CHAPTER I

INTRODUCTION

India is predominantly an agro based country with about 58 per cent population living in more than five lakh villages. One in every two Indians relies on agriculture for livelihood. It has vast potential for giant leap into agri-business. In India, 52 per cent of total land is cultivable as against 11 per cent in the world. India has one of the world's largest agricultural education system with 64 State Agricultural Universities (SAUs), 3 Central Agricultural Universities (CAUs), 4 Deemed Universities (DUs) and 4 general Central Universities with agriculture faculty (Anon., 2018). These institutions enroll on annual basis about 15,000 students at UG level in as many as 11 disciplines and over 7,000 students at PG and 1700 students at Ph.D. level. At any point, there are over 80,000 students studying in SAUs. In addition to this, there are large number of private colleges both affiliated and non-affiliated to SAUs which also annually admit large number of students.

India is a young nation, out of 121 crore population, there are 60 crore youth in the country at present. By 2020, the average age of the Indian population will be 20 years (Yadav, 2016). The interest of youngsters in agriculture is reducing day by day. Therefore, attracting and retaining youth in this sector is very important for future food security. Their interest needs to be rejuvenated to take up agriculture as profession, business and way of earning for better livelihood. Youngsters can be brought in by making agriculture profitable and prestigious business. It is possible only through adaptation of modern technologies of precision farming, polyhouse, green house, hydroponics, modern dairy and fishery enterprises.

In India, the percentage of people employed in agriculture has been consistently declining, from around 60.00 per cent in 1999-2000 to 49.00 per cent in 2011-12. India has also been experiencing a similar trend in its workforce movement. But the trend has not been limited to just declining share of agriculture in total employment but also has led to a significant decline in absolute number of people employed in the
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agricultural sector. Job creation in the primary and secondary sectors is likely to slow down as a result of lower growth expectations in the sectors. As a result, the exodus from agricultural workforce is expected to slow down in the coming years till 2019-20 compared to the earlier six year period in consideration. Nevertheless, size of the workforce in this sector is expected to shrink by another 23 million in the next eight years till 2019-20 and will be 41.00 per cent of the total workforce. This trend calls for immediate steps to improve labour productivity in agriculture sector (Anonymous, 2015).

ICAR has played a pioneering role in ushering green revolution and subsequent development in agriculture in India through its research and technology development that has enabled the country to increase food grain production by 5 times, horticultural production by 9.5 times, fish by 12.5 times, milk 7.8 times and eggs 39 times since 1951 to 2014, thus making a visible impact on the national food and nutritional security. It has played a major role in promoting excellence in higher education in agriculture. Agri-business in India is destined to become the next big thing in the surging Indian economy. Today the doors of many sectors are opened exclusively to the Agri-business graduates. Depending upon own abilities and capabilities one can target to reach the top management position in companies in generating self agri-business.

There is corresponding lack of employment opportunities for agricultural professionals in public sector. Rising unemployment among agricultural graduates and market forces unleashed by the phenomenon of globalization and opening of world economics has necessitated that agricultural graduates should not be mere degree holders but must be professional who can measure the employment issues and concerns (Katyal, 2004). Entrepreneurship has been named as one of the key driver for economic development. In developing countries like India for raising the living standard of the vast majority of the backward regions, planning and implementation for development of entrepreneurial programmes are essential because of their over-dependence on agriculture for employment.

Rural youth are playing important role in agriculture by performing some farm activities and helping their families in farm operations (Dhakre, 2014). There is a tremendous scope for empowerment of agricultural graduates through establishment of
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dairy, poultry, fishery, food processing and value addition, floriculture, green house, poly
house enterprises etc. and thus they can even become employment generator. But, it has
been many times reported that, only few students want to become entrepreneurs. This
emphasizes the need of creating an aptitude among the students for taking up
entrepreneurship which will enable them to become employment providers rather than
employment seekers. Even though accurate data on unemployment is not available, it is
believed that over 28 per cent of agricultural and natural resource college graduates need
to find job (Jalali, 2003). But the point is that, could entrepreneurship be made in
universities and could entrepreneurship be learned?

Entrepreneurial development programmes may be defined as a program
designed to help an individual in strengthening his entrepreneurial motive and in
acquiring skills and capabilities necessary for playing his entrepreneurial role effectively.
Agripreneur defined as “Entrepreneur whose main business is agriculture or agriculture-
related” Agriculture + Entrepreneur = Agripreneur.

Entrepreneurship has played an important role in economic prosperity and
social stability in many developed countries. Today, India as a developing country is
facing massive challenges of high levels of unemployment among the youth, especially
university graduates, due to lack of work experience, low skills base education. India is a
blessed country with fertile soil and right climate which is highly suitable for agriculture
activities. Opportunities for agriculture-based businesses and activities are almost
unlimited. The prosperity and progress of a nation depends on the entrepreneurial quality
of its people. If they are enterprising, ambitious and courageous enough to bear
entrepreneurial risk then the community/society will develop quickly.

