

STUDENTS' PERCEPTION TOWARDS AGRICULTURAL ENGINEERING EDUCATION IN JUNAGADH AGRICULTURAL UNIVERSITY

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ABSTRACT

Agricultural engineering is a professional education. The College of Agricultural Engineering and Technology (CAET) was started in 1984 and now, CAET is one of the constituent colleges of Junagadh Agricultural University, Junagadh. The main objectives of the college are to produce good quality agricultural engineers, to provide the required manpower in the field of agricultural engineering and to assist farmers in reduction in cost of cultivation and to get better production. It is also an instrument for bringing out desirable change in rural structure, the economy and standard of living. The success or failure of any social reform or development programme would mainly depend upon the people's attitude toward it. The students seek admission in CAET with different purposes, aspirations and have a favorable or unfavorable attitude towards agricultural engineering education. So it was worthwhile to conduct a systematic study on students' attitude towards agricultural engineering technology education (AETE) in Junagadh Agricultural University. In order to achieve the goal, a sample of 325 respondents, 285 boys and 40 girls were considered for the study through the purposive selection method. To measure the student's attitude towards agricultural engineering education, the attitude level was standardized by using the method of summated ratings. Majority of the respondents were from urban area having small family. About 65 % of total respondent's parents were medium annual income group and were educated. At least 60 % of respondents were motivated by their parents and guardians to join the AETE for the study and had favorable towards AETE. Most of the respondent's have service priority after their study. Shortage of time for co-curricular activities, lack of timing and other rules in hostel, no NCC for the students were major problems faced by the respondents. Some suggestions given by the respondents to overcome the problems were like library timing should be increased, facility of a provision store and canteen in hostel, food quality should be improved in mess, test examination in regular college time as per their experience.

KEY WORDS: AETE, respondents

INTRODUCTION

The College of Agricultural Engineering and Technology (CAET) was started in 1984. Now, CAET is one of the constituent colleges of Junagadh Agricultural University, Junagadh. The main objectives are to produce good quality agricultural engineers, to provide the

required manpower in the field of agricultural engineering and to assist farmers in reduction in cost of cultivation through better utilization of efficient machinery, soil and water conservation methods, irrigation management, use of renewable energy, value addition through farm level processing, post harvest

technology; ultimately help the farmers to increase their earnings.

Agricultural engineering is a professional education. It is also an instrument for bringing out desirable change in rural structure, the economy and standard of living. The success or failure of any social reform or development programme would mainly depend upon the people's attitude toward it. The students seek admission in CAET with different purposes, aspirations and have a favourable or unfavourable attitude towards agricultural engineering education. So, it was worthwhile to conduct a systematic study on students' attitude towards agricultural engineering education in Junagadh Agricultural University. Keeping this in view, the present study was undertaken to measure the attitude of the students towards agricultural engineering education in College of Agricultural Engineering and Technology, Junagadh Agricultural University, Junagadh.

METHODOLOGY

The location of study was College of Agricultural Engineering and Technology, Junagadh Agricultural University, Junagadh. A purposive selecting method of sampling was adopted for this study. The students studying in B.Tech. (Agril. Engg.) degree course during 2013-14 were selected as respondents. The scale of attitude was used with slight modification developed by Likert (1983) and Kotadiya (2001). An interview schedule was prepared in view of the objectives of the study. Students familiar to experimental protocol, total of 325 students comprising 285 boys and 40 girls' students were personally interviewed for data collection (Anonymous, 2011). The data were tabulated and analyzed in the light of objectives.

RESULTS AND DISCUSSION

The results of the 325 students are presented from Table 1 to Table 7 on different aspects covered under study for highlighting education aspects.

Profile of the students

(A) Locality

The students were grouped into two categories (i) students from urban, and (ii) students from rural. The data presented in Table 1 revealed that about 67.45 per cent students were from urban followed by 32.55 per cent were from rural area.

(B) Educational performance of the students

The respondents were asked to indicate their educational performance in 12th standard. It was cleared from the Table 1 that out of the total students, 70.76 per cent got first class followed by 23.09 per cent second class and 6.15 per cent got third class in 12th standard.

(C) Occupation of the parents

Nearly 35.49 per cent of total students parents were in farming occupation followed by business (10.47%), farming + business (7.34%), service + business (5.99%) and farming + Service (4.61%) as their occupation.

