



## **A Study on preferences towards Agri Enterprises of Agri. School Students of Marathwada Region**

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### **ABSTRACT**

Agriculture is a traditional occupation of rural people and also fundamental livelihood of Indians. Present study was undertaken at Agricultural School, Nanded. School students were supposed to be the primary concern in agriculture sector for entrepreneurship development. Present study highlights the overall outlook, role and perception of agricultural school students about the agriculture as an enterprise. Seventy five percent students joined school for getting job and 39 percent students for enterprise. It is further reported that 75 percent students will work on their own field activities like helping the supervision, cleaning the field, spraying, harvesting, fodder cutting and bringing etc. So it is desirable to involve school students in different extension activities, transfer of technology programmes as they are grass- root level worker for imparting training and disseminating the innovations in agricultural field.

**Key words :** Agriculture, Entrepreneurship, Role, Student.

In our country the livelihood of majority of population is dependent on agriculture. All the basic necessities of the farm families have to be met from the agriculture and agriculture based activities. In rural area's youth are also playing important role in agriculture by performing some farm activities and helping their families in different farm operations. So it is must to consider them as an important working force in the field of agriculture development.

Agriculture schools under agriculture universities are offering two years diploma course in agriculture. Boys and girls from farm families are seeking admission to this course on large scale. The main object of this course is to provide agricultural education and research to the grass root level rural youth of country, which is expected to result in increase in farm production. After completing this course they are supposed to apply their knowledge to agriculture and improve the farming situation. Without involvement of youth in agriculture field, development will not take place. In this context present study was conducted with the following objectives.

- 1.To study the socio-economic and the personal characteristics of the students of agricultural school.
- 2.To understand the motivation of the students behind joining agriculture diploma course.
- 3.To assess the level of participation of agriculture diploma students in agricultural operations.
- 4.To understand how the agriculture diploma course students perceive their role in agriculture.
- 5.To assess their preferences for different agricultural enterprises.

### **MATERIAL AND METHODS**

Present study was conducted during the year 2004-2005. Agricultural school students were supposed to be the important element in agriculture entrepreneurship development. This study was purposefully conducted considering the present role and performance of diploma students as, they are working as – Talathi, Agriculture Assistants, Gramsevaks, village level workers in rural area.

Therefore, the present study was an attempt to test the views of diploma students about their role in agricultural and entrepreneurship development. Out of 120 agriculture school students 100 students were selected randomly for data collection from the agricultural school, Nanded. Schedules were framed and information is collected by way of interview and informal discussion.

The collected data is interpreted and tabulated in frequencies and percentage.

### **RESULTS AND DISCUSSION**

Table 1 clearly indicates that there was homogeneity among respondents to a large extent. So far as their age and education was concerned, majority respondents are matriculate and very few i.e. 10 percent completed their education above 12<sup>th</sup> standard. Out of 100 respondents 66 were boys and 34 were girls. Here, we found that the percentage of male was more than gills. These findings are in line with the results reported by Gupta and Saini (1977).

Table 1. Distribution of Respondents according to their age, education, aim of joining school and views regarding agriculture.

S.No.	According to age/ education/ gender	Frequency	Percentage
1.	Age group 15 – 30 Years	100	100
2.	Education	90	90
	10 <sup>th</sup> Passed	10	10
	12 <sup>th</sup> Passed		
3.	Gender		
	Boys	66	66
	Girls	34	34
<b>Aim of Joining</b>			
4.	Aim of Joining	Frequency	Percentage
1.	Service (Job)	75	75
2.	Education	19	19
3.	Business	39	39
4.	Farming	27	27
5.	Many Other ways	03	03
<b>Working in field</b>			
5.	Option	Frequency	Percentage
1.	Yes	75	75
2.	No	25	25
<b>Views Regarding farming</b>			
6.	Option	Frequency	Percentage
1.	(Advance)	90	90
2.	(Traditional)	10	10

Table 2. Distribution of Respondents according to agricultural activities performed by them

S.No.	Name of Activities	Frequency	Percentage
1.	Supervision	40	40
2.	Helping Family	34	34
3.	Spraying	33	33
4.	Harvesting	33	33
5.	Fodder Cutting & Bringing	27	27
6.	Cleaning Field	27	27
7.	Pre-cultivation	25	25
8.	Manuring	22	22
9.	Weeding	19	19
10.	Sowing	20	20
11.	Irrigation	17	17
12.	Participation only at agriculture school level	12	12

Table 3. Distribution of Respondents according to their preferences for various Agri- based Enterprises

