CHAPTER II

REVIEW OF LITERATURE

The main purpose of this chapter is to present some of the recent research studies which are related to the present investigation. There are very few studies so far conducted and reported in India on attitude and aspiration of post graduate students towards agricultural entrepreneurship. However attempts have been made to collect related research findings and presented in the light of the objectives under the following heads.

2.1 Selected characteristics of the post graduate students.

2.2 Attitude of the post graduate students towards agricultural entrepreneurship.

2.3 Aspiration of the post graduate students towards agricultural entrepreneurship.

2.4 Relationship between characteristics of the post graduate students and their attitude towards agricultural entrepreneurship.

2.5 Relationship between the characteristics of the post graduate students and their aspiration towards agricultural entrepreneurship.

2.6 Constraints faced by post graduate students to start agri-entrepreneurship.

2.7 Suggestions offered by post graduate students to overcome the constraints.

2.1 SELECTED CHARACTERISTICS OF THE RESPONDENTS

2.1.1. Age

Ajit (2004) concluded that more than half of the students (56.03 per cent) had age in range of 20 to 22 years, while students in the age group of 17 to 19 years and 23 to 25 years were 39.01 per cent and 4.96 per cent, respectively.

Patel (2005) concluded that slightly more than half (56.36 per cent) of the respondents belonged to the age group between 19 to 22 years, followed by 23.64 per
cent of the respondents who belonged to the age group of less than 19 years and (20.00 per cent) of the respondents belonged to the age group of above 22 years.

Shingare (2005) concluded that majority (82.40 per cent) of the respondents belonged to the age group of above 20 years, while 17.60 per cent of the respondents belonged to the age group above 22 years.

Dahake (2009) concluded that nearly two-third (65.71 per cent) of the post graduate students had age in the range of 22 to 24 years, while proportion of post graduate students in less than 22 years age group and above 24 years age group were 8.58 per cent and 25.71 per cent, respectively.

Aher (2010) found that slightly less than half (46.67 per cent) of the agriculture students were found in the age group between 22 years to 24 years followed by 36.67 per cent and 16.66 per cent of the students who were found in the age group of up to 22 and above 24 years, respectively.

Dobariya (2011) showed that majority (62.00 per cent) of the post graduate research scholars were in 22 to 24 years of age; followed by 32.00 per cent and 6.00 per cent of them who had less than 22 years and above 24 years of age, respectively.

Pattar (2011) concluded that a great majority (81.67 per cent) of agriculture graduates were found with the age between 22 to 24 years, while 18.33 per cent of them were with the age between 25 and 27 years.

Gadhvi (2012) observed that about two-third (65.00 per cent) of post graduate students had age up to 23 years, while the remaining (35.00 per cent) of them were with the age above 23 years.

Kawale (2013) indicated that a great majority (83.33 per cent) of the respondents belonged to less than 22 years age group, followed by 22 to 24 years age group (15.00 per cent). While remaining 1.67 per cent of them were with the age group of above 24 years.
Movahedi et al. (2013) showed that the age of the students ranged between 20 to 28 years, with an average of 25 years studying technical programmes at undergraduate level.

Ghambi (2014) reported that 13.12 per cent of the students pursuing masters degree fell in 22 to 24 years, followed by 7.50 and 4.38 per cent that fell in categories of up to 21 years and above 24 years, respectively.

Ramaswamy and Mosher (2015) concluded that most of agricultural students were in the 18-20 age group, 29.00 per cent were 21-22 years old, 5.00 per cent were in the 23-25 age group, and the remaining 5.00 per cent were older than 25 years.

Chamela (2016) revealed that majority (66.00 per cent) of agriculture graduates belonged to the 22 to 25 years’ age group followed by 27.00 and 7.00 per cent of them who had above 25 years’ age group and less than 22 years of age, respectively.

Madhumita (2016) reported that the majority of PG students (81.67 per cent) were in the age group of 22 to 29 years of age followed by 16.66 per cent and 16.70 per cent being equal to or above 29 years and below 22 years of age, respectively.

2.1.2 Academic achievement

Ajit (2004) observed that more than one third of the students (36.88 per cent) were in second-class category followed by first class category (18.44 per cent) and pass class (31.21 per cent). Only 13.48 per cent of the students passed with distinction.

Bothikar (2008) observed that more than two third (71.67 per cent) of the respondents had secured first class, while nearly equal percentage of the respondents had secured distinction (17.50 per cent) and second class (10.83 per cent). No student was found in pass category.

Sathyan (2008) concluded that slightly more than half (52.00 per cent) of the respondent students secured 7.1 to 8.0 OGPA, followed by 40.00 per cent and 7.33 per cent who secured 8.1 to 9.0 OGPA and below 7.00 OGPA, respectively. Only 0.67 per cent was in 9.1 and above OGPA.
Dahake (2009) revealed that more than two-fifth (46.43 per cent) of the post graduate students was in first class category whereas post graduate students in second class, pass class and distinction class were 27.86, 10.71 and 15.00 per cent, respectively.

Aher (2010) concluded that more than two-fifth (43.33 per cent) of the agriculture students had second class, followed by 31.67 per cent, 14.17 per cent and 10.83 per cent of them were with first class, pass class and distinction academic performance, respectively.

Dobariya (2011) revealed that more than half (57.00 per cent) of the post graduate scholars were in first class category, followed by 41.00 per cent of them who were in second class category. Only a few 2.00 per cent were found in pass class category.

Khole (2011) in her study had found that 56 per cent of the agriculture and other post graduate girl students had secured first class at graduation level, which helped to increase and boost their confidence towards their education.

Pattar (2011) indicated that slightly more than half (51.67 per cent) of the respondents received seven and above OGPA in their graduation, while 48.43 per cent of them had second class category and no one was found with pass class category.

Gadhvi (2012) observed that slightly more than three fifth (62.50 per cent) of the post graduate students were in second class category, followed by 30.84 per cent and 6.66 per cent of them were in first class category and pass class category, respectively.

Divya (2013) reported that slightly more than two-fifth (42.50 per cent) of the post graduate scholars were with first class category followed by 37.50 per cent, 18.33 per cent and 1.67 per cent of them were with second class, first class with distinction and pass class category, respectively.

Kawale (2013) indicated that nearly half (46.67 per cent) of the respondents obtained 6.00 to 6.90 OGPA in their last degree, followed by 29.17 per cent, 19.16 per cent and 5.00 per cent of them had 6.91 to 8.00 OGPA, more than 8.00 OGPA and below 6.00 OGPA in their last degree, respectively.
Donald (2014) depicted that 20.00 per cent of the students studying under the faculty of agriculture at bachelors level each fell in first class with distinction and the second class respectively, 10.00 per cent found in the first and none in the pass class categories. At masters, 10.00, 7.50, 5.00 and 2.50 per cent of the students were in the first class with distinction, first, second, and pass class categories, respectively.

Uhre (2015) revealed that majority 76.00 per cent of the agricultural boy students had secured 7.50 to 8.49 CGPA followed by 22.66 per cent had 5.50 to 7.49 CGPA and 1.34 per cent had CGPA 8.50 & above. In case of academic performance of girls, it was found that the majority (72.00 per cent) had secured 7.50 to 8.49 CGPA followed by 17.33 per cent who had between 5.50 to 7.49 CGPA and 10.67 per cent had CGPA 8.50 & above.

Chamela (2016) showed that more than half of the respondents (57.00 per cent) were in 70.01 to 80.00 per cent academic achievement group, whereas proportion of agriculture graduates in 60.01 to 70.00 per cent, 80.01 per cent and below 60.00 per cent was 36.00, 5.00 and 2.00 per cent, respectively.

Raghuansh and Patel (2016) found that more than three fifth (68.00 per cent) of the diploma agricultural students had first class followed by 18.00 and 14.00 per cent of them had second class and pass class, respectively.

Rai et al. (2016) stated that just more than half (53.00 per cent) of undergraduate students had medium and 19.00 per cent had high level of academic performance.

2.1.3 Participation in extracurricular activities

Patel (2005) reported that 44.55 per cent of the students had high participation in extracurricular activities, followed by low (30.00 per cent) and medium (20.00 per cent). Only, 5.45 per cent of the students had not participated in any of the extracurricular activities.

Sathyan (2008) concluded that majority (73.33 per cent) of students participated in 1-2 activities, followed by 14.67 per cent who had participated in 3-4 activities, 8.33
per cent did not participate in any activities while an equal number 3.33 per cent had participated in 5-6 extra-curricular activities.