(D) Annual income of parents.

On the basis of data, the students were grouped into (i) lower income group (up to 2.0 Lakh) (ii) medium income group (2.01 to 4.0 Lakh) and (iii) higher annual income group (above 4.0 Lakh) categories. Nearly 63.48 per cent of total students were from medium annual income group followed by higher annual income group (27.90%) and lower annual income group (8.62%).

(E) Size of family

The respondents were categorized into three groups viz. small (up to 4 members), medium (5 to 7 members) and large (more than 7 members). About 71.69 per cent of total students were from small family followed by medium family (21.24%) and from large family (7.07%).

(F) Educational level of parents of students

The students were asked to indicate the educational level of their parents. On the basis of their parent's education, they were classified as (i) Illiterate (unable to read and write), (ii) primary level (up to 8th standard),

(iii) secondary level (9th to 10th standard), (iv) higher secondary level (11th to 12th standard) and (v) college level (UG and PG). Out of total students, 39.22 per cent parents got college level education, followed by higher secondary (29.45%), secondary level (26.47%), primary level (3.34%) and illiterate (1.52%). Data indicated that majority of the students were from educated family.

(G) Social participation of parents

The parents of students were categorized in three groups for social participation as (i) no membership, (ii) membership in one organization and (iii) membership in more than one organization. Out of total students, 65.13 per cent parents had membership in one organization followed by no membership (28.42%) and membership in more than one organization (6.45%).

Level of attitude of the students

The scale consisted of 16 statements. The responses were recorded on five point response continuum i.e. most suitable, suitable, undecided, unsuitable and most unsuitable. The calculated data are presented in Table 2. The data revealed that 80 per cent of total students had highly favorable attitude followed by 11.51 per cent and 8.49 per cent of medium and less favorable attitude towards agricultural engineering education, respectively.

The majority of the students had highly favourable attitude towards agricultural engineering education. The probable reason might be that all the students in CAET know the importance of agricultural engineering education, as it raises the standard of living in the society and have a scope for bright future in career as well as for higher studies in India as well as Abroad; which might have played a major role in building up a favorable attitude among the students towards agricultural engineering education.

Purposes for seeking admission in AETE

In order to have a comparative idea about their various purposes, students were requested to give the preference number.

The data are presented in Table 3. Out of 285 and 40 boys and girls students, 250 and 35 gave first preference to service, respectively, as total score obtained as 925, followed by interest in own entrepreneur develop (875 score), to provide Agricultural Engineering knowledge to the rural people (728 score), research work (669 score) and graduation (640 score) as second, third, fourth and fifth preference, respectively. It can be concluded that majority of the students desired to join the service after graduation.

Motivational sources to join the AETE

The information regarding motivational sources were collected from students are presented in Table 4. It was observed that total of 190 (58.47%) students were motivated to join agricultural engineering education by their parents and guardians and obtained first rank. Teachers 35 (10.77%), self decision 31 (9.54%), Friend 25 (7.69%), JAU website 24 (7.38%) and advertisement 20 (6.15%) were given second, third, fourth, fifth and sixth rank by the students, respectively.

Future aspirations and plans after graduation

The information regarding the future aspirations and plans after graduation was collected from the students. They were requested to give preference number to their aspirations and plans after graduation (Table 5). From the results, it was observed that out of 325 total students, 260 students with score of 780 gave first preference to service followed by further study (534 score), start agro based industry (390 score), to develop new entrepreneur (138 score) and raising standard of living in the society (135 score) as second, third, fourth and fifth preference. It can be concluded that majority of the student's aspired service.

Problems faced by the students in AETE.

To understand the problems of the students in AETE, the data were analyzed and presented in various heads of problems in Table 6. The problems presented in Table 6 were required to be rated by each student in either of three response categories viz.

most important, important and less important having weightage of 3, 2 and 1 score, respectively. Group wise as well as overall score and ranks were given. The scores were calculated for different problems as perceived by the students.

(A) Educational problems

Out of six educational problems; number and duration of lecture is more and longer (601 score), workload of semester system is more (550 score) and lack of actual practical work during practical classes (547 score) were perceived as first, second and third rank by the students. Remaining problems; course content is not fit to students (468 score), lack of appropriate teaching methods (452 score) and lack of subject knowledge in teachers (382 score) were ranked fourth, fifth and sixth, respectively. However in overall ranking; these problems were ranked eleventh, seventeenth, eighteenth, twenty second, twenty third and twenty fifth, respectively.

