



RESEARCH ARTICLE

# The attitude of agricultural graduates towards agri-entrepreneurship in Odisha

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## Abstract

Agricultural graduates' mindsets have shifted due to the Hon'ble Prime Minister of India, Mr. Narendra Modis' assertion that youths should not be job seekers but employment providers. With the increasing number of agricultural colleges in Odisha, agricultural graduates are also rising. An examination of Odisha agriculture graduates' socio-personal and socioeconomic features was conducted in this context. The project falls under the "ex post facto" survey research category. A total of 80 people were interviewed from three distinct colleges at three separate institutions. This study included a pilot study, preparation and pre-testing of interview schedules, farmer interviews and data processing. Frequency calculation and percentage were utilized as statistical methods in the investigation. After careful consideration, it was concluded that the respondents' fathers were more educated than their moms. Most agriculture graduates in Odisha displayed negative to moderately positive attitudes towards agri-entrepreneurship, particularly regarding their readiness to engage in agribusiness. The most common occupation of the respondents' parents was government service, followed by business. As a result, family members and professors should encourage children interested in agriculture to pursue agri-preneurship. During undergraduate studies, students should receive skill-based training and participate in exposure visits to agri-allied sectors, with financial support offered to those who show interest.

## Keywords

agriculture; agripreneurship; graduates; socio-economic; socio-personal

## Introduction

Agriculture is currently regarded as a primary sector of the Indian economy, determining the profitability and sustainability of the country's economy. More than 70 % of people rely on agriculture directly or indirectly for their living. The Indian government, as well as state governments, place a greater emphasis on agriculture to raise the country's production and productivity. In this regard, quality agricultural education is emphasized to double output and enhance farmers' socioeconomic conditions. Young peoples' interest in agriculture is dwindling and attracting and maintaining youth in this industry is critical for future food security (1). Developing new policies to recruit and retain creative minds in agriculture education and research is necessary. It is a fact that not all qualified graduates can find work in the public sector.

On the other hand, agricultural graduates still have a lot of opportunities to contribute to the growth of the Indian economy, notably in the sector of agricultural entrepreneurship. Each year, government and private institutions offering agricultural education award tens of thousands of students with bachelors' degrees. However, with limited government and private job opportunities, it is impossible to employ every graduate. Therefore, agricultural graduates should be encouraged to become job creators rather than job seekers by engaging in various agri-allied activities. The Government of Odisha has introduced several policies and initiatives to promote agricultural graduates to embrace agri-entrepreneurship. These include providing entrepreneurship education, facilitating credit and financial assistance access and simplifying legal and regulatory processes.

Additionally, the government has emphasized the need to improve the social perception of agri-entrepreneurship, making it an attractive and respectable career choice for the younger generation. Research conducted in neighboring states, such as Rajasthan and Telangana, has highlighted the importance of addressing factors like knowledge dissemination, skill development and attitudinal change to promote agri-entrepreneurship (2). In light of this, a study titled "Assessment of Socio-personal, Socioeconomic Characteristics of Agricultural Graduates of Odisha" has been undertaken.

## Materials and Methods

This study aims to explore the choice of careers among the graduates undergoing agricultural education along with their attitudinal analysis. It comes within the purview of survey research and ex-post facto research design. College of Agriculture under Odisha University of Agriculture and Technology, Bhubaneswar (OUAT), located in the Khurda District of Odisha, was purposely selected, whereas two private agricultural colleges namely the Faculty of Agricultural Sciences under Siksha' O' Anusandhan Deemed to be University (SoADU) located in the same district and M. S. Swaminathan School of Agriculture under Centurion University of Technology and Management (CUTM) located at Parlakhemundi in Gajapati district were selected randomly for the study. The study's respondents were confined to 80 B.Sc. (Ag.) graduates who had passed out from their respective colleges between 2023 and 2024. 40 respondents were selected from the Government-run OUAT and 40 respondents, 20 each from the two privately run universities, i.e., SoADU and CUTM, purposefully. Data collection was started after the conduct of a pilot study. The pre-made interview schedule (3) was tested for better viability. Later, respondents were chosen randomly from the selected study areas and personally interviewed. Mean, frequency, percentage, mean, Garretts' ranking, correlation and correlation coefficient were used here to analyze the collected data.

