking it first. 61.53 percent students suggested that “Courses should be more of fundamental type in first year”, ranking it second. 56.92 percent of students suggested to “Number of courses should be decreased per semester” which ranked third.” “Library facilities should be improved” was recommended by 49.23 percent of students and is ranked fourth, showing problems about inadequate library support.

The fifth-ranked suggestion was “NCC (National Cadet Corps) programme should be made available” and was suggested by 42.30 percent of the students. 38.46 percent of students suggested that “Computer lab facilities should be improved,” ranking sixth. Then, the suggestion “Hostel facilities should be better” was given by 29.23 percent students and is ranked seventh. “Guest lectures should be conducted occasionally” was suggested by 26.15 percent of the students attaining rank eighth. Ninth ranked suggestion is “Educational tours should be more” and is given by 21.53 percent of the students. “Medical facilities should be made available” is tenth ranked suggestion and was given by 16.92 percent of the students. The findings are similar to the result reported by (Parmar and Chauhan, 2018).

Conclusion

From the present study it was observed that most important constraints reported were structured career counselling is not available, syllabus is very tough, there are too many courses per semester, proper library facilities are not available, NCC (National Cadet Corps) or leadership programme is not available, computer lab facilities are not proper, hostel facilities are very poor, guest lectures are not available, educational tours are very less and medical facilities are not available. Further, it was observed that major suggestion reported is structured career counselling should be made available, difficulty level of syllabus should be minimized, number of courses should be decreased per semester, library facilities should be improved, NCC (National Cadet Corps) programme should be made available, computer lab facilities should be improved, hostel facilities should be better, guest lectures should be conducted occasionally, educational tours should be more, medical facilities should be made available. Therefore, providing systematic career counselling, improving the library facility is essential and other constraints also need to be addressed to improve the learning environment and support student success.

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