Dahake (2009) observed that more than two-fifth (42.14 per cent) of the post graduate students were having medium participation in extracurricular activities followed by 27.14 per cent of the students were having high and 23.58 per cent of the post graduate students had low participation. Only 7.14 per cent post graduate students had not participated in any of the extracurricular activities.

Aher (2010) observed that more than two-fifth of the agricultural students (44.14 per cent) had low participation in extracurricular activities, followed by 33.33 per cent of the students were having medium and 17.50 per cent of the agricultural students had high participation. Only 5.00 per cent of the agricultural students were not participated in any of the extracurricular activities.

Bhosale (2011) pointed that majority (68.00 per cent) of the post graduate agriculture students were having medium level of participation in extracurricular activities, followed by 20.67 per cent and 11.33 per cent had low and high level of participation in extracurricular activities, respectively.

Dadhania (2011) reported that slightly less than half (48.00 per cent) of the post graduate research scholars responding for global warming issue had low participation in extracurricular activities.

Dobariya (2011) observed that slightly less than half (48.00 per cent) of the agricultural post graduate research scholars had low participation in extracurricular activities, followed by 31.00 per cent and 21.00 per cent of them had medium and high participation in any of the extracurricular activities.

Pattar (2011) showed that slightly more than two fifth (43.30 percent) of the agricultural graduates had medium level of participation in extracurricular activities, while 36.70 percent and 20.00 percent of them had low and high level of participation in extracurricular activities, respectively.
Kawale (2013) indicated that slightly more than two fifth (40.84 per cent) of the respondents were having low level of participation in extra-curricular activities, followed by 26.66 per cent, 16.67 per cent, 8.33 per cent and 7.50 per cent had medium, high, very low and very high level of participation in extra-curricular activities, respectively.

Lennyric (2014) reported that more than two third of the polytechnic students (69.17 per cent) was poor followed by 24.16 per cent and 6.67 per cent of the students who had below average and average participation, respectively.

David (2015) depicted that slightly above half (51.67 per cent) of the post graduate research scholars had below average level of involvement in extra-curricular activities.

Uhre (2015) revealed that majority (66.67 per cent) of the girls had ‘medium’ participation in co-curricular and extra-curricular activities; followed by 17.33 per cent of the students who had ‘low’ participation in co-curricular activities and 16.00 per cent of the girls had ‘high’ participation in co-curricular activities.

Chamela (2016) concluded that majority (82.00 per cent) of agriculture graduates were having medium participation in extra-curricular activities, whereas 10.00 per cent agriculture graduates were having high participation in extra-curricular activities and rest 8.00 per cent agriculture graduates were having low participation in extra-curricular activities.

2.1.4 Father’s education

Ajit (2004) showed that 36.17 per cent of the respondents’ father’s were graduates followed by 14.89 per cent were post graduates. The respondents’ father with the educational qualification of higher secondary level, high school level, primary school level and literate were 21.28 per cent, 14.18 per cent, 6.38 per cent and 4.26 per cent, respectively.

Patel (2005) found that majority (52.72 per cent) of the student’s father had higher secondary school level of education. Student’s father with educational qualification of
high school level and graduate and above graduate level was 17.27 per cent and 12.73 per cent, respectively.

Dahake (2009) indicated that (39.28 per cent) of the post graduate students’ fathers had higher secondary level of education followed by 25.00 per cent of students’ father were graduate and above, while 17.86, 10.00 and 6.43 per cent of the post graduate student’s fathers had high school level, primary school level and illiterate respectively. A negligible number (1.43 per cent) of the post graduate student’s fathers were illiterate.

Aher (2010) indicated that slightly less than one-third (31.00 per cent) of agricultural students’ father had high school level of education, followed by 25.83, 23.33, 10.83 and 9.01 per cent of the agricultural students’ father had above high school, primary school, literate (can read and write) and illiterate level of education, respectively.

Dobariya (2011) reported that majority (70.00 per cent) of the post graduate research scholars had their father’s education above SSC level followed by 17.00 per cent and 7.00 per cent of them had their fathers’ education up to SSC and up to primary level, respectively. It was also noticed that 6.00 per cent of post graduate research scholars had illiterate fathers.

Pattar (2011) indicated that a great majority (80.00 per cent) of the respondents were with S.S.C level of fathers’ education followed by 8.33 per cent with above S.S.C level of fathers’ education, 5.00 per cent of them with primary level of father’s education and 6.67 per cent of them were with illiterate father.

Gadhvi (2012) indicated that the great majority (83.34 per cent) of the agriculture post graduate students were with primary to secondary level of father’s education, followed by 10.00 per cent of them had above secondary level of father’s education, while only 6.66 per cent of them were with illiterate fathers.

Divya (2013) observed that slightly more than two-fifth (44.17 per cent) of the post graduate scholars studying in higher agriculture education had graduate and above graduate level of their fathers’ education, followed by 32.50 per cent with up to HSC level of father’s education and 16.67 per cent with up to SSC level of their father’s
education. 5.83 per cent of the respondents had up to primary level of father’s education and 0.83 per cent of them had illiterate fathers.

Dhakre (2014) revealed that majority (61.30 per cent) fathers of students were having college education, 15.00 per cent of them were having education up to high school, 17.50 per cent upto middle school level, 2.50 per cent of the respondent’s fathers were educated up to primary level, and 3.80 per cent were literate.

Bondre (2017) indicated that more than half (52.22 per cent) of respondent’s fathers were educated up to college and above, 16.66 per cent of them were having education up to primary school, 13.33 per cent upto high school, 10.00 per cent of the respondents father were educated upto middle school followed by functionally literate and illiterate with 4.44 and 3.33 per cent, respectively.

2.1.5 Family occupation status

Ganvir et al. (2004) observed that more than half 59.00 per cent of student’s fathers were engaged in farming and 27.00 per cent were having secondary occupation, 26.00 per cent and 13.00 per cent were doing service and business, respectively.

Shingare (2005) showed that half (50.40 per cent) of the respondents belonged to the family having high occupational status, while the respondents having medium and low family occupational status were 28.80 per cent and 20.80 per cent, respectively.

Pise (2006) revealed that majority (70.00 per cent) of the respondents had only farming as their main occupation followed by 16.67 per cent, 7.33 per cent and 6.00 per cent of them who had farming with animal husbandry, farming with service and farming with business as their main occupation, respectively.

Zala (2008) indicated that majority (65.00 per cent) of the respondents were dependent on agriculture and animal husbandry followed by 17.27, 8.18 and 5.91 per cent of them who were dependent on agriculture and labour work, agriculture and business, animal husbandry and service, respectively while only 3.64 per cent were dependent only on agriculture.
Dahake (2009) revealed that more than half (55.71 per cent) of the post graduate students belonged to the family having medium occupational status. While the students having high and low family occupational status were 23.58 per cent and 20.71 per cent, respectively.

Jyothi et al. (2009) revealed that less than half of the UG student’s parental occupation was agriculture (47.50 per cent), followed by business (27.50 per cent), service (19.17 per cent) and others (5.83 per cent). Similarly, less than half of the PG student’s parental occupation was agriculture (43.33 per cent), followed by business (28.33 per cent), service (15.83 per cent) and others (12.50 per cent).

Dobariya (2011) indicated that majority (83.00 per cent) of the post graduate research scholars of AAU had either only farming or farming and animal husbandry as their major sources of family income, remaining only 17.00 per cent were dependent on other than agricultural occupation either on service only or only business.

Khole (2011) observed that 53.00 per cent agricultural and other faculty post graduating girls students had service as their parents occupation, 36.00 per cent had farming as their main occupation of their parents, while 6.00 per cent had business and only 5.00 per cent of post graduating girls students parents main occupation was dairy.

Gadhvi (2012) depicted that 31.67 per cent of the P.G. agricultural students had agriculture and animal husbandry as their family occupation, followed by 26.67 per cent, 17.50 per cent and 15.00 per cent of them who had agriculture, only service and agriculture plus service as their family occupations, respectively. Only 9.16 per cent of them had only business as their family occupations.

Kawale (2013) observed that slightly more than two-fifth (40.84 per cent) of the respondents had agriculture plus service as their family occupation, followed by 24.16 per cent, 19.17 per cent and 8.33 per cent of them had agriculture plus animal husbandry, only service and agriculture as their family occupations, respectively. Only 7.50 per cent of them had only business as their family occupations.
Ramjiyani (2013) reported that majority (66.00 per cent) of the rural youth were engaged in agriculture + animal husbandry occupation. While 11.00 per cent of them were dependant on agriculture only followed by 9.00 per cent and 6.00 per cent of them who were engaged in agriculture + animal husbandry + business and agriculture + animal husbandry + service, respectively. The rural youth who were dependant on only animal husbandry, other occupation and only service were 3.00 per cent, 3.00 per cent and 2.00 per cent, respectively.