(B) Problems related to examination and evaluation system

Among the problems related to this head; test examination in zero hours is not suitable (573 score), biased supervision during examination (520 score) and evaluation system is cumbersome (500 score) were ranked first, second and third, respectively followed by biased evaluation in internal (418 score) and examination schedule is not fit to the student's interest (381 score) ranked fourth and fifth, respectively. Within group, in overall ranking, it was fifteenth, nineteenth, twenty first, twenty fourth and twenty sixth rank, respectively.

(C) Hostel problems

Among the problems of hostel; lack of timing and other rules in hostel (830 score), more restriction of rector over the students (773 score) and lack of provision store and canteen (780 score) ranked first, second and third, respectively followed by inadequate control of rector for students (682 score), lack of cleanliness (599 score) and inadequate lighting, furniture, water and

toilet facilities (582 score) ranked fourth, fifth and sixth, respectively. In overall ranking, it was in second, sixth, eighth, tenth, thirteenth and fourteenth rank, respectively.

(D) Problems related to library

In case of problems related to the library; library timing are not adequate (773 score), followed by shortage of time for going to the library (770 score), less number of passes for issuing the books from the library (747 score) and unsuitable time for issuing the books from library (512 score) ranked first, second, third and fourth, respectively. In overall ranking, it was sixth, seventh, ninth and twentieth rank.

(E) Problems of co-curricular activities

Among the problems of co-curricular activities; lack of time for co-curricular activities (847 score) followed by lack of coach for extracurricular activities (826 score), no NCC for students (805 score), inadequate facilities of sports instruments for students (599 score), biased attitude of teachers for extracurricular activities (567 score) and no any sports tournaments other than athletics for girls (113 score) were ranked first, second, third, fourth, fifth and sixth, respectively. In overall ranking; lack of time for co-curricular activities got first rank.

Suggestions to overcome the problems

To overcome the problems faced by the students in AETE, the suggestions were invited openly from the students are presented in Table 7. The suggestions were required to be rated by each students in three categories viz., most important, important and less important having weightage of 3, 2 and 1 score, respectively. The scores for all the suggestions were calculated according to rating given by the students. The students offered twenty three suggestions to overcome the problems in agricultural engineering education, of which, library timing should be increased (860 score) followed by provide facility of a provision store and canteen for hostel (856 score), food quality should be improved in mess (847 score), test examination in regular

college time (837 score), arrangement of tours and trips according to the course of study (826 score), allow permission to students for co-curricular activities (825 score), provision of coach for co-curricular activities (817 score), permission should be given in computer cell other than regular classes (803 score), no. of passes should be more for issuing the books from library (800 score) and unbiased evaluation in examination (786 score) were ranked first, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth, respectively.

CONCLUSION

From the study, it can be concluded that majority of the respondents were from urban area having small family. From the total respondents 70.76 per cent got first class in 12th standard. Nearly 63.48 per cent of total respondent's parents were medium annual income group. Majority of the parents were in service and education level was college level. The majority of the respondents had highly favorable attitude (80%) towards agricultural engineering education. The purpose of seeking admission in agricultural engineering education was to join the service after graduation. Nearly 58.47 per cent respondents were motivated to join the

agricultural engineering education by their parents and guardians. Majority of the respondent's future aspiration was service after graduation. Lack of timing for co-curricular activities, lack of timing and other rules in hostel, no NCC for the students were major problems faced by the respondents. The major suggestions offered by the respondents to overcome the problems were : Library timing should be increased, facility of a provision store and canteen in hostel, food quality should be improved in mess, test examination in regular college time.

