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Colloquium II
Synopsis

**“Analysis of Student READY Programme and its Effectiveness in Students
Entrepreneurship Development”**

Introduction

The ICAR’S Student READY (Rural Entrepreneurship Awareness Development Yojana) programme being implemented from the year 2016. The programme launched for building confidence, skill and acquire Indigenous Technical Knowledge (ITK) of the locality and thereby, preparing the pass-out students for self-employment. Aims of this programme are to provide rural entrepreneurship awareness, practical experience in real-life situation in rural agriculture and creating awareness to undergraduate students about practical agriculture and allied sciences, to provide opportunities to acquire hands-on-experience and entrepreneurial skills and to reorient graduates of agriculture and allied subjects for ensuring and assuring employability and develop entrepreneurs for emerging knowledge intensive agriculture. This programme is implemented for one complete year in the IV year of under graduation. The five components of student READY programme are - Experiential Learning on Business Model / Hands on Training, Experiential Learning on Skill Development, Rural Awareness Works Experience (RAW), Internship / In-Plant Training / Industrial attachment and Students Projects. In this context, it is necessary to know the rationale behind the SRP patterns adopted by the SAU’s and also it is needed to assess the extent of entrepreneurial development effected on the graduates of SAU’s who have undergone SRP modules. With this background, the present study has been conceptualized with the following objectives:

1. To study the implementing pattern of Student READY Programme in selected SAUs.
2. To analyze the effectiveness in entrepreneurship development among students undergone Student READY Programme.
3. To examine the relationship between profile characteristics of students with effectiveness in entrepreneurship development among students undergone Student READY Programme.

4. To elicit the constraints and suggestions given by students towards improvement of Student READY Programme.

Methodology

Locale of the study: The present study was carried out during 2021-2022 in main campus colleges of SAU's of Karnataka, Kerala, Tamilnadu and Telangana namely, University of Agricultural Sciences, Bangalore, Kerala Agricultural University, Thrissur, Tamil Nadu Agricultural University, Coimbatore and Professor Jayashankar Telangana State Agricultural University, Rajendranagar, Hyderabad.

Selection of Respondents: Agricultural students who are currently pursuing 8th semester of their under graduate programme in agriculture and yet to complete Student READY programme were selected as respondents. Simple random sampling method was employed for selecting the sample. From each university data was collected from 40 students. Hence total number of respondents for the study were 160.

Variables considered for the study and their empirical measurement

S. No	Variables	Empirical measurement
A. Dependent variables		
1.	Entrepreneurship Development	Scale developed by Kozlinska <i>et al.</i> (2020) and Borchers <i>et al.</i> (2010) with slight modifications
B. Independent Variables		
1	Gender	Schedule developed for the study
2	Social stratification	Procedure followed by Dahake (2009)
3	Rural /Urban background	Procedure followed by Dilip Kumar (2017)
4	Family type	Procedure followed by Preethi (2015)
5	Parental education	Procedure followed by Dahake (2009)
6	Parental occupation	Procedure followed by Dilip kumar (2017)
7	Annual income of the family	Procedure followed by Dhakre (2014)
8	Relatives owning business	Schedule developed for the study
9	Academic performance	Procedure followed by Kawale (2013)
10	Participation in extracurricular activities	Procedure followed by Sopan (2019)

11	Peer pressure	Procedure followed by Dnyandev (2019)
12	Career aspiration	Procedure followed by Gelen (2007)
13	Social participation	Procedure followed by Dnyandev (2019)

Research design: Ex-post facto research design was used for the study.

Collection of data: Questionnaire was used for collecting data in the form of google forms from the students except for UASB students where questionnaire was handed over to the students.

Statistical tools: Appropriate and suitable statistical tools like mean, frequency, percentage, Standard Deviation, spearman's rank correlation and kruskal wallis test were used for data analysis.

Salient Findings

1. The implementing pattern of student READY programme is different for each university. In case of UASB, during RAWE and agro-industrial attachment in 7th semester of their undergraduation -boys and girls are allotted together to RAWE villages, RAWE exhibition was done in every RAWE village, crop museum was established by students in RAWE villages, advisory committee to monitor the RAWE programme, stipend received per student is 22,000 during student READY and agro-industrial attachment is for 21 days. Hands on training in 8th semester is offered with 9 modules, students are given choice to opt any one module.
2. The implementing pattern of student READY programme in case of PJTSAU, students are divided into two batches and in 7th semester of their undergraduation one batch undergone RAWE, other agricultural experiential learning programme and vice versa in 8th semester. Boys and girls are allotted to RAWE villages of different districts, RAWE exhibition was done by all RAWE villages of girls in one RAWE village and by all RAWE villages of boys in one RAWE village, one RAWE coordinator for every 2 villages and respective KVK, DAATTC incharges monitor the RAWE attachment. The stipend received per student is 15,000 during RAWE and agro-industrial attachment is for 45 days. Agricultural experiential learning programme is offered with seven units in 8th semester and students are divided into 7 groups and each group allotted to one unit.