Bhati and Ram (2014) reported that extreme (90.00 per cent) of agricultural students were from family of medium occupation status, rest 7.00 per cent and 3.00 per cent belongs to low and high occupation status, respectively.

Dhakre (2014) observed that 68.80 per cent of fathers’ had service, 18.80 per cent of them were having business, 12.50 per cent were doing farming. Majority 92.50 per cent of mothers were house wife, 3.80 per cent of them were having business and doing job.

Chamela (2016) indicated that majority (56.00 per cent) of agriculture graduates were having medium family occupational status, whereas 29.00 per cent agriculture graduates were having low family occupational status and only 15.00 per cent agriculture graduates were having high family occupational status.

Yadav (2016) concluded that majority (60.00 per cent) of students’ father of B. Sc. (Agri.) was in service followed by 16.00 per cent in business and 14.00 per cent were engaged in cultivation and remaining 10.00 per cent were involved in independent profession.

2.1.6 Family income

Jondhale and Wattamwar (2004) found that around 48.27 per cent of the food technology student’s had annual family income between Rs. 21,776 to Rs. 1,13,160, whereas 39.08 per cent of the respondent’s annual family income was more than Rs. 1,13,160 and 12.65 per cent respondents had annual income up to Rs. 21.775 only.
Patel (2005) found that 32.73 per cent of the respondents had family annual income above 1.5 lakh and 26.36 per cent of the respondents had family annual income up to 50,000.

Shingare (2005) indicated that majority (60.80 per cent) of the under graduate student respondents of Veterinary Science and Animal Husbandry college had high family income, while 20.80 per cent and 18.40 per cent had medium and low level of income, respectively.

Dahake (2009) concluded that slightly more than half (57.46 per cent) of the post graduate students’ family had income above 1.51 lakh and 32.14 per cent of the post graduate students had family income in between 1.1 lakh to 1.5 lakh. Rest 10.40 per cent of them was having family income up to 1.0 lakh.

Aher (2010) concluded that more than half (56.50 per cent) of the agricultural students’ family had income in between 1.01 lakh to 1.5 lakh followed by 32.50 per cent of the agricultural students had family income above 2.0 lakh. While rest (10.83 per cent) of the students’ family were having income up to 1.0 lakh.

Tayade et al. (2010) pointed that most (47.80 per cent) of the respondents had low annual income followed by 28.93 per cent had higher annual income and only 15.00 per cent were having medium annual income.

Bhosale (2011) observed that more than half (52.00 per cent) of the post graduate agricultural students were coming from the families having more than 2.0 lakh, followed by 31.33 per cent of the post graduate students had family income in between 1.0 lakh to 2.0 lakh. Rest 16.67 per cent of them was having family income up to 1.0 lakh.

Pallavi (2011) stated that little less than half of agricultural students (47.37 per cent) had parents with low income level followed by medium and high income level i.e. 29.46 per cent and 23.17 per cent, respectively.

Pattar (2011) revealed that majority (61.67 per cent) of the agriculture graduates had less than two lakh rupees of annual family income, followed by 18.33 per cent of
them had two to three lakh and 20.00 per cent of them had above three lakh rupees of annual family income.

Gadhvi (2012) found that less than half (46.67 per cent) of the agricultural P.G. students had medium (1.5 to 3.0 lakh) level of annual income followed by 37.50 per cent and 15.83 per cent of them who had high (above 3.01 lakh) and low (upto 1.5 lakh) level of annual income, respectively.

Divya (2013) revealed that slightly more than one-third (34.17 per cent) of the post graduate scholars studying in higher agriculture education had up to 1,00,000 rupees annual family income, followed by 32.50 per cent were with 1,00,001 to 2,00,000 rupees of annual income, 11.67 per cent with 2,00,001 to 3,00,000 rupees and 10.83 per cent with 3,00,001 to 4,00,000, 5.83 per cent with 4,00,001 to 5,00,000 rupees while only 5.00 per cent were with above 5,00,000 rupees of annual family income.

Kawale (2013) observed that slightly more than half (52.50 per cent) of the respondents had low annual income (up to 1,00,001), followed by 24.17 per cent of them were having medium (1,00,001 to 2,00,000) and 23.33 per cent of the respondents had high (above 2,00,000) annual income.

Beniwal (2016) concluded that 50.00 per cent ICT utilizing total agricultural post graduate students had family income ranging from 1,00,001 to 2,50,000 rupees per year.

Yadav (2016) revealed that average family income of the respondents was Rs. 354380 per annum. Majority of the respondents’ family i.e., 72.00 per cent had total family income of Rs.171872-536888.92 per year. Low income group and high income group respondents comprised 16.00 per cent and 12.00 per cent, respectively.

### 2.1.7 Overall modernity

Patel (2005) reported that majority (61.82 per cent) of the respondents were having the medium level of overall modernity, whereas 12.73 per cent and 25.45 per cent of the respondents were having high and low level of modernity, respectively.
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Shingare (2005) indicated that more than half (68.80 per cent) of the respondents were having the medium level of overall modernity, while 17.60 per cent of the respondents were having high level of modernity and 13.60 per cent of the respondents were having low level of modernity.

Dahake (2009) revealed that slightly more than half (55.71 per cent) of the post graduate students had medium level of overall modernity, whereas 27.14 per cent agriculture graduates were having low overall modernity and rest 17.15 per cent agriculture graduates were having high overall modernity.

Chamela (2016) pointed that majority of agriculture graduates (82.00 per cent) were having medium level of overall modernity, whereas 9.00 per cent agriculture graduates were having low overall modernity and rest 9.00 per cent agriculture graduates were having high overall modernity.

2.1.8 Reading habit

Patel (2005) observed that majority (59.09 per cent) of the respondents had medium level of reading habit followed by 23.64 per cent of the respondents had low level of reading habit. Only 17.27 per cent of the respondents had high level of reading habit.

Shingare (2005) revealed that majority (59.20 per cent) of the respondents had medium level of reading habit, while 24.80 per cent of the respondents had high level of reading habit and 16.00 per cent of the respondents had low level of reading habit.

Ambika (2009) concluded that majority of P.G. agriculture students (73.15 per cent) had moderate reading habit. While around 17.59 per cent of the students score range between 10-14, 6.48 per cent of the students had scored 20-24 and remaining 2.78 per cent of the students scored between less than 10.

Dahake (2009) reported that slightly more than half (53.57 per cent) of the post graduate students had medium level of reading habit, whereas 25.71 per cent had low and 20.72 per cent had high level of reading habit.
Pallavi (2011) observed that majority of agriculture students (65.26 per cent) had moderate reading habit, while majority of the undergraduate students (99.94 per cent) usually understand what they read, 92.63 per cent of students can study alone, 91.58 per cent had good lighting in the room in which they studied and lastly 87.37 per cent of students enjoy studying.

Khadayata (2013) depicted that the less than one third (31.68 per cent) of the students had high level of reading habit.

Chamela (2016) indicated that majority (78.00 per cent) of agriculture graduates were having medium level of reading habit, whereas 17.00 per cent agriculture graduates were having high level of reading habit and only 5.00 per cent agriculture graduates were having low level of reading habit.

### 2.1.9 Self confidence

Parimaladevi et al. (2006) reported that Agri-business training programmes enhance self confidence of the trainees, which in turn will promote successful agri-business ventures.

Patel (2007) reported that slightly more than two fifth (42.00 per cent) of the computer user research scholars had medium level of self confidence followed by 31.34 per cent with low and 26.66 per cent of them with high level of self confidence.

Christian (2010) revealed that nearly two-third (63.00 per cent) of woman research scholars had medium level of self confidence followed by 24.00 per cent with high and 13.00 per cent of them with low level of self confidence.

Pattar (2011) concluded that slightly less than half (45.00 per cent) of the agricultural graduates had medium level of self confidence, while 28.30 per cent and 26.70 per cent of them had high and low level of self confidence, respectively.

Gadhvi (2012) observed that more than half (56.67 per cent) of the post graduate students had medium level of self confidence followed by 22.50 per cent and 20.83 per cent of the respondents had low and high level of self confidence, respectively.
Hase and Deshmukh (2012) found that the majority (65.00 per cent) of the U.G. agriculture students showed medium level of self confidence.

Sajeev and Narayana (2013) indicated two-fifth (40.00 per cent) of the agriculture students had high level of self confidence, 38.00 per cent had medium level and 22 per cent had low level of self confidence.