The entrepreneur is an economic man, who tries to maximize his profit by
innovations. The entrepreneurs are not simply innovators but they are the persons with a
will to act, to assume risk and to bring about a change through systematic organization of
human efforts. Entrepreneurship is the practice of starting new organizations, particularly
new businesses, generally in response to identified opportunities. The role played by such
entrepreneurs is of vital importance in developing country like India, where there are
ample opportunities for using innovations to exploit the available resources. We believe
entrepreneurs are the key drivers of tomorrow innovations and integral to creating a thriving economy. Thus, in all economic development activities, more and more focus is being centered on entrepreneurship of the people.

The word “entrepreneur” is derived from the French word “enterprendre”. It means “to undertake”. The Frenchmen who organized and led military expeditions were referred to as “entrepreneurs”.

Actually, universities are playing an increasingly important role in entrepreneurship development (Menzies, 2000). The quality of the agricultural graduates and their efficiency depend on the type and method of education imparted to them. Field oriented practical programmes greatly influence their performance in the actual field conditions. Entrepreneurship is important for modernization, improvement, development and assets establishment. To create self-employment opportunities for unemployed agricultural graduates, entrepreneurship is widely regarded as an integral player in business culture and engine. The relative proportion of agricultural graduates finding employment in the public sector in India is also shrinking gradually. More jobs should therefore be created in the private sector, besides increasing avenues for self-employment (George and Bhaskaran, 2004).

Tertiary institutions play an important role in developing an entrepreneurial society. They can instil in their students at graduate and post graduate levels a sense of understanding of risks and rewards of business creation and its causes of failures. They can also play a role in developing entrepreneurial traits in students and provide the necessary networking support for entrepreneurs as well as providing legitimacy for their endeavours. As tertiary institutions culture changes, it will become more important to understand student’s entrepreneurial aspiration in order to archive an institutional “fit” between higher education offerings and the needs of students. The totality of the experience that students gain at higher education is and will be influenced by many factors including the prior experiences they had in education; their personal aspirations for the future; their expectations concerning their life while in the higher institution; and how their experience in the higher institution supports their future aspirations (Collins et al., 2004). Above all, how their experience in the higher institution will help them in
creating network of entrepreneurial support and capabilities. Previous studies (Delmar and Davidson, 2000; Krueger et al., 2000; Hamidi et al., 2008; Hunjra et al., 2011) have shown that many factors influence entrepreneurial intentions.

Many governments and policy-makers around the world consider the entrepreneurship and entrepreneurial drives as primary for economic growth and development (Zeffane, 2012). Interest in agri-entrepreneurship is increasing rapidly. While rural communities believe, economic growth can come for entrepreneurship, little is being done within colleges of agriculture to prepare students to become entrepreneurs. The challenge is thus, not only tackling the already sizeable unemployed graduates, but also of absorbing the new entrants into the labour market. Underlying this situation is the fact that the training which graduate students receive has not been fully successful in equipping them with desirable skills and competencies required for job creation and self-employment (Sridevi, 2013).

With this objective, the Ministry of Agriculture, Government of India, in association with the National Bank for Agriculture and Rural Development (NABARD), Small Farmers Agri-business Consortium (SFAC) and the National Institute of Agricultural Extension Management (MANAGE), Hyderabad launched a programme called “Agri-Clinics and Agri-Business Centres Scheme”. The training of agricultural graduates to instil the spirit of entrepreneurship is an integral part of this. Government of India on April 9, 2002 launched Agri-Clinic and Agri-Business Centres scheme to give the way to the agricultural graduates who are deprived from unemployment. Agribusiness Centres would provide paid services for enhancement of agricultural production and income of farmers. Centres would need to advice farmers on crop selection, best farm practices, post-harvest value-added options, key agricultural information (including Internet-based weather forecast), price trends, market news, risk mitigation and crop insurance, credit and input access as well as critical sanitary and phyto-sanitary considerations, which the farmers have to keep in mind. Ceiling of project cost for subsidy has been enhanced to Rs. 20 lakhs for an individual project (25 lakhs in case of extremely successful individual projects) and upto Rs.100 lakhs for a group project. Depending on the type of venture you want to set up, and with a moratorium of up to 2
years, Agri-clinics and Agri-business Centre Loans can be repaid within 5 to 10 years as per easy installment plans. It is also believed that it will help youth to improve their income and give a better position in the society.

Developing entrepreneurs in agriculture will solve the entire problem.

(a) Trim down the burden of agriculture

(b) Create employment opportunities for rural youth

(c) Control migration from rural to urban areas

(d) Increase national income

(e) Sustain industrial development in rural areas

(f) Cut down the pressure on urban cities etc.

The objectives are to supplement the efforts of the government extension system in making available inputs and services to the farmers and to provide gainful employment to the agricultural graduates.