3. In TNAU, student READY programme is implemented as: The RAWE and Agro-Industrial Attachment (AIA) are offered in the 7th semester of their undergraduation. The boys and girls are separately allotted to RAWE villages. Students are divided into groups and each group is allotted to one block and each student is allotted to single village and 4 farmers are allotted to him in addition to observation books, movement register is maintained by students in RAWE villages, 3 RAWE coordinators for all the villages and also there are 2 village coordinators per group to monitor the RAWE programme. The stipend received per student is 10,500 during student READY programme. Exhibition was held in college and agro-industrial attachment is for five days. Experiential learning programme is offered with two modules in 8th semester, each module has eight courses and each student should opt one course from each module. Project report component is also offered in 8th semester.
4. The implementing pattern of student READY programme in case of KAU is as follows: RAWE and AIA in 7th semester of their undergraduation. The boys and girls are allotted together to RAWE villages, village stay is for 8 days, there are different attachments viz., media attachment, bank attachment, SHG, progressive farmer, krishi bhavan training, watershed management, farm planning, plant clinic, NGO and soil testing one RAWE coordinator to monitor the RAWE programme. Exhibition was held in college stipend received per student is 36,000 during RAWE, agro-industrial attachment is for 6 days. Experiential learning programme is offered with 7 courses in 8th semester and each student should opt one course.
5. In regard to university wise entrepreneurship development of students undergone student READY programme, thirty-five per cent of UASB agricultural students had low entrepreneurship development followed by equal percentage (32.50%) had high and medium entrepreneurship development. Further, nearly two-fifth (37.50%) of PJTSAU agricultural students had low entrepreneurship development followed by medium (32.50%) and high (30.00%) entrepreneurship development. However, among the agricultural students of TNAU, 65.00 per cent had medium entrepreneurship development followed by equal percentage (17.50%) of them had low and high entrepreneurship development. With respect to KAU agricultural students, more than two-fifth (42.50%) had medium entrepreneurship development followed by low (37.50%) and high (20.00%) entrepreneurship development.

6. Overall entrepreneurship of students undergone student READY programme, nearly two-fifths (39.38%) of agricultural students had medium entrepreneurship development followed by nearly one-third (32.50%) of students had low entrepreneurship development and 28.12 per cent of agricultural students had high entrepreneurship development.
7. Regarding Kruskal Wallis one-way analysis of variance to test the significant difference in entrepreneurship development of students undergone student READY programme among state agricultural universities. The mean rank for effectiveness in entrepreneurship development among the agricultural students of UASB was 105.78 followed by mean rank for effectiveness in entrepreneurship development among the agricultural students of PJTSAU was 91.76. The mean rank for effectiveness in entrepreneurship development among the agricultural students of KAU was 70.58 and mean rank for effectiveness in entrepreneurship development among the agricultural students of TNAU was 53.89.
8. Dimension wise analysis of entrepreneurship development of agricultural students undergone student READY programme in UASB indicated that 65.00 per cent of them had high commitment and determination, three-fifths (60.00 %) of them had high leadership, equal percentage (45.00%) of them had high opportunity obsession and high adaptability, equal percentage (50.00%) of them had high tolerance of risk and high achievement motivation, equal percentage (57.50%) of them had high tolerance of uncertainty, high creativity and innovativeness and high goal setting, equal percentage (52.50%) of them had high self-reliance and high decision making ability, more than one-third (37.50%) of them had medium management orientation and more than two-fifths (42.50%) of them had high courage.
9. Dimension wise analysis of entrepreneurship development of agricultural students undergone student READY programme in PJTSAU indicated that nearly half (47.50%) of them had high commitment and determination, equal percentage (37.50%) of them had high and medium leadership, high courage and low tolerance of risk, more than half (52.50%) of them had high opportunity obsession, equal percentage (42.50%) of them had medium tolerance of uncertainty and medium self-reliance, half (50.00%) of them had medium creativity and innovativeness and medium achievement motivation, more than half (55.00%) of them had medium adaptability, equal percentage (45.00%) of them had high

and low decision making and high goal setting ability, two-fifths (40.00%) of them had high management orientation.