Sr.No	Enterprise	I Ranking		II Ranking		III Ranking	
		Number	Per-centage	Number	Per-centage	Number	Per-centage
1.	Krishiseva Kendra	24	24	05	05	09	09
2.	Poultry Farm	13	13	10	10	09	09
3.	Vegetable Cultivation	11	11	09	09	12	12
4.	Floriculture	08	08	15	15	07	07
5.	Nursery	07	07	06	06	14	14
6.	Sericulture	06	06	05	05	01	01
7.	Dalmaking	04	04	03	03	03	03
8.	Vegetable Dehydration	03	03	02	02	05	05
9.	Mushroom Cultivation	03	03	00	00	03	03
10.	Bee Keeping	02	02	08	08	10	10
11.	Fruit Processing	15	15	14	14	14	14
12.	Pig Rearing	01	01	02	02	02	02
13.	Integrated Pest Management	01	01	00	00	00	00
14.	Vermiculture	00	00	02	02	02	02

When an enquiry was made about the aim behind joining the agricultural school, majority respondents expressed it for seeking good job. But at the same time most of them had opted for more than one motivating force behind their joining agriculture diploma. It was observed from the Table 1 that 19 percent of respondents joined the diploma for agricultural education, while 39 percent opined that agricultural business was the motivating factor. About 27 percent respondents wanted to make use of their training in farming practice, whereas, 3 percent expressed that this training could be useful in many other ways.

It is clear from above Table that 75 percent respondents were ready to work on farm after successful completion of their diploma, whereas, 25 percent were not willing to work on field.

It was clear from above table that 90 Percent respondents were ready to do farming by using modern technology, while only 10 percent preferred to adopt traditional method of cultivation.

The Table 2, which deals with distribution of respondents according to different activities performed by them, majority respondents had given more than one option i.e. they have been performing not a single activity but were involved in number of agricultural activities.

Out of the total sample, 40 percent revealed that they were busy with supervision of agricultural operation, 34 percent were assisting their families

in different agriculture activities and 33 percent had been found actively participating in harvesting operations, whereas, 12 percent respondents told that their participation in agricultural activities were only at (school level) training level. It can be concluded that majority respondents had been found involved in more than one agricultural operations. Same findings were reported by Gupta and Saini (1977).

The focus of the study was made to see preferences of respondents towards different agri-based enterprises. Twenty four percent respondents were shown interest in running Krushi Seva Kendra and had given first preference. Thirteen percent respondents were interested in poultry farming and given first preference. Whereas, ten and nine percent students had shown their preference for poultry keeping as second and third rank respectively. Another enterprise Preferred was fruit processing by fifteen percent respondents as first rank. Fourteen percent respondents were ready to go for fruit processing as second and third option. Vegetable cultivation enterprise was secured first rank by eleven percent respondents, second rank by nine percent respondents, and third rank by twelve percent respondents. Krishi Seva Kendra, Vegetable processing, poultry farming were the three most preferred agri based enterprises. These findings are supported by the Sonwane and Mahale (2002).

Table 4. Distribution of Respondents according to their opinion regarding Training needs and training benefits.

1	Distribution (Training needs)	Frequency	Percentage
1.	Yes	97	97
2.	No	03	03

  

2	Distribution (Training Benefits)	Frequency	Percentage
1.	Information	95	95
2.	Skill Development	86	86
3.	Confidence Building	69	69

From Table 4 it was observed that 97 percent respondents stated that they need training for farm activities, whereas, only 3 percent were of the opinion that it is not required.

From the above data it can be said that majority respondents agreed that this kind of training can help them in acquiring required information and it can develop certain required skills among them to build and enhance their confidence. ( Patil, and Palande - 2002).

Agricultural schools have been providing the required training to the students during their diploma tenure. Majority students join this diploma course in order to apply the acquired knowledge to the field. Krishi Seva Kendra, Vegetable processing, poultry farming were the three most preferred agri based enterprises.

But in order to cover a large number of rural youth who are associated with agriculture, or whose main source of livelihood is agriculture, the training and education be made more rigorous and meaningful. While designing the training programmes, the new areas of developments in agriculture should be taken into consideration. The youth must be helped to realise and accept that land cultivation is a dignified Profession and can do it as an enterprising activity.

Majority of the rural youth if provided with appropriate and adequate training in agricultural operations, they will not hesitate to carry out their

traditional occupation in a scientific way. The agricultural schools should try to reach the farmers and should not confine themselves to only in training rural youth. More and more emphasis should be on field practice, and spot guidance during the training programme. For bringing needed co-ordination between training centres, imparting training at different levels and for different categories of land cultivators, a co-ordinating council should be created which can help in optimum utilisation of resources.

#### LITERATURE CITED

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