



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2018; 4(6): 386-387
www.allresearchjournal.com
Received: 16-04-2018
Accepted: 20-05-2018

Sarap NS

Assistant Professor,
Department of Extension
Education, Dr. B.S. Konkan
Krishi Vidyapeeth, Dapoli,
Ratnagiri, Maharashtra, India

Improving soft skills of agriculture students through task based instructions

Sarap NS

Abstract

Agricultural education is broadly recognized an increasing need to equip students with effective acquire soft skills in their university education and professional skills after graduation. There are conventionally awkward components to teach successfully to larger groups through traditional teaching learning process. Studies and observations suggest a poor absorption rate of the students and thus a lack in their ability to benefit from these skills both their in-study requirements and professionally. This study documents the findings of initiatives which aim to improve the success of teaching of study skills by combining academic and commercial leanings into a modified teaching approach. The results and explicit methods defined in this paper can easily be unified into the most types of instructional materials.

Keywords: Agricultural education, soft skills, task-based instruction

Introduction

Over the decade, there has been an increase in prominence on 'soft skills' in agricultural degree programmes. Reflecting both the demands of potential employers and professional bodies, as well as, the inventiveness of curriculum designers, modules such as in-study 'study skills' and post-study 'professional skills' have become more and more important. The emphasis has been given on fundamental topics such as personal skills, interpersonal skills, presentation skills, effective report writing, and time. Whereas, this change is undoubtedly a positive one, these elements seem to be among the more thought-provoking to teach and assess successfully the criteria for success being that the student can understand the concepts presented, put on them using exercise and demonstrate the resulting aptitude through assessment. In the present survey carried out by the agriculture students from College of agriculture, Akola less than 15% of students reported that teaching of study skills useful whereas 51% found it to be of no use.

It suggests that the English curriculum taught at first year B.Sc. (Hons) Agriculture degree programme does not suit to the students' needs and convenient for teachers. The situation appears worried, especially at first year level, with students are unenthusiastic to attend the classes and claiming that the subject is inappropriate. There are several observations relevant to the perceived lack of penetration. First, most of the agriculture students are male and female. First year agriculture students report a high level of confidence in their own ability in both 'academic' and 'soft' subjects. Secondly, young students reported experience in difficulty in taking advice from parents and teachers. It also seems likely that agriculturists as teachers fail to respond to students' attitudes; a particular lecturing 'manner' may be appropriate when teaching. That's why, the investigation suggested here combines both the experiences of academic staff from the University and those students.

An improved instructional approach is essential. The method needs to add curiosity and apparent relevance; students need to feel that any guidelines presented can solve a pressing issue or concern that exists in their world. Above all, to be successful the training approach must be lively, stimulating, and practical and establish to manage tactically the attention of the students.

Corresponding Author:

Sarap NS
Assistant Professor,
Department of Extension
Education, Dr. B.S. Konkan
Krishi Vidyapeeth, Dapoli,
Ratnagiri, Maharashtra, India

Need of the Study

The investigation explores the concept of soft skills and has identified the effect that the specially designed tasks had on the soft skills of the students. Likewise, the study has recognized the important soft skills for getting a good job and also some innovative practices for implementing those tasks in the classrooms. Each and every task has a specific goal of reducing the affective factors of the students, thereby improving their soft skills.

The study enquires to know whether any changes occurred on implementing the tasks in the classroom. So also, if any changes occurred, the reasons were analysed based on the data from pre-test and post-test questionnaire. The objectives of the present study are

1. To show that combining task-based instruction and traditional method is practical and effective way of improving the soft skills of the students
2. To teach soft skills concepts to agriculture students by providing them with real-life application of prior knowledge
3. To implement interactive teaching learning process

Methodology

The study covered only first year agriculture students from College of Agriculture, Dr Panjabrao Deshmukh Krishi Vidyapeeth, Akola and selected teachers from agricultural disciplines. A questionnaire was prepared using the Likert's scale and rendered on 100 first year B.Sc. (Hons) agriculture students. The questionnaire consisted of yes/no type questions which were used to find out the techniques used by the students in order to understand what they listen to in the modules prescribed for them. Built on the responses of the students, the researcher designed a set of tasks for improving each soft skill (one pedagogical task; one real world task). Then, an action research has been conducted, among 20 students.

Results and Discussion

Before the intervention of the tasks, the researcher gave the students a brief view on soft skills, and about the tasks they were supposed to do. In process, the tasks were carried out by the students with the researcher explaining the procedures for completing the tasks. Then, after the task intervention phase, a post-test questionnaire was distributed to the students in order to check the changes these tasks have made in reducing the level of the affective factors, thereby improving the soft skills of the students. Then the gathered data were analyzed for interpreting the results. Major results of the study are as follows.

1. Factors affecting the soft skills of were minimized by giving tasks to the students.
2. Learners took interest in every task given; all the tasks formulated were thought-provoking and motivating.
3. Rendering of personal attention elements was found difficult in large classroom.

Conclusion

In this era of science and technology English language plays a significant role in teaching learning process and it was a felt need to improve learners' soft skills. Soft skills would help them to be successful in living a competitive situation with more ease. The of the hour is to encourage agriculture students for the job market by teaching them in-study and post-study English language skills. In the age of

globalization, English teachers need to undergo an architype shift and change their teaching methodology that will suit the need of the learners. They should understand the level of learners and foster confidence in the latter. Teachers of English are not mere teachers of grammar; they are expected to undertake the role of soft skill trainers. They should teach English as life skill and this is how they do justice to the learners.

Reference

1. Lipinski S, Jackson R. Listening to Text: A Literature Review. CAST, 40 Harvard Mills Square, 2107.
2. Wakefield MA. 3. Maxwell. John C. The 17 Essential Qualities of a Team Player: Becoming the kind of person Every Team Wants. Nashville, Tenn.: Thomas Nelson, 2002.
3. Parker, Glenn M. Team Players and Teamwork: New Strategies for Developing Successful Collaboration. 2d ed. San Francisco: Jossey-Bass, 2008.
4. Dyer, William G. Team Building: Issues and Alternatives. Addison-Wesley Publishing Company, Massachusetts, 1977.
5. Hartley K, Robson L. Teams that Work: A Team Skills Handbook for Students. British Columbia Institute of Technology, 1998.