Thakur (2014) depicted that an overwhelming number (90.00 per cent) agriculture girl students had good to very good level of self confidence.

Chamela (2016) indicated that majority of agriculture graduates (69.00 per cent) were having medium self confidence, whereas 23.00 per cent agriculture graduates were having high self confidence and only 8.00 per cent agriculture graduates were having low self confidence.

Yadav (2016) revealed that majority 66.00 per cent of the students out of the sample covered in B. Sc. (Agri.) had moderate level of self confidence. Whereas 18.00 per cent had low self confidence and 16.00 per cent students had high self confidence.

2.1.10 Agricultural business anxiety

Dahake (2009) revealed that slightly less than half (48.57 per cent) of the post graduate students had medium level of agricultural business anxiety, whereas 30.00 per cent had high agricultural business anxiety and 21.43 per cent had low agricultural business anxiety.

Patel and Chauhan (2009) concluded that 40.00 per cent of the respondents had low level of business anxiety followed by 32.50 per cent had medium level of business anxiety and 27.50 per cent of the respondent had high level of business anxiety, respectively.

Gadhvi (2012) reported that less than three-fifth (55.00 per cent) of the post graduate students had medium level of agri-business anxiety, whereas 26.67 per cent had high level of agri-business anxiety and 18.33 per cent of them had low level of agri-business anxiety, respectively.
Chamela (2016) indicated that majority of agriculture graduates (66.00 per cent) were having medium agriculture business anxiety, whereas 18.00 and 16.00 per cent agriculture graduates were having low agriculture business anxiety.

2.1.11 Risk orientation

Patel (2005) reported that majority (70.00 per cent) of the respondents were found to have medium risk orientation followed by high and low risk orientation with 16.00 per cent and 14.00 per cent, respectively.

Thorat (2005) reported that majority (67.27 per cent) of the respondents had medium level of risk orientation, followed by 22.73 per cent and 10.00 per cent of the respondents had high and had low level of risk orientation, respectively.

Chaudhari (2006) claimed that trained dairy farmers had medium (58.00 per cent), followed by high (33.00 per cent) risk orientation, whereas 53.00 per cent of untrained dairy farmers had medium followed by low (37.00 per cent) risk orientation.

Ravi (2007) found that 50.00 per cent of the respondents had medium risk taking ability while, 28.75 and 21.25 per cent of them had high and low risk taking ability, respectively.

Patel and Chauhan (2009) revealed that nearly half (47.50 per cent) of the respondents had medium level of risk orientation followed by 27.50 per cent and 25.00 per cent with low and high level of risk orientation, respectively.

Sookhtanlo et al. (2009) stated that the risk taking capability of female students at both graduate and post graduate level was higher than male students.

Aher (2010) indicated that two-third (66.67 per cent) of the agricultural students had medium level of risk orientation, whereas 17.50 per cent and 15.83 per cent of students who were with low and high level of risk orientation, respectively.

Mahesh (2010) showed that 51.50 per cent of the respondents had medium level of risk orientation whereas, 30.00 per cent and 19.00 per cent of them had high and low level of risk orientation, respectively.
Gadhvi (2012) concluded that more than half (55.00 per cent) of the P.G. agriculture students had medium level of risk orientation; whereas 21.67 per cent and 23.33 per cent of the respondents had high and low level of risk orientation, respectively.

Lawrence and Ganguli (2012) revealed that majority (58.00 per cent) of the respondents had medium level of risk orientation and remaining 28.00 per cent and 14.00 per cent had low and high level of risk orientation, respectively.

Ram et al. (2013) found that majority of the women entrepreneurs (48.60 per cent) had medium risk bearing ability followed by low (34.60 per cent) and high (12.70 per cent) respectively.

Satarupa (2014) reported that nearly half (49.33 per cent) of the post graduate students had medium level of risk orientation, whereas 40.67 per cent of post graduate students had high level of risk orientation and 5.33 per cent of the post graduate students had low level of risk orientation.

Harisha et al. (2015) revealed that majority (73.33 per cent) of the respondents had medium risk orientation followed by high (19.17 per cent) and low (7.50 per cent) risk orientation.

Rai et al. (2016) concluded that 74.00 per cent undergraduate students belonged to general caste category whereas 12.00 per cent were from other backward class and only 14.00 per cent students belonged to Scheduled Caste/ Scheduled Tribe category.

2.1.12 Knowledge about government projects about agri-business

Jayalekshmi and Shobhana (1994) studied that majority of the respondents (60.00 per cent) had a medium level of knowledge about agricultural entrepreneurship because of information-seeking behaviour, mass media contact, social participation, cosmopolitaness.

Maduri and Kamini (2003) indicated that the more than half (67.00 per cent) of respondents had a medium level of entrepreneurial behaviour due to lack of knowledge about credit facilities of government, government intervention and policy of government
about different agri-business that invented by government, while 24.00 per cent had a high level of entrepreneurial behaviour.

Dahake (2009) revealed that slightly more than half (52.86 per cent) of the post graduate students had low level of knowledge about policy of government about agri-business followed by 34.29 per cent had medium level of knowledge about policy of government about agri-business and 12.85 per cent had high level of knowledge about policy of government about agri-business.

Chamela (2016) reported that majority of agriculture graduates (68.00 per cent) were having medium knowledge about policy of government about agri-business, whereas 25.00 per cent agriculture graduates were having high knowledge about policy of government about agri-business and only 16.00 per cent agriculture graduates were having low knowledge about policy of government about agri-business.

2.1.13 Cosmopoliteness

Patel et al. (2003) observed that majority (74.00 per cent) of the entrepreneurs had medium level of cosmopoliteness followed by high (14.50 per cent) and low (11.50 per cent) level of cosmopoliteness, respectively.

Anitha (2004) concluded in her study on entrepreneurial behaviour and market participation of farm women in Bangalore rural district of Karnataka indicated that more than one-fourth (28.30 per cent) of farm women had high cosmopoliteness followed by medium (44.20 per cent) category and low (27.50 per cent) cosmopoliteness groups.

Suresh (2004) conducted study on entrepreneurial behaviour of milk producers in Andhra Pradesh reported that 45.00 per cent of respondents had low level of cosmopoliteness, 44.17 per cent of them had medium level and 10.83 per cent had high level of cosmopoliteness.

Gohil (2005) found that great majority (82.67 per cent) of the respondents had medium level of cosmopoliteness, while 9.33 per cent and 8.00 per cent of them had low and high level of cosmopoliteness, respectively.
Nagesha (2005) observed that majority (36.70 per cent) of the respondents had medium level of cosmopoliteness, followed by 34.20 and 29.20 per cent of respondents had low and high level of cosmopoliteness, respectively. He also found that the cosmopoliteness was positively and significantly correlated with entrepreneurial behaviour.

George et al. (2006) reported in their study had found that only a few graduate students (12 per cent) reported developing their own network of contacts for seeking information beyond the local university.

Ravi (2007) found that 42.50 per cent of the respondents had low cosmopoliteness followed by 38.75 per cent with medium and 18.75 per cent of them had high cosmopoliteness level.

Sharma (2008) indicated that majority (70.83 per cent) of the papaya growers had medium level of cosmopoliteness, followed by 20.00 per cent high and 9.17 per cent had low cosmopoliteness, respectively.

Badhe (2009) concluded that majority (69.17 per cent) of the brinjal growers had medium level of cosmopoliteness, followed by 17.50 per cent high and 13.33 per cent had low level of cosmopoliteness.

Sangada (2015) revealed that majority (55.83 per cent) of the groundnut growers had medium level of cosmopoliteness, whereas 31.67 and 12.50 per cent of them had low and high level of cosmopoliteness, respectively.

2.2 ATTITUDE OF POST GRADUATE STUDENTS TOWARDS AGRICULTURAL ENTREPRENEURSHIP

Ajit (2004) observed that three-fifth (60.28 per cent) of the students had favourable attitude towards agricultural education followed by 29.79 per cent had an unfavourable attitude and 9.93 per cent of the students did not express any clear-cut opinion about their attitude towards agricultural education.
Patel (2005) reported that majority (79.10 per cent) of the respondents had neutral attitude towards dairy education while 10.90 per cent and 10.00 per cent of the respondents had unfavourable and favourable attitude towards dairy education, respectively.

Patil et al. (2006) reported that majority (77.22 per cent) of the respondents had favourable attitude towards agri-entrepreneurship, while only 18.33 per cent and 4.44 per cent of the respondents belonged to highly favourable and moderately favourable attitude towards agri-entrepreneurship, respectively.