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Table 1: Profile of the students

B= 285 G= 40 T=325

Sr. No.	Characteristics & Category	Number of Respondents			Percentage		
		B	G	T	B	G	T
1	Locality 1) Urban 2) Rural	190 95	30 10	220 105	66 34	75 25	67.45 32.55
2	Education per cent in 12th standard of student. 1) First class (60% and above) 2) Second class (50 to less than 60%) 3) Third class (Less than 50%)	205 65 15	25 10 5	230 75 20	71 22 7	62.5 25 12.50	70.76 23.09 6.15
3	Occupation of parents 1) Farming 2) Service 3) Business 4) Farming + Service 5) Farming + Business 6) Service + Business	104 108 30 10 20 13	12 10 5 5 4 4	116 118 35 15 24 17	36.49 37.49 10.43 54 7.02 5.03	30 25 12.5 12.5 10.0 10.0	35.49 36.10 10.47 4.61 7.34 5.99
4	Annual income of parents 1) Lower (up to 2.0 lakh) 2) Medium (2.01 to 4.0 lakh) 3) Higher (above 4.0 lakh)	20 180 85	8 25 7	28 205 92	7.02 63.16 29.82	20 62.5 17.5	8.62 63.48 27.90
5	Size of family 1) Small (up to 4 members) 2) Medium (5 to 7 member) 3) Large (more than 7 members)	203 62 20	30 7 3	233 69 23	71.12 21.45 7.43	75 17.5 7.5	71.69 21.24 7.07
6	Education of parents 1) Illiterate (unable to read and write) 2) Primary lever (up to 8 th standard) 3) Secondary level (9 th to 10 th standard) 4) Higher secondary (11 th to 12 th standard) 5) College level (UG and PG)	3 5 80 87 110	2 5 7 10 15	5 10 87 97 125	1.04 1.74 28.47 30.43 38.32	5 15 17.5 25 37.5	1.52 3.34 26.47 29.45 39.22
7	Social participation 1) No membership 2) Membership in one organization 3) Membership in more than one organization	80 192 13	13 20 7	93 212 20	28.47 67.17 4.36	32.5 50 17.5	28.42 65.13 6.45

Table 2: Level of attitude toward AETE

B= 285 G= 40 T=325

Sr. No.	Level of Attitude	Number of Respondents (Percentage)		
		B	G	T
1	Less favorable (Up to 200 score)	23 (8.04%)	4 (10 %)	27 (8.49%)
2	Medium (201 to 800 score)	30 (10.43%)	8 (20 %)	38 (11.51%)
3	High (Above 801 score)	232 (81.40%)	28 (70 %)	260 (80%)

Table 3: Purposes for seeking admission in AETE

B= 285 G= 40 T=325

Sr. No.	Score/ Purposes	Preference- I Score 3						Preference- II Score 2						Preference-III Score 1						Total Score	Rank order
		Number			Score			Number			Score			Number			Score				
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T		
1	Service	250	35	285	750	105	855	25	5	30	50	10	60	10	-	10	10	-	10	925	I
2	Interest in own entrepreneur development	230	20	250	690	60	750	40	10	50	80	20	100	15	10	25	15	10	25	875	II
3	Research work	100	7	107	300	21	321	150	15	165	300	30	330	13	5	18	13	5	18	669	IV
4	To provide agri. Engg. knowledge to the rural people	108	10	118	324	30	354	152	15	167	304	30	334	25	15	40	25	15	40	728	III
5	Graduation	90	10	100	270	30	300	105	10	115	210	20	230	90	20	110	90	20	110	640	V

Table 4: Motivational sources to join the AETE

B= 285 G= 40 T=325

Sr. No.	Motivational sources	Number			Per Cent			Rank Order
		B	G	T	B	G	T	
1	Friend	20	5	25	7.02	12.50	7.69	IV
2	Teacher	30	5	35	10.53	12.50	10.77	II
3	Advertisement	10	10	20	3.50	25	6.15	VI
4	Parent / guardian	175	15	190	61.40	37.50	58.47	I
5	Self decision	28	3	31	9.82	7.50	9.54	III
6	JAU web site	22	2	24	7.73	5.00	7.38	V

Table 5 : Future aspirations and plans after graduation

B= 285 G= 40 T=325

Sr. No.	Score/Aspirations	Preference- I Score 3						Preference- II Score 2						Preference-III Score 1						Total Score	Rank order
		Number			Score			Number			Score			Number			Score				
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T		
1	Further study	152	26	178	456	98	534	93	11	104	186	22	208	40	8	43	40	8	43	785	II
2	Service	232	28	260	696	84	780	43	8	51	86	16	102	10	4	14	10	4	14	896	I
3	Develop new entrepreneur	42	3	46	129	9	138	126	7	133	252	14	265	116	30	146	116	30	146	550	IV
4	Start agro based industry	120	10	130	360	30	390	100	20	120	200	40	240	85	10	95	85	10	95	725	III
5	Raising standard of living in the society	40	5	45	120	15	135	100	25	125	200	50	250	145	10	155	145	10	155	540	V