10. Dimension wise analysis of entrepreneurship development of agricultural students undergone student READY programme in TNAU shows that more than one-fourth (27.50%) of them had low commitment and determination, equal percentage (50.00%) of them had low leadership and low achievement motivation, equal percentage (45.00%) of them had low and medium opportunity obsession, equal percentage (42.50%) of them had low and medium tolerance of risk, medium decision making ability and medium management orientation, equal percentage (60.00%) of them had medium tolerance of uncertainty and low adaptability, more than half (52.50%) of them had medium creativity and innovativeness, nearly two-third (65.00%) of them had low self-reliance, less than half (47.50%) of them had low courage and more than half (57.50%) of them had medium goal setting.
11. Dimension wise analysis of entrepreneurship development of agricultural students undergone student READY programme in KAU reveals that equal percentage (50.00%) of them had high commitment and determination, medium goal setting and low tolerance of risk, equal percentage (42.50%) of them had low leadership, medium tolerance of uncertainty, medium creativity and innovativeness and low self-reliance, nearly half (47.50%) of them had medium opportunity obsession, equal percentage (52.50%) of them had medium adaptability and low achievement motivation, equal percentage (57.50%) of them had low decision making ability and medium courage, two-fifths (40.00%) of them had low management orientation.
12. Overall dimension wise analysis of entrepreneurship development of agricultural students undergone student READY programme across all the four universities indicates that equal percentage (43.12%) of them had high commitment and determination, medium tolerance of uncertainty and low achievement motivation, more than one-third (35.62%) of them had low leadership, nearly two-fifths (38.75%) of them had medium opportunity obsession, equal percentage (38.12%) of them had low tolerance of risk, medium management orientation and low self-reliance, equal percentage (45.00%) of them had medium creativity and innovativeness and medium adaptability, equal percentage (40.62%) of them had low

decision making ability and medium goal setting, more than two-fifths (42.50%) of agricultural students had medium courage.

13. Regarding the personal characteristics of agricultural students undergone student READY programme across all the four universities, more than two-third (71.25%) of them were female, sixty per cent of them belong to backward category, more than half (54.38%) of them from rural background, greater extent (86.88%) of them from nuclear family, more than one-fourth (29.38%) of the respondent's mother were educated up to high school and similar proportion (27.50%) of the respondent's father were educated up to high school, more than three-fourths (75.63%) of respondents had no relatives who owned business, more than three-fifths (62.50%) of them secured more than 8.00 OGPA and more than two-fifths (42.50%) of them were having low participation in extracurricular activities.
14. Regarding the socio-economic and psychological characteristics of agricultural students undergone student READY programme across all the four universities, more than half (60.00%) of the respondent's mother were doing other work than listed occupations probably as house wife, nearly one-third (31.25%) of the respondent's father occupation was agriculture, more than one-third (34.38%) of them had family annual income up to one lakh rupees, more than two-fifths (43.12%) of them were having medium peer pressure, more than one-third (35.00%) of them were having medium career aspiration and similar proportion (35.62%) of them were having low social participation.
15. In spearman's rank correlation analysis between entrepreneurship development and independent variables, parental occupation, annual income of the family, peer pressure were positively significant at 5 per cent and academic performance was negatively significant at 5 per cent. Relative's owning business and career aspiration were highly positive and significantly correlated at 1 per cent. Gender, social stratification, rural/urban background, family type, parental education, participation in extracurricular activities and social participation were found to be non-significant with entrepreneurship development.
16. Major constraints faced by agricultural students during student READY programme are lack of proper accommodation and transport facilities in RAWE villages (Rank I), lack of farmer cooperation (Rank II) and inadequate stipend to meet the basic needs (Rank III).
17. The top five suggestions given by agricultural students for improvement of student READY programme are 1) Providing hands on training/experiential learning programme and agro-

industrial attachment before RAWE component (Rank I), 2) Having more exposure to industrial sector (Rank II), 3) Providing in depth trainings on cropping system related technologies before RAWE (Rank III), 4) Having KVK attachment prior to the accommodation in RAWE villages (Rank IV) and 5) More involvement of agricultural professionals in organizing collaborative programmes for RAWE village farmers (Rank V).

Implications of the study

1. Universities are more concentrating on RAWE component than agro-industrial attachment. Agro-industrial component should be given equal importance as that of RAWE. Duration of agro-industrial attachment should be increased to get acquaintance with the industrial environment.
2. Students should be attached to agro-industries which are focusing on research and development in addition to manufacturing and producing.
3. Universities should increase the number of modules in experiential learning/HOT. Modules should include latest technologies of agri-entrepreneurship.
4. Students can also be attached to the incubation centres during the student READY programme so that the innovative mindset can be acquired by the students.
5. Students should be attached to the progressive farmers during RAWE component.
6. RAWE component should be offered to students in timings coinciding with major cropping seasons.

Future line of research

1. The study was conducted only in four universities (UAS, Bangalore, PJTSAU, Rajendranagar, Hyderabad, TNAU, Coimbatore and KAU, Thrissur,) with a total sample of 160. Similar research can be done in other universities with larger sample size.
2. Only agricultural students are selected for the study. Study can be carried out in other undergraduate degree programme.
3. Since many variables are found to be non-significant, some other profile characteristics variables which influence the entrepreneurship development can be included in future studies.

4. Comparison of student READY programme between different degree programmes can be studied.