Uddin et al. (2008) revealed that majority (71.43 per cent) of the coastal youths had moderately favorable attitude, followed by 17.58 per cent and 10.99 per cent of them, who had favorable and unfavorable attitude toward the selected agricultural technologies, respectively.

Dahake (2009) observed that majority (69.29 per cent) of the post graduate students had neutral attitude towards agricultural entrepreneurship, while 15.71 per cent and 15.00 per cent of the post graduate students were having unfavorable and favorable attitudes towards agricultural entrepreneurship, respectively.

Aher (2010) indicated that slightly less than two-third (65.00 per cent) of agricultural students had favourable attitude towards agricultural entrepreneurship, whereas the proportion of the students having highly favourable attitude and unfavourable attitude towards agricultural entrepreneurship was 19.17 per cent and 15.83 per cent, respectively.

Bhosale (2011) found that slightly more than two-fifth (40.67 per cent) of the post graduate agriculture students had favourable attitude towards agriculture education, followed by 24.67 per cent, 14.66 per cent, 11.33 per cent and 8.67 per cent of the post graduate students had strongly favourable, neutral, unfavourable and strongly unfavourable attitude towards agriculture education, respectively.

Kanwat et al. (2011) studied that majority of respondents (75.50 per cent) had most favourable attitude towards agril-clinic and agri-business in three selected
categories of respondents. Followed by 14.50 and 10.00 per cent of them were undecided and highly unfavourable attitude towards agri-clinic and agriculture-business, respectively.

Movahedi and Fathi (2011) revealed that 64.34 per cent of target agricultural students had agreed to entrepreneurship by positive attitude, 23.43 per cent by neutral attitude, and finally 12.23 per cent of the students had been disagreed to entrepreneurship by negative attitude.

Ramjiyani (2013) illustrated that more than half (55.00 per cent) of the rural youth had moderately favorable attitude towards agriculture as an occupation, while 23.00 per cent and 13.00 per cent of them had more favorable and most favorable attitude towards agriculture as an occupation, respectively. Only 6.00 per cent and 3.00 per cent of the rural youth had less favorable and least favorable attitude towards agriculture as an occupation, respectively.

Yomgam and Tekale (2014) observed that 72.00 per cent agriculture girl students were most interested to develop their own family and ranked as 1st, followed by 50.00 and 49.00 per cent respondents were also shows their aspiration to develop their village as well as farmers, respectively.

Chamela (2016) concluded that majority of agriculture graduates (66.00 per cent) had “Favourable” attitude towards agriculture entrepreneurship, whereas 22.00 per cent agriculture graduates had “Less favourable” attitude and only 12.00 per cent agriculture graduates had “Most favourable” attitude towards agriculture entrepreneurship.

Yadav (2016) revealed that majority 64.00 per cent of the students out of the sample covered in B. Sc. (Agri.) had neutral attitude towards agriculture as a profession. While, 24.00 per cent of the respondents had negative and only 12.00 per cent students had positive attitude towards agriculture as a profession.
2.3 ASPIRATION OF POST GRADUATE STUDENTS TOWARDS AGRICULTURAL ENTREPRENEURSHIP

Ingle et al. (1999) studied the aspiration of girl students, who were studying B. Sc. (Agriculture) degree course revealed that 86.86 per cent of the respondents aspired for government and other services and 13.14 per cent of the respondents aspired for job in private sector.

Ajit (2004) revealed that majority of the respondents (39.72 per cent) had medium level of occupational aspiration followed by 31.91 per cent of the respondents, who were having high level of occupational aspiration and 28.37 per cent of the respondents were having low level of occupational aspiration.

Patel (2005) concluded that majority of the respondents (64.55 per cent) had medium level of occupational aspiration followed by 18.18 per cent of the respondents, who were having high level of occupational aspiration and 17.27 per cent of the respondents were having low level of occupational aspiration.

Dahake (2009) reported that less than three-fifth (57.86 per cent) of the post graduate students had medium level of occupational aspiration followed by more than one-fifth (22.14 per cent) having high level of occupational aspiration and one-fifth (20.00 per cent) of the post graduate students were having low level of occupational aspiration.

Tayade et al. (2010) observed that 68.56 per cent respondents had medium level of aspirations. while 16.35 per cent respondents had high level of aspiration and 15.09 per cent had low level of aspirations.

Bhosale (2011) indicated that majority (68.67 per cent) of the post graduate agriculture students had medium level of occupational aspiration followed by 16.67 per cent and 14.66 per cent were having low and high level of occupational aspiration, respectively.

Gade et al. (2011) concluded that 55.33 per cent students aspired to become successful agri-business manager and only 10.00 per cent students aspired to become
innovative farmer. About job aspiration, it was found that one-third (35.33 per cent) of the students aspired to secure executive position in corporate sector and one-fourth (23.33 per cent) in private organization.

Misal et al. (2013) observed that 50.43 per cent of the respondents had high level of aspiration about agri-entrepreneurship, followed by 35.04 per cent and 14.53 per cent of the respondents who had low and medium levels of aspiration about agri-entrepreneurship. The probable reason for this trend might be that nearly two-thirds of the respondents were from rural background and a majority of the respondent’s fathers had agriculture as their main occupation; therefore, the respondents had a high level of aspiration about agri-entrepreneurship.

Arabiun et al. (2014) showed that 64.10 and 8.43 per cent of respondents had high preferences for "recruitment for governmental sectors" and "intention to start an own-business" as intended options to do after post-graduation.

Shireesha and Srikala (2014) pointed that 58.33 per cent of the post graduate students aspired ‘to do State Public Service’, whereas 30.00 per cent and 20.00 per cent of them aspired ‘to do farming’ and ‘to become an agricultural entrepreneur’ respectively. Nearly equal per cent of them aspired ‘to achieve Agricultural Research Service (16.67 per cent) and ‘to acquire any profession in leading corporate sector’ (15.83 per cent), while 12.50 per cent, 10.00 per cent and 6.67 per cent of them aspired ‘to acquire any reputed position in agricultural universities’, ‘to acquire any profession in private organizations’ and ‘to acquire any profession in co-operative organizations’, respectively.

Uhre (2015) traced that maximum number (37.33 per cent) of boy’s students had aspiration ‘to secure administrative position in government department’ followed by 22.66 per cent had aspiration ‘to secure administrative position in department of agriculture’, while 17.33 per cent boys had aspiration ‘to secure job in banks’, and 12.00 per cent had aspiration to secure academic position in agricultural university, remaining 10.66 per cent had aspiration to secure job in private organizations.
2.4 RELATIONSHIP BETWEEN CHARACTERISTICS OF POST GRADUATE STUDENTS AND THEIR ATTITUDE TOWARDS AGRICULTURAL ENTREPRENEURSHIP

2.4.1 Age and Attitude

Ajit (2004) worked out that there was no significant relationship between age of the students and attitude towards agricultural education.

Patel (2005) worked out that there was non significant relationship between age and attitude of B.Tech. (Dairy) students.

Shingare (2005) reported that age of veterinary science students was not significantly associated with their attitude towards veterinary science education.

Patel (2007) stated that there was non-significant relationship between age and attitude of research scholars towards use of information technology for self-employment.

Aher (2010) concluded that age of the agricultural students had positive and highly significant relationship with their attitude of agricultural students towards agricultural entrepreneurship.

Christian (2010) concluded that there was non-significant relationship between age of the woman research scholars and their attitude towards the use of computer for their empowerment.

Pattar (2011) observed that there was negative and non-significant relationship between age of agricultural graduate and their degree of attitude towards agro-tourism as an enterprise.

Kawale (2013) reported that there was negative and non-significant correlation in case of age of respondents and their attitude towards higher agriculture.

Chamela (2016) revealed that there was negative and non-significant relationship between the age and attitude of male agriculture graduates.
2.4.2 Academic achievement and Attitude

Ajit (2004) revealed that there was a positive and significant relationship between academic achievement and attitude towards agriculture education.

Patel (2005) reported that there was a positive and significant relationship existed between the academic performance and attitude of B.Tech. (Dairy) students.

Shingare (2005) found that there was no significant relationship existed between academic achievement and attitude towards education.

Dahake (2009) pointed that there was a negative and non-significant relationship between attitude of post graduate students towards agricultural entrepreneurship and their academic achievement.

Aher (2010) found a positive and highly significant relationship between attitude of the agricultural students towards agricultural entrepreneurship and their academic achievement.

Jat (2010) found a negative and non significant relationship between academic achievement of teachers and their attitude towards application of multimedia in higher education.

Pattar (2011) concluded that there was negative but significant relationship between academic performance of agricultural graduates and their degree of attitude towards agro-tourism as an enterprise.