Table 6: Problems faced by the students in CAET

B= 285 G= 40 T=325

Sr. No.	Score/Problems	Most Important Score 3						Important Score 2						Less Important Score I						Score (Rank)	Overall Rank
		Number			Score			Number			Score			Number			Score				
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T		
A)	Educational problems																				
i	Work load of semester system is more.	52	5	57	156	15	171	106	5	111	212	10	222	127	30	157	127	30	157	550 (II)	17
ii	Number and duration of lecture is more and longer.	45	8	53	135	24	159	160	10	170	320	20	340	80	22	102	80	22	102	601 (I)	11
iii	Lack of appropriate teaching method.	30	2	32	90	6	96	55	8	63	110	16	126	200	30	230	200	30	230	452 (V)	23
iv	Lack of subject knowledge in teachers.	35	4	39	105	12	117	75	4	79	150	8	158	175	32	207	175	32	207	382 (VI)	25
v	Course content is not fit to the students.	29	2	31	87	6	89	81	4	85	162	8	170	175	34	209	175	34	209	468 (IV)	22
vi	Lack of actual practical work during practical classes.	41	2	43	123	6	129	126	10	136	232	20	272	118	28	146	118	28	146	547 (III)	18

B)	Problems related to examination and evaluation system.																				
i	Examination schedule is not fit to the students' interest.	71	5	76	213	15	228	94	10	104	188	20	208	120	25	145	120	25	145	381 (V)	26
ii	Test examination in zero hours is not suitable.	80	4	84	240	12	252	72	8	80	144	16	160	135	28	161	133	28	161	573 (I)	15
iii	Biased supervision during examination.	60	2	62	180	6	186	68	3	71	136	6	142	157	36	210	157	36	210	500(III)	19
iv	Evaluation system is cumbersome.	58	2	60	174	6	180	53	2	55	106	4	110	174	36	210	174	36	210	500(III)	21
v	Biased evaluation in internal examination.	30	2	32	90	6	96	26	3	29	52	6	58	29	35	264	229	35	264	418(IV)	24
C)	Hostel problems																				
i	Inadequate lighting, furniture, water and toilet facilities.	80	3	83	240	6	246	87	7	94	174	14	188	118	30	148	118	30	149	582(VI)	14
ii	Lack of cleanliness.	78	4	82	234	12	246	102	8	110	204	16	220	105	28	133	105	28	133	599(V)	13
iii	Lack of provision store and canteen.	135	32	137	405	96	501	96	5	101	192	10	202	54	3	57	54	3	57	760(III)	8
iv	Inadequate control of rector over students.	93	28	121	279	84	363	105	10	115	210	20	230	87	2	89	87	2	89	682(IV)	10
v	More restriction of rector over the students.	140	35	175	420	105	525	95	3	98	190	6	196	50	2	52	50	2	52	773(II)	6
vi	Lack of timing and other rules in hostel.	162	35	197	486	105	591	108	3	111	216	6	222	15	2	17	15	2	17	830(I)	2
D)	Problems related to library																				
i	Shortage of time for going to the library.	145	25	170	435	75	510	95	10	105	190	20	210	45	5	50	45	5	50	770(II)	7
ii	Less number of passes for issuing the book from library.	128	28	156	384	84	468	102	8	110	204	16	220	55	4	59	55	4	59	747(III)	9
iii	Library timings are not adequate.	140	30	170	420	90	510	103	5	108	206	10	216	42	5	47	42	5	47	773(I)	6

iv	Unsuitable time for issuing the books from library.	46	2	48	138	6	144	83	8	91	166	16	182	156	30	186	156	30	186	512(IV)	20
E)	Problems of co-curricular activities.																				
i	Lack of time for co-curricular activities.	178	33	211	534	99	633	95	5	100	190	10	200	12	2	14	12	2	14	847 (I)	1
ii	Inadequate facilities of sports instruments for students.	83	3	86	249	9	258	97	5	102	194	10	204	105	32	137	105	32	137	599(IV)	12
iii	No NCC for students.	156	25	181	468	35	543	108	10	118	216	20	236	21	5	26	21	5	26	805(III)	4
iv	Lack of coach for extracurricular activities.	161	34	195	483	102	585	108	3	111	216	6	222	16	3	19	16	3	19	826(II)	3
v	Biased attitude of teachers for extra-curricular activities.	60	3	63	180	9	189	108	8	116	216	16	232	117	29	146	117	29	146	567(V)	16
vi	No any sports tournaments other than athletics for girls.	0	35	35	0	105	105	0	3	3	0	6	6	0	2	2	0	2	2	113(VI)	27