| Sr. No. | Colleges/ University                                          | Number of samples |
|---------|---------------------------------------------------------------|-------------------|
| 1       | College of Agriculture, OUAT, BBSR                            | 40                |
| 2       | Institute of Agricultural Sciences, SOADU, BBSR               | 20                |
| 3       | M. S. Swaminathan School of Agriculture, CUTM, Paralakhemundi | 20                |

## Results and Discussion

### *Role of socio-personal, socioeconomic, psychological and communicational factors of respondents behind joining agricultural study*

**Socio-personal profile :** Socio-personal profile of the agricultural graduates. Gender, locality, caste, family type, size of family and parents' education were considered the socio-personal characteristics of the respondents.

**Gender :** Gender plays a crucial role in shaping the entrepreneurial mindset, requiring distinct approaches to nurture this mindset in male and female students effectively. However, no significant differences were observed between genders in risk orientation, planning orientation, marketing management, socio-cultural orientation and overall entrepreneurial attitude (3). The data given in Fig. 1A showed the distribution of respondents according to gender. Out of the total 80 respondents, the majority (62.5 %) were male and 37.5 % were female. As per gender, the tables' result indicated that nowadays, more and more girls are enrolling in agricultural education and taking it as a career option. Measuring (57 %) of the agricultural graduate respondents were males by females accounting for the rest of 43 % (4). The findings of researchers showed that gender balance is essential (5-7).

**Locality :** As regards the locality of the respondents, it was observed from the above table the hat majority (43.8 %) of them were from semi-urban areas, followed by 30 per cent were belonged to rural areas and 26.2 % being from urban areas (Fig. 1B). The majority of the semi-urban and rural area respondents had opted for agriculture as a career option and had undergone graduation studies in agriculture. This was due to the higher investment cost in other technical studies like engineering, medical science, etc. 30 % of the respondents' parents were in business, 23.50 % in government service, 6.50 % were unskilled workers and 5.6 % were professionals (8, 9).

**Caste :** Regarding caste, Fig. 1C depicted that out of the total respondents' the majority (67.5 %) belonged to the general category, followed by 16.2 % OBC, 8.80 % ST and 7.5 % belonged to the SC category. From the above findings, it can be noted that a greater number of students in the general category are enrolling in higher education in the field of agriculture. This might be because less demand for engineering study and assured employment opportunities in agriculture study might have motivated the general caste students to opt for agriculture study as their career option.

**Family type :** It is observed from Fig. 1D that the majority (68.8 %) of respondents belonged to nuclear families and 31.2 % were from the joint family system. Compared to nuclear families in most urban areas, this joint family

system still exists in rural areas. This joint family system typically disintegrates due to economic pressure, a better standard of living and other socio-psychological developments. The findings of the study are corroborated (10, 11).

**Size of family :** Regarding the size of the family, it was found from Fig. 1E that the majority (83.8 %) of respondents were from small (less than 5) families whereas only 16.2 % belonged to large (more than five members). The researchers noted similar findings in their study (5).

**Parents' education :** Fathers of the respondents were more educated than their mothers (Fig. 1F). The majority (67.5 %) of the respondents' fathers were educated up to graduation, followed by 26.2 and 6.2 % educated up to post-graduate and higher secondary levels, respectively. As regards to the educational level of the mothers of the respondents, the majority 41.2 % were educated up to graduation. The majority (61.3 %) of respondents' fathers were college-educated and the majority (40 %) of mothers were educated up to middle school.

**Socioeconomic profile :** Socioeconomic profile of the agricultural graduates. The parents' occupation, size of land holdings and annual family income were considered socioeconomic characteristics of the respondents.

