



Research Paper

Gap Analysis of Professional Soft Skills Among Girl Students of DBSKKV, Dapoli

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ABSTRACT

This paper examines the gap of professional soft skills among girl students. The present study was carried out at UG (last year) and PG departments of Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli situated Konkan region in Ratnagiri district of Maharashtra. The sample was constituted 200 UG (last year) and post graduate students studying in Masters (first year & second year) in different faculties under DBSKKV, Dapoli. Collected data was classified, tabulated and analysed by using various statistical methods. The data reveals that majority (34.50 per cent) of girls students were with medium level of overall professional soft skills gap followed by majority (23.00 per cent) of the girl students with very low professional soft skills gap, (16.50) high level of overall professional soft skills while (13.50%) and (12.50 %) of girls students were with very high and low level of overall professional soft skills gap respectively.

KEYWORDS: Soft Skills, Gap Analysis, Girl Students

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I. INTRODUCTION

In India, Agriculture is the most common occupation. Two-third of population is dependent on agriculture. Agriculture is important not only for the food production but also for the provision of raw materials for other industries such as Textile, Sugar, Jute, Vegetable oil and Tobacco. Agriculture is not only an occupation but also a way of life for people. Most of the traditions and cultures in the world are stick up with agriculture. Worldwide India ranks second in farm output. As per India economic survey 2018, agriculture employed more than 50 per cent of the Indian work force and contributed 17 to 18 per cent to country's GDP. Soft skills are interpersonal abilities that can be explain how we handle our life, work, and interpersonal relationships. These are not technical job-specific skills like accountancy, graphics, or architecture, as contradictory to hard skills. Our unique selling point is our soft skills, which support us as a strategic advantage in the workplace and in life. Other names given to soft skills are people skills, interpersonal skills, and social skills. Personal characteristics, communication skills abilities, and personality traits distinguish individuals with hard skills sets from one another. Leadership, work ethic, innovative problem solving, time management, conflict resolution, and team player are examples of soft skills. Expectations and employment in agriculture have changed, the skills and competencies of graduates do not meet the needs of today's agricultural sector.

II. METHODOLOGY

The present study was carried out at UG (4th year) and PG (1st and 2nd year) faculties / department / courses of Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli situated in Ratnagiri district of Maharashtra. A proportionate random sampling procedure was adopted while selection of Undergraduate girl students (4th year) and post-graduate girl students studying in (1st and 2nd year) different faculties / department under DBSKKV, Dapoli. In all, 200 undergraduate (100) and post graduate girl students (100) were selected to serve as the respondents for the study. The data were collected with the help of a specially designed interview schedule by keeping in view the objective of the study. Ex-post facto research design was used to conduct the present study.

III. RESULTS

Table 1: Distribution of girl students according to their overall professional soft skills gap

Sl. No.	Overall professional soft skills gap	Respondents (N=200)	
		Number	Per cent
1	Very low (Up to 17)	46	23.00
2	Low (Between 18 to 20)	25	12.50
3	Medium (21 to 26)	69	34.50
4	High (27 to 29)	33	16.50
5	Very high (30 and above)	27	13.50
Total		200	100.00
Mean = 23.05		S.D = 6.06	

It can be concluded from Table 1. that majority (34.50 per cent) of girls students were with medium level of overall professional soft skills gap followed by majority (23.00 per cent) of the girl students with very low professional soft skills gap, (16.50) high level of overall professional soft skills while (13.50%) and (12.50 %) of girls students were with very high and low level of overall professional soft skills gap.

IV. CONCLUSION

It was found that the girl students had sometimes medium to very high professional soft skills gap in different indicator like as, knowledge about government policies on agriculture and rural development. This generates the need for the update their knowledge on related indicator of soft skills gap. For that it will also need to provide opportunities to girl students to develop their abilities as self -assessors for personal and professional growth along with incorporation of knowledge, understanding, creativity for better life application of skills. The study implied that indicator wise level of professional soft skills gap was on better side among those girl students who had more involvement in extra-curricular activity, better library exposure and internet exposure. Thus, it is suggested that to improve professional soft skills among girl students there is a need to improve their involvement in extra-curricular activity, library exposure and internet exposure. Finally, certificate indicative of attainment of specific competency should be given to the girl students.

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