Lennyric (2014) reported that there was non-significant correlation between academic achievement of the polytechnic students and their attitude towards agriculture as an occupation.

Chamela (2016) revealed that there was positive and significant relationship between academic achievement and attitude of male agriculture graduates towards agriculture entrepreneurship.
2.4.3 Participation in extracurricular activities and Attitude

Patel (2005) reported that there was positive and significant relationship existed between the academic performance and attitude of B.Tech. (Dairy) students.

Shingare (2005) analyzed that participation in extra-curricular activities had non-significant relationship with the academic performance of veterinary science students.

Dahake (2009) revealed that participation in extracurricular activities had positive and non-significant correlation with their attitude towards agricultural entrepreneurship.

Jat (2010) reported positive and significant relationship between involvement of teachers in extra-curricular activities and their degree of attitude towards application of multimedia in higher agricultural education.

Aher (2010) revealed that there was a positive and highly significant relationship between participation of students in extracurricular activities and their attitude towards agricultural entrepreneurship.

Pattar (2011) indicated that there was positive and significant relationship between agricultural graduates’ level of participation in extra-curricular activities and their attitude towards agro-tourism as an enterprise.

Divya (2013) reported that there was a non-significant relationship between involvement of post graduate scholars in extracurricular activities and their employability.

Patel et al. (2014) pointed that the entrepreneurial behaviour was positive and significantly related with dairy experience, organizational participation.

Chamela (2016) concluded that participation in extracurricular activities was positive and non-significantly correlated with their attitude towards agriculture entrepreneurship.
2.4.4 Father’s education and Attitude

Ajit (2004) revealed that fathers’ education had a positive and significant association with attitude of the students towards agriculture education.

Patel (2005) reported that there was positive and significant relationship existed between the fathers’ education and attitude of B.Tech. (Dairy) students.

Shingare (2005) observed positive and non-significant relationship of the fathers’ education with the attitude towards veterinary science education of students.

Dahake (2009) revealed that father’s education had non-significant correlation with student’s attitude towards agricultural entrepreneurship.

Pattar (2011) concluded that there was negative and non-significant relationship between the education level of parents of agricultural graduates and their attitude.

Satarupa (2014) indicated that there existed positive and significant relationship between father’s education and entrepreneurial competency.

Chamela (2016) observed that family education was positive and non-significantly correlated with their attitude towards agriculture entrepreneurship.

2.4.5 Family occupation status and Attitude

Ajit (2004) reported that the occupation of father had positive and significant relationship with the attitude of the students towards agriculture education.

Patel (2005) found to have a positive and significant relationship with the attitude of the students towards B.Tech. (Dairy) students.

Dahake (2009) observed that family occupational status of the post graduate students had non-significant relationship with their attitude towards agricultural entrepreneurship as an occupation.
Kawale (2013) indicated that family occupation of the girl students studied in agricultural faculty of Anand Agricultural University had positive and non-significant relationship with their attitude towards higher agriculture education.

Ramjiyani (2013) reported that the family occupation of the rural youth had a positive and non significant relationship with their attitude towards agriculture as an occupation.

Lennyric (2014) concluded that occupation of polytechnic students had positive and non-significant correlation with their attitude towards agriculture as an occupation.

Chamela (2016) revealed that family occupation of agriculture graduates of S.K.N. College of Agriculture, Jobner was positively and non-significantly correlated with their attitude towards agriculture entrepreneurship.

2.4.6 **Family income and Attitude**

Ajit (2004) found that family income was positively and significantly related with the attitude towards agricultural education.

Patel (2005) showed that there was positive and significant relationship existed between the family income and attitude of B.Tech. (Dairy) students.

Shingare (2005) reported that there was non-significant association between family income and attitude towards veterinary science education.

Zala (2008) found a positive and significant association between annual income and the attitude of respondents towards modern agricultural practices of crop cultivation.

Pattar (2011) revealed that there was a positive and significant relationship between annual income and attitude of agricultural graduates towards agro-tourism as an enterprise.

Gadhvi (2012) reported that annual income had a non-significant relationship with attitude of the respondents.
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Khadayata (2013) observed that there was positive and non-significant relationship between family income of agriculture students and their attitude towards application of distance education.

Ramjiyani (2013) illustrated that there was a positive and highly significant relationship between annual income of rural youth and their attitude towards agriculture as an occupation.

Boruah et al. (2014) concluded that there was a positive and significant relationship between entrepreneurial behaviour and family income.

Lennyric (2014) revealed that correlation between annual income and attitude of polytechnic students was positive and significant.

Chamela (2016) traced family income was positively and non-significantly correlated with their attitude towards agriculture entrepreneurship.

2.4.7 Overall modernity and Attitude

Patel (2005) worked out that there was no relationship between overall modernity and attitude of B.Tech. (Dairy) students.

Shingare (2005) observed positive and significant association between overall modernity and attitude towards veterinary science education.

Dahake (2009) revealed that overall modernity had a positive and significant correlation with their attitude towards agricultural entrepreneurship.

Chamela (2016) reported that overall modernity was negatively and non-significantly correlated with their attitude towards agriculture entrepreneurship.

2.4.8 Reading habit and Attitude

Patel (2005) stated that there was non significant relationship between reading habit and attitude of B.Tech. (Dairy) students.
Shingare (2005) reported positive and significant association between reading habit and attitude towards veterinary science education.

Dahake (2009) concluded that reading habit of the post graduate students had non-significant correlation with their attitude towards agricultural entrepreneurship.

Khadayata (2013) found that there was positive and significant relationship between reading habit of agriculture students and their attitude towards application of distance education.

Chamela (2016) revealed that reading habit was positively and non-significantly correlated with their attitude towards agriculture entrepreneurship.

**2.4.9 Self confidence and Attitude**

Parimaladevi, *et al.* (2006) revealed that there was positive and significant association between self confidence and attitude.

Shah (2006) stated that there was non-significant relationship between the AAU teachers’ level of confidence during teaching as opined by students and their attitude towards internet.

Dahake (2009) indicated that self confidence of post graduate students was non-significantly correlated with their attitude towards agricultural entrepreneurship.

Christian (2010) showed that there was a positive and significant relationship between self confidence and level of computer proximity of the women research scholars.

Pattar (2011) concluded that there was positive and significant relationship between level of self confidence of agricultural graduates and their degree of attitude towards agro tourism as an enterprise.

Gadhvi (2012) reported that there was a negative and highly significant relationship between self confidence and attitude of agricultural graduates towards agricultural business anxiety.
Kawale (2013) found that self-confidence of the agriculture girl students had positive and significant relationship with their attitude towards higher agriculture education.

Khadayata (2013) observed that there was positive and highly significant relationship between self-confidence of agriculture students and their attitude towards application of distance education.

Chamela (2016) revealed that was non-significant association between the male agriculture graduates’ attitude towards agriculture entrepreneurship and self confidence of the graduates.

2.4.10 Agricultural business anxiety and Attitude

Gajanana (2002) revealed that there was no significant relationship between agricultural business anxiety and attitude.

Parimaladevi et al. (2006) reported that there was significant relationship between agricultural business anxiety and attitude.

Dahake (2009) revealed that agricultural business anxiety of post graduate students had positive and significant correlation with their attitude towards agricultural entrepreneurship.

Chamela (2016) concluded that agricultural business anxiety of post graduate students had positive and non-significant correlation with their attitude towards agriculture entrepreneurship.

2.4.11 Risk orientation and Attitude

Padmavati et al. (1999) reported that risk orientation of the Mitrakisan was non-significantly related with their attitude towards NWDPRA.

Prasad and Sundaraswamy (2000) stated that risk orientation of the farmers was positively and significantly correlated with their attitude towards dry farming technologies.
Temkar (2000) observed significant relationship between risk orientation and attitude towards artificial insemination.

Patel (2005) indicated that the risk orientation of the respondents was non-significantly associated with their level of attitude.

Jha (2012) reported that risk orientation of the pineapple growers had positive and non-significant relationship with their level of entrepreneurial behaviour.

Kumar and Durairaj (2013) depicted that there was positive and significant relationship between risk orientation and attitude towards agricultural experiential learning programme.

Satarupa (2014) revealed that risk orientation of the postgraduate agriculture students had highly significant and positive relationship with their entrepreneurial competency.

2.4.12 Knowledge about projects of government about agri-business and Attitude

Maduri and Kamini (2003) reported non-significant association between Knowledge about policy of government about Agri-business and attitude.

Parimaladevi, et al. (2006) revealed that there was significant relationship between Knowledge about policy of government about Agri-business and attitude.