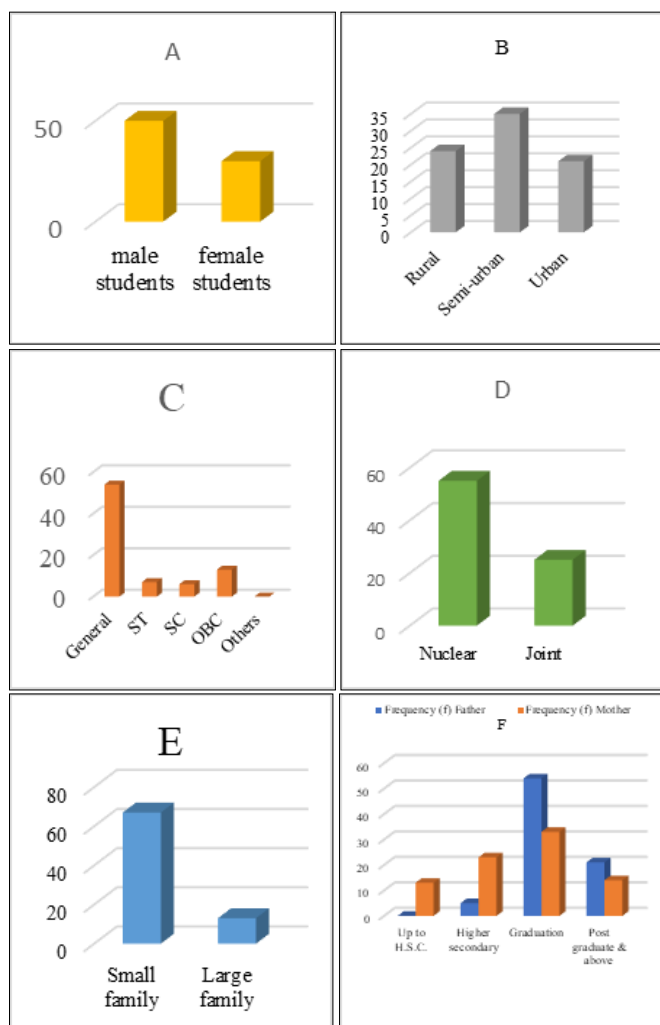
**Parents' occupation :** The data in Fig. 2A indicated that a maximum number of the respondents' parents (75.00 %) belonged to the government Service is followed by business

12.5 %, private service 7.5 %, industrial service 3.8 % and only 1.2 p% farming as parents' occupation. From the above results, it may be concluded that most of the respondents' parents were government servants. The above findings are partly corroborated with the researcher who concluded that the majority of fathers of the respondents i.e., 68.80 % were in the service sector, 18.80 % had business and 12.05 percent were doing farming, the majority of the mothers (92.50 %) were housewives and only 3.80 % of them were having business and doing jobs (13).

