

Influence of knowledge on school vegetable garden by students

Dilip S.¹, Allan Thomas² and Navin kumar³

1. Dept. of Extension Education, CCS Haryana Agricultural University, Hisar
 2. Dept. of Extension Education, Kerala Agricultural University, Trissur.
 3. Dept. of Agril. Extension Education, UAS, Raichur.
- Co-responding E-mail-: deepusgowda1300@gmail.com

ABSTRACT

Vegetables are an important source of food and nutrition. Vegetable production constitutes roughly two-third of the total production of horticulture crops. Although India is the second largest producer of vegetables in the world, our productivity levels are abysmally low. To address this, a total of 2,400 schools were selected for school vegetable garden project 'vithuvandi' in the year 2013-2014. Harnessing the infrastructural and human resources for agricultural development of this productive arena will open up a new gate for agricultural development in the state in terms of satisfying the internal requirement of vegetables and other horticultural produces.

Key words:School vegetable garden, Students, Knowledge

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INTRODUCTION

A school garden is an innovative teaching tool and strategy that lets students incorporate hands-on activities in a diversity of interdisciplinary, standards-based lessons. The vegetables garden engages students by providing a energetic environment in which to observe, discover, experiment, nurture, and learn. It is a living laboratory where lessons are drawn from real-life experiences rather than textbook examples, allowing students to become active participants in the learning process.

Through the garden, students gain an understanding of ecosystems, an appreciation for food origins and nutrition, and knowledge of plant. At the same time, they learn practical horticultural skills that last a lifetime.

The school vegetable garden movement originated in Europe and arrived in the United States in the 1890s. Vegetable gardens skipped up at schools all over the country during the early 20th century, more recently, the popularity of school gardens as an educational tool has steadily grown as a way to teach healthy eating behaviors and a way to incorporate and increase hands-on learning experiences in interdisciplinary lessons. [1].

Agricultural activities have produced a variety of educational benefits in primary school students. It has deepened the recognition of the importance of feeling nature, enhanced the ability of self-control and widened the understanding toward work. At disabled children's schools and in classes of disabled children, agricultural activities have immensely contributed to the development of these children, academically and socio psychologically. Kerala Agricultural University also supports agricultural school outreach programmes through its extension system and student social bodies like National Service Scheme with an aim to improve the knowledge, skill, attitude and understanding of the school children

on agriculture with special reference to vegetable gardens. Level of knowledge of students and on school vegetable garden development and maintenance.

MATERIAL AND METHODS

Knowledge is operationalized as the amount of information understood by school students on growing the vegetable garden.

The ‘teacher made test’ was developed to measure the knowledge level of school students about improved vegetable gardening, which constituted of 10 knowledge questions. The question and answers were carefully framed based on the knowledge materials accessed by respondents to support the use of school vegetable gardening in the elementary school curriculum.

Based on the total scores, the respondents were classified into two categories. Maximum score that could obtain for available is 2 and minimum score that could obtain for not available is 1. If knowledge materials available in school or home as measures by very effective, effective and less effective.

RESULTS AND DISCUSSION

Level of knowledge of students on school vegetable garden development and maintenance.

The distribution of students based on their Knowledge is represented in table 1 and 2, showed that 71.00 per cent of respondents had scored in medium level of knowledge followed by 26.00 per cent of respondents scored low level of knowledge and 3.00 per cent of respondents scored high level of knowledge. The distribution is normal with more number of students in the middle range. The knowledge score of the respondents ranged from 6 to 23. The range was considerably high which indicated that students received a minimum score in knowledge is six as well as respondents who received the maximum score in knowledge is 23. The absence of students with zero score indicated that all the respondents had knowledge about the gardening activities.

Roberts [1] reported that teachers organize objectives around the school vegetable garden and use a variety of materials to extend learning and make it more meaningful as students make associations on vegetable gardening events with real-life purposes, problems, and needs.

Table 1: The distribution of students based on their Knowledge

Category	Class limits	Students (N= 100)	
		Frequency	Percent %
Low	0 to ≤ 10	26	26.00
Medium	11 to ≤ 20	71	71.00
High	21 to ≤30	3	3.00
Mean = 12.61			
Standard deviation = 3.3056			
Standard error = 0.33056			

Table 2: The distribution of students based on their Knowledge

Sl. No.	Knowledge materials	Students (N=100)	
		Frequency	Percent %
1	Library books	100	100.0
2	Gardening catalogs/magazines	54	54.00
3	Personal books	42	42.00
4	Experiments	29	29.00
5	Videos	17	17.00
6	Trade books	14	14.00
7	Text books	82	82.00
8	Computer software	79	79.00
9	Internet	83	83.00
10	Filmstrips	1	1.00

CONCLUSION

Hence from the total results it was summarized that majority of the school students had medium level of knowledge on vegetable gardening activities. This was presumably due to the high level of literacy and education among the students. The results also indicated the significance of charting a strategy for knowledge development regarding in school vegetable garden activities. Knowledge level was medium for majority of students (71.00%).

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