Table 7: Suggestions given by the respondents to overcome the problems

B= 285 G= 40 T=325

Sr. No.	Score/Suggestions	Most Important Score 3						Important Score 2						Less Important Score I						Score	Overall Rank
		Number			Score			Number			Score			Number			Score				
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T		
1	Importance should be given to the actual practical work in practical classes.	135	32	167	405	32	167	108	4	112	216	8	224	42	4	46	42	4	46	771	14
2	Latest teaching methods should be adopted.	172	28	200	516	84	600	50	10	60	100	20	120	63	2	65	63	2	65	785	11
3	Knowledgeable and experienced teachers should be appointed	152	20	172	456	60	516	50	5	55	100	10	110	83	15	98	83	15	98	724	19

4	Course contents should be changed according to present day need.	143	25	168	429	75	504	102	10	112	204	20	224	40	5	45	40	5	45	773	13
5	Importance should be given to the students in AETE.	160	33	193	480	99	579	68	5	73	136	10	146	57	2	59	57	2	59	784	12
6	Arrangement of tours and trips according to the course of study.	160	35	195	480	105	585	108	3	111	216	6	222	17	2	19	17	2	19	826	5
7	Examination schedule should be arranged according to students' convenience.	108	15	123	324	45	369	120	20	140	240	40	280	57	5	62	57	5	62	711	15
8	Test examination in regular college time.	170	30	200	510	90	600	104	8	112	208	16	224	11	2	13	11	2	13	837	4
9	Unbiased evaluation in examination.	154	20	174	462	60	522	98	15	113	196	30	226	33	5	38	33	5	38	786	10
10	Proper hostel facility with an honest rector should be provided.	138	26	164	414	78	492	102	7	109	204	14	218	45	7	52	45	7	52	762	16
11	There should be a proper rules, regulations and timings in hostel,	97	8	105	291	24	315	86	7	93	172	14	186	102	25	127	102	25	127	628	21
12	Facility of a provision store and canteen for hostel.	180	35	215	540	105	645	98	3	101	196	6	202	7	2	9	7	2	9	856	2
13	Food quality should be improved in mess.	172	35	207	516	102	621	104	4	108	208	8	216	9	1	10	9	1	10	847	3
14	Inform students about scope of Agril. Engg. for them.	25	5	30	75	15	90	108	10	118	316	20	236	152	25	177	152	25	177	563	23
15	Give attention to the (inconvenient atmosphere) complains of the students.	130	24	154	390	72	462	98	10	108	196	20	216	57	6	63	57	6	63	741	18
16	Allow students for co-curricular activities.	162	32	194	486	96	582	108	5	113	216	10	226	14	3	17	14	3	17	825	6

17	Provision coach for co-curricular activities.	181	20	201	543	60	603	80	10	90	160	20	180	24	10	34	24	10	34	817	7
18	Provision of NCC for students.	125	20	145	375	60	435	108	10	118	216	20	236	52	10	61	52	10	61	732	14
19	Unbiased attitude of teachers for co-curricular activities.	89	13	102	267	39	306	98	12	110	196	24	220	98	15	113	98	15	113	639	20
20	Arrangement of seminars and symposiums for students.	60	3	63	180	9	189	110	8	118	220	16	236	115	29	144	115	29	144	569	22
21	Library timing should be increased.	191	35	226	573	105	678	80	3	83	160	6	166	14	2	16	14	2	16	860	1
22	Number of pass should be more for issuing the book from library.	140	30	170	420	90	510	130	5	135	260	10	270	15	5	20	15	5	20	800	9
23	Permission should be given in computer cell other than regular classes.	160	30	190	480	90	570	90	8	98	180	16	196	35	2	37	35	2	37	803	8

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