Dahake (2009) revealed that knowledge about policy of government about agri-business had non-significant correlation with their attitude towards agricultural entrepreneurship.

Chamela (2016) concluded that knowledge of agriculture graduates of S.K.N. College of Agriculture, Jobner about policy of government regarding agri-business of male agriculture graduates were negatively and non-significantly correlated with their attitude towards agriculture entrepreneurship.
2.4.13 Cosmopoliteness and Attitude

Vinkare (2002) reported that cosmopoliteness was positively and significantly related with television viewing behaviour of rural women.

Lahoti et al. (2011) revealed that cosmopoliteness has positive and significant relationship with use of sources of information for seeking information on improved goat management practices.

2.5 RELATIONSHIP BETWEEN CHARACTERISTICS OF POST GRADUATE STUDENTS AND THEIR ASPIRATION TOWARDS AGRICULTURAL ENTREPRENEURSHIP

2.5.1 Age and Level of aspiration

Dahake (2009) revealed that age of the post graduate students had positive and non-significant correlation with their level of aspiration.

Dhakre (2014) observed that age of agriculture students towards agriculture enterprise is found to be positively and non-significantly associated with the level of aspiration of agriculture students.

2.5.2 Academic achievement and Level of Aspiration

Sarita (2000) observed that negative and non-significant relationship between academic performance and aspirations.

Iswalkar (2001) revealed a significant relationship between academic performance in H.S.C and aspirations of girl students.

Srinivas (2003) found that significant relationship between academic performance and aspirations.

More et al. (2008) found that a significant relationship between academic performance in H.S.C and aspirations of agricultural students.
Dahake (2009) revealed that the academic achievement of agriculture students towards agriculture enterprise was non-significantly related with their occupational aspiration.

Bhosale (2011) reported that the academic performance of post graduate students had highly significant relationship with occupational aspiration of post graduate agricultural students.

Gadhvi (2012) indicated that academic performance of the respondents had negative and non-significant relationship with anxiety towards agri-business.

Pakale (2016) traced that the relationship between academic performance and aspirations of the students was non-significant.

Bondre (2017) concluded that the academic performance of the post graduate students had positive and highly significant relationship with aspiration of agriculture students.

2.5.3 Participation in extracurricular activities and Level of Aspiration

Waman et al. (2000) reported that non-significant relationship between co-curricular activities and aspirations.

Iswalkar (2001) observed that significant relationship between co-curricular activities and aspirations.

Dahake (2009) revealed that participation in extracurricular activities had negative and significant correlation with their occupational aspiration.

Bhosale (2011) concluded that the participation of post graduate’s agricultural students in extracurricular activities had positive and non-significant correlation with their occupational aspiration.

Pakale (2016) observed that the relationship between participation in co-curricular activities and aspirations of the students was non-significant.
2.5.4 Father’s education and Level of Aspiration

Ajit (2004) observed that father’s education had non-significant correlation with their occupational aspiration.

Dahake (2009) revealed that father’s education had non-significant correlation with their occupational aspiration.

Bhosale (2011) reported that the family educational status of post graduate agriculture students had significant correlation with their occupational aspiration.

Dhakre (2014) observed that aspiration of students towards agriculture enterprise was positively and significantly associated with father’s education.

Lukngam and Tekale (2014) concluded that father’s education shows positive and significant relationship with aspiration of girl students.

Bondre (2017) revealed that father’s education had positive and significant relationship towards the aspiration of agriculture college students.

2.5.5 Family occupation status and Level of Aspiration

Iswalkar (2001) reported that the non-significant relationship between family occupation and aspirations of the girl students.

Shigwan (2002) reported that the non-significant relationship between family occupation and aspirations.

Bhosale (2011) concluded that the family occupational status of post graduate students had positive and non-significant correlation with their occupational aspiration.

Dhakre (2014) observed that aspiration of students towards agriculture enterprise was positively and significantly associated with father education and mother’s education was negatively and non-significantly correlated with aspiration of students.

Lukngam and Tekale (2014) reported that father’s occupation of post graduate girls students had significant relationship with aspiration of girl students.
Pakale (2016) revealed that major family occupation of the students undergoing lower education in agriculture was positive and significant with the aspiration of the agriculture students.

2.5.6 Family income and Level of Aspiration

Sarita (2000) found that significant relationship between family income and aspirations.

Iswalkar (2001) reported that non-significant relationship between family income and aspirations of the girl students.

Shigwan (2002) revealed a non-significant relationship between family annual income and aspirations.

Tayade et al. (2010) observed that family annual income had positive and highly significant relationship with aspiration of students.

Bhoasale (2011) found that family income had positive and significant relationship with their occupational aspiration.

Misal et al. (2013) indicated that family income of the post graduate students had positive and non-significant relationship with their aspiration about agri-entrepreneurship.

Dhakre (2014) concluded that mother’s education is negatively related and non-significant with aspiration of students.

Lukngam and Tekale (2014) observed that annual income of respondents had positive non-significant relationship with aspirations of girl students.

Niketha et al. (2014) found that annual income of family had positive and significant relationship with the aspirations of girl’s students.

Pakale (2016) revealed that correlation between annual income and aspirations of the students was significant and positive.
Bondre (2017) indicated that annual family income of agriculture college students had positive and significant relationship with aspirations.

2.5.7 Overall modernity and Level of Aspiration

Patel (2005) revealed that overall modernity had non-significant relationship with their occupational aspiration of B.Tech. (Dairy) students.

Dahake (2009) indicated that overall modernity of the post graduate students had non-significant correlation with their occupational aspiration.

2.5.8 Reading habit and Level of Aspiration

Patel (2005) observed non-significant relationship between reading habit and occupational aspiration of B. Tech. (Dairy) students.

Dahake (2009) revealed that reading habit of the post graduate students had non-significant correlation with their occupational aspiration.

2.5.9 Self confidence and Level of Aspiration

Rao (2004) observed that there was positive and significant association between self confidence and aspiration.

Parimaladevi et al. (2006) revealed that there was positive and significant association between self confidence and aspiration.

Dahake (2009) concluded that self confidence of post graduate students had non-significant correlation with their occupational aspiration.

2.5.10 Agricultural business anxiety and Level of Aspiration

Parimaladevi et al. (2006) revealed that there was positive and significant association between agricultural business anxiety and aspiration.

Dahake (2009) concluded that agricultural business anxiety of post graduate students had non-significant correlation with their occupational aspiration.
2.5.11 Risk orientation and Level of Aspiration

Gadhvi (2012) indicated that risk orientation of post graduate students had negative and highly significant relationship with anxiety towards agri-business.

Satyanarayana and Rao (2013) studied agricultural enterprises for employment generation at Andhra Pradesh and reported that there was positive and significant association between risk orientation and employment generation.

Satarupa (2014) revealed that risk orientation of the post graduate agriculture students had highly significant and positive relationship with their entrepreneurial competency.

Zakaria et al. (2014) concluded that agriculture students who perceived themselves as risk averse to differ significantly in terms of their intention to engage in self-employment in agri-business from those students who perceived themselves to be risk loving in agri business.

2.5.12 Knowledge about government projects about agri-business and Level of Aspiration

Parimaladevi et al. (2006) revealed that there was positive and significant association between knowledge about policy of government about agri-business and aspiration.

Dahake (2009) concluded that knowledge about policy of government about Agri-business was non-significantly correlated with their occupational aspiration.

2.5.13 Cosmopoliteness and Level of Aspiration

Lawrence and Ganguli (2012) reported that there was positive and significant association between cosmopoliteness and entrepreneurial behaviour.
2.6 CONSTRAINTS FACED BY THE POST GRADUATE STUDENTS TO START AGRI-ENTREPRENEURSHIP

Patel (2005) reported major constraints faced by the students were, less practical knowledge (31.81 per cent), courses are not completed within 4 years (55.40 per cent), shortage of scientific instruments (26.36 per cent), less number of visit/tour (44.54 per cent), no campus interview (9.09 per cent), limited extracurricular activities (40.00 per cent), lack of library facilities (22.72 per cent) and lengthy course curriculum (13.61 per cent).

Shingare (2005) reported major constraints faced by the students were, less practical knowledge (20.00 per cent), important courses are not completed within 5 years (20.00 per cent), shortage of scientific instruments (16.00 per cent), less number of visit/tour (12.00 per cent), no campus interview (11.20 per cent), limited extracurricular activities (10.40 per cent) and lack of library facilities (9.60 per cent).

Chowdhury (2007) explained that the political instability, corruption, lack of infrastructure facilities, education / training, lack of financial help were posed as barriers for entrepreneurship in developing nations.