The Entrepreneurial opportunities in modern agriculture are:

1. **Cultivation:** Agro-forestry, Bee keeping, Crop, Dairy, Fish, Flowers, Fruits, Goat, Mushroom, Ornamental plants, Palmrosa, Poultry, Rabbit, Sericulture, Vegetables and Kitchen gardening.

2. **Input Marketing:** Seeds, Chemical fertilizers, Bio-fertilizers, Agricultural chemicals, Machineries, Implements, Plant protection appliances, Animal feed, Hatchery, Veterinary medicines, Landscaping, Agricultural credit, Custom service, Bio-control units, Bio-tech units and Bio-pesticides.

3. **Product Marketing:** Commission agent, Consultancy, Export, Finance, Retail sale, Storage, Transport and Wholesale.

4. **Facilitative:** Research and Development in agriculture and allied fields, Marketing information, Quality control, Crop insurance, Animal insurance, Wealth insurance and Energy.
5. **Processing and value addition:** Brewery, Cashew, Cattle, Coir, Fruits, Milk, Paddy, Poultry, Sugar-cane, Tannery, Vegetables, Pulses, Spices and Bamboo.

**1.1 STATEMENT OF THE PROBLEM**

Entrepreneurship is increasingly being recognized as critical to the future of rural India. Encouraging entrepreneurship in rural community leads to stimulate the entrepreneurial culture of community and a healthy business climate will encourage potential and aspiring entrepreneur to start business. A number of studies have been conducted in India and abroad in the area of socio-psychological, personal and economic aspects influencing the attitude towards different kinds of education and occupational aspiration of students from high school level to post graduate level. There are very limited studies with respect to the students of agriculture. The fact underlines the important and urgent need to study the attitude of the students of the agricultural colleges and their aspiration, personal, socio-psychological and economic factors associated with them.

The present study is an attempt to explore the answers to some of the questions viz., what type of family background of the students have a favourable attitude towards agriculture education? How this attitude reflects their aspiration?. Educational institutions are charged with the responsibility of developing vocational behaviour, which may solve some of these problems. In other words, the system of education must meet the requirement of society. Education is an institution of the society designed to facilitate behavioural development, so that it occurs in the most effective and efficient manner. Most social institutions have educational functions, but the educational institutions are society’s means to use knowledge for future development of its member.

With all of these considerations in mind, the study was carried out on “**Attitude and Aspiration of Post Graduate Students of Junagadh Agricultural University towards Agricultural Entrepreneurship**” with following specific objectives.
1.2 OBJECTIVES OF THE STUDY

The objectives of the study are as under.

1. To study the profile of post graduate students.

2. To study the attitude of post graduate students towards agricultural entrepreneurship.

3. To study the level of aspiration of post graduate students.

4. To study the relationship of attitude of post graduate students towards agricultural entrepreneurship and their characteristics.

5. To study the relationship of level of aspiration of post graduate students towards agricultural entrepreneurship and their characteristics.

6. To identify the constraints perceived by post graduate students to start agricultural entrepreneurship.

7. To obtain suggestions from post graduate students to overcome the constraints.

1.3 SIGNIFICANCE OF THE STUDY

On several occasions, the student’s ability and personality is found to be inconsistent to the requirement of the vocations they aspired. The present study will be useful to researchers to know the attitude and aspiration of post graduate students towards agricultural entrepreneurship. The study will be helpful in knowing the relationship between profile of post graduate students of Junagadh Agricultural University. The study will also help to identify valuable suggestions of agricultural post graduate students to make them employable and professionally sound.

The knowledge of these factors will go a long way in understanding the vocational choice behaviour of the students as well as to enable the counsellors to formulate an effective vocational planning programme. Study of the attitude and aspiration as a dependent variable will also help the academic and policy makers to make marked improvement in the educational programme of post graduate colleges.
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Though the investigation was conducted in the jurisdiction of Junagadh Agricultural University, Junagadh the findings emerged from the study can also be applicable to post graduate colleges having similar educational programme and located in similar agro-climatic and socio-economic conditions. This study would provide a better insight into the problems, which may help in improvement of educational programme and strategies for vocational guidelines not only to the post graduate students but also candidates willing to join the post graduate study in faculty of Agriculture, Horticulture, Agricultural Engineering & Technology, Agri-Business Management and Veterinary Science & Animal Husbandry.

This investigation is of great significance and importance in creating data base in understanding the attitude and aspiration of post graduate students of Junagadh Agricultural University towards agricultural entrepreneurship and factors responsible for the favourable & unfavourable attitude towards agricultural entrepreneurship.

1.4 LIMITATIONS OF THE STUDY

The major limitations in this investigation with regards to time, study area and other research facilities are as below.

1) The study was restricted only to Junagadh Agricultural University, Junagadh because of limited time and resources.
2) The study was limited to only 120 post graduate students.
3) The study was limited to some selected characteristics of the post graduate students.
4) The findings of the study were based on the verbally expressed opinions and ability of the respondents and their honesty in providing required information for study.