Dahake (2009) observed that the major constraints faced by the post graduate students were courses are not completed within 2 years (43.57 per cent) followed by less number of visits/tours to various enterprises (35.00 per cent) and less practical knowledge about entrepreneurship (25.00 per cent).

Karjagi et al. (2009) reported that major constraints faced by students of agri-clinics and agribusiness centres in starting their agri ventures were the high rate of interest, lack of hand holding support from training institutes, banker’s resistance to finance, NABARD and other commercial banks will not give correct pictures about rate of interest, subsidy and collateral security.

Godawat (2010) found that one third of the respondents had not taken up any entrepreneurial activity due to problem in marketing, finance, lack of time, lack of support by family members and lack of self-confidence.
Despitario et al. (2011) reported that lack of money for capital requirements (28.00 per cent), development of techno-preneur venture being too time and-effort consuming (28.00 per cent) and lack of knowledge in business management or entrepreneurship (22.00 per cent) were the major constraints faced by technopreneurs.

Fatoki and Chindoga (2011) in a study of university and high school students found that lack of capital, lack of skills, lack of support, lack of market opportunities, and risk were the main obstacles for involvement in entrepreneurship in South Africa.

Gadhvi (2012) reported that the major constraints faced by the post graduate students are bank loan procedure is extensive, lack of consciousness to have agri-business, inadequate technical knowledge regarding agri-business, the dominant logic that only experienced person can run the agri-business and lack of support from the family.

Baba (2013) identified the major challenges for entrepreneurship development as lack of knowledge of basic science and technology, lack of strong patent law in some developing countries, high cost of doing business and inadequate capital.

Sadi et al. (2013) conducted a study to identify the attitude of M. Sc students towards barriers of agricultural entrepreneurship, in three Universities of (Razi, Bu-Ali-Sina and Ramin) in Iran. Statistical population of the study consisted of 240 agricultural M.Sc students in 2012-2013 educational year were selected through a stratified random sampling. Results of the factor analysis revealed that Ignoring the needs of the labor market by agricultural university, lack of entrepreneurial module in various field of agriculture, lack of government support for the agricultural sector jobs, lack of interest in agricultural employment and there was no one to encouraging, as the main obstacles to agricultural entrepreneurial intention.

Sujantha (2013) found that the financial, raw materilas, labour issues, power supply and marketing were the main problems faced by entrepreneurs and identified and ranked the causal factors using the Garrett’s mean score.
Vani (2013) observed that majority (80.00 per cent) of the women entrepreneurs expressed bad marketing facilities as major problem followed by lack of consultancy and counseling services (67.50 per cent) and competition with other micro-enterprises for limited local markets (66.66 per cent).

Kher et al. (2014) found that the major constraints identified in case of dairy entrepreneurs were high initial investments (80.00 per cent), costly veterinary medicines and treatment (66.66 per cent), frequent prevalence of disease (63.00 per cent), lack of storage facilities (60.00 per cent) and lack of knowledge about balanced diet (53.00 per cent).

Noorinasab and Yadav (2014) conducted a study at Iran to evaluate the effects of entrepreneurship. The study of entrepreneurship is essential not only to solve the problem of industrial development but also to solve the problems of unemployment, unbalanced areas development, concentration of economic power and diversion of profits from traditional avenues of investment.

Satarupa (2014) reported that major problems perceived by postgraduate students in acceptance of agricultural enterprise were; lack of positive mind set to have own agricultural enterprise. (rank I), not enough practical knowledge to start the enterprise and lack of dynamic managerial ability of agri enterprise both (rank II), difficult to have legitimate return of agricultural enterprises and lack of confidence to compete experienced agri entrepreneur both (rank III), lengthy procedures for getting a bank loan (rank IV), do not have any specific training regarding entrepreneurship (rank V), difficult to manage fluctuation of market in agricultural enterprises (rank VI), lack of confidence to succeed in agricultural enterprise. (rank VII), a dominant logic that only experienced person can run the agricultural enterprise (rank VIII) and lack of assurance against uncertainty of risk found in establishment of an enterprises rank IX).
2.7 SUGGESTIONS OFFERED BY THE POST GRADUATE STUDENTS TO OVERCOME THE CONSTRAINTS

Patel (2005) reported that course must be more practical based (28.40 per cent), course should be completed within 4 years (50.90 per cent), availability of scientific instrument (20.00 per cent), provision of campus interview (7.27 per cent), maximum number of visits/tours for students (36.36 per cent), improvement of library facilities (14.54 per cent), more extracurricular activities (25.45 per cent) and duration of course should be less (9.09 per cent).

Shingare (2005) reported that course must be more practical based (38.40 per cent), course should be completed within 5 years (21.60 per cent), availability of scientific instrument (15.20 per cent), provision of campus interview (14.40 per cent), maximum number of visits/tours for students (13.60 per cent), improvement of library facilities (12.80 per cent), more extracurricular activities (12.00 per cent), and duration of course should be less (9.60 per cent) were the important suggestions.

Sajjan (2006) reported that 46.66 per cent of the respondents suggested conducting training programmes related to agriculture and other income generating activities, whereas 38.33 per cent of them suggested minimizing cost and one third of the respondents (33.33 per cent) suggested to conduct effective educational activities in their village to create awareness about education and health.

Chowdhury (2007) suggested the following measures to expose university students in order to improve entrepreneurial thinking whereas, course compiling and content should be based on labour market needs, integrating entrepreneurship education into the mainstream academic curricula with improvement of the quality of new projects which students should endow during studies, establishing mutual and interactive relationship between the university and the successful agricultural enterprises in order to exchange knowledge and information regarding different areas of entrepreneurship, emphasizing more on the practical side of agricultural education by the universities, providing business start-up training and support for graduates who want to start their own business by the university and other organizations.
Dahake (2009) suggested that major suggestion endorsed by the post graduate students were course must be more practical and market oriented (40.00 per cent), maximum number of visits for post graduate students should be kept to various enterprises (28.57 per cent) and there should be more extra curriculum activities related to agricultural enterprises (20.00 per cent).

Karjagi et al. (2009) furnished that most important suggestions given by trained agri-prenuers to start agri-venture were to link the training institute with financial institutions for loan sanction, followed by the guidelines of RBI, subsidy component should be included in the scheme, AC and ABCs should be treated on par with government agri-clinics (Raita samparka Kendra) in distribution of seeds and other inputs to the farmers on subsidized rate. The other suggestions given by them were to concentrate more towards providing training on need based economically viable projects by imparting in plant training, training should not be free of cost and government should promote agricultural graduates to start agri-clinics at every gram Panchayat level.

Fatoki and Chindoga (2011) suggested that government involvement such as new policies must be implemented to help the younger generation, particularly graduates, venture into business.

Pattar (2011) disclosed that most valuable suggestions offered by agricultural graduates to popularize agro-tourism among the agricultural graduates as a business venture were the field visits should be arranged to the booming agro-tourism spots during RAWE programme, the financial assistance should be provided to the agricultural graduates by banks, latest information for creating awareness about the importance of tourism industry combining with agriculture should be provided by the extension education, training about agro-tourism should be arranged for the students, the successful entrepreneurs should be invited to inform about agro-tourism.

Gadhvi (2012) studied that major suggestions offered by post graduates to overcome constraints perceived by them in acceptance of agri-business were need to promote link between the training institutes with financial institutions (rank-I), need to provide right approaches to get in touch with various key agricultural business supporting
services (rank-II), need to organize area specific agri-business training on technical knowhow (rank-III), need to disseminate knowledge regarding potentiality of emerging agri-business market (rank-IV) and need to promote implant training of agri-business during study for imperative experience (rank-V).

Sujantha (2013) suggested that the reduction of interest rates on working capita, fixed capital, seed capital and period for processing of loans, provision of subsidy, setting up of fair price shops to supply quality raw materials, conducting training of entrepreneurs by both government and non-state actors and formation of an entrepreneurs association to provide counselling and consultancy services.

Satarupa (2014) reported that most valuable suggestions offered by agriculture, dairy and veterinary post graduate students to overcome their problems; need to conduct survey to know attention of students for investigation of agricultural enterprise (rank I), Need to provide right approaches to get in touch with various key agricultural enterprise supporting services (rank- II), need to disseminate knowledge by showing potentiality of opportunities of emerging agricultural enterprise market (rank- III), need to build up thrust to develop entrepreneurship and self employment among students by visualizing success of agro entrepreneurs (rank- IV), need to promote link between the training institutes with financial institutions for financial support and need to include more practical exercises in the course curriculum to improve adequate skill of viable agro ventures among students both (rank- V).