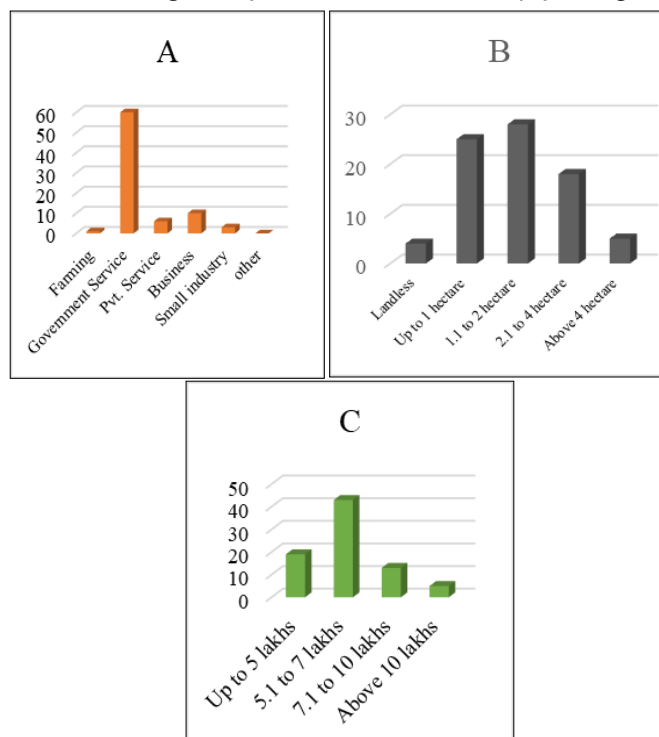
**Size of land holding :** The data shown in Fig. 2B demonstrate the distribution of respondents according to their family landholding. Out of the total number of parents of the respondents, the majority (35.0 %) had land holding between 1.1 - 2 hectares, followed by 31.2 %, 22.5 %, 6.2 % and 5 % had land holdings up to 1 hectare, 2.1 - 4 hectares and above 4 hectares respectively. Only 5 % of respondents' parents belong to the landless category. This was due to the decrease in family landholding, the fragmentation of the family members and population growth accordingly.

**Annual family income :** Out of the total respondents, the majority (53.8 %) had an annual family income of 5.1 to 7 lakhs followed by 23.8 % up to 5 lakhs, 16.2 per-cent 7.1 to 10 lakh and 6.2 % had above 10 lakhs annual family income respectively (Fig. 2C). It can be assessed from the above findings that those parents who have annual incomes up to 5 lakhs and more can afford to send their children for higher education in agriculture. Most respondents (40 %) had an annual income between 2 lakhs to 3 lakhs, followed by 36.3 percent with an annual income between 1 lakh and 2 lakhs (13). The findings of this research corroborate his findings as we see the rise in the cost of living and salaries/income.

**Psychological character :** Leadership ability, innovativeness and risk-taking ability were considered as psychological



**Fig. 1.** Frequency according to A. Gender; B. Locality; C. Caste; D. Family type; E. Family type (Small and large); F. Parents' education.



**Fig. 2.** Frequency according to A. Parents' occupation; B. Size of land holding; C. Family annual income.

characteristics of respondents.

**Leadership ability :** The data in Fig. 3A indicated the overall leadership ability of the respondents. The above table depicted that the majority (52.8 %) of the respondents belonged to medium, followed by low 26.25 % and high 21.25 % respectively towards leadership ability (6). The findings concluded that a maximum number of respondents fall in the medium to low leadership ability category, which they might apprehend to take on any new entrepreneurial activities in the future.

**Innovativeness :** The data in Fig. 3B indicated the overall innovativeness of the respondents towards any venture. It was observed that the majority (51.25 %) of the respondents belonged to the medium innovativeness category, followed by low (43.75 %) and high (5 %), respectively. It might be because the respondents did not want to adopt new changes due to their low Cosmo politeness, leadership ability and low information-seeking behaviours to update themselves with new ideas, innovations, etc. The findings are corroborated by the findings of researcher (7).

**Risk-taking ability :** The data in Fig. 3C indicates the overall risk-taking ability of the respondents. The data revealed that the majority (55 %) of the respondents had medium risk-taking ability followed by low 30 percent and high 15 %, respectively. The results concluded that many respondents did not want to take any risk as a challenge and did not want to bear the loss in any entrepreneurial work (8).

**Communicational character :** Sources of information and Cosmo politeness were included under the communicational characteristics of the study.

**Sources of information :** Fig. 4A revealed that the majority (40 %) of respondents had collected information about the college & institution from print media, followed by other sources such as friends, neighbours (38.8 %), social media (15 %) and electronic media (6.2 %), respectively. The result indicated that the students preferred collecting various information from different print media sources like newspapers, leaflets, brochures and other written documents to gain and update their knowledge. The findings are partly corroborated by the findings of other researcher (16).

**Cosmopoliteness :** The data in Fig. 4B revealed the level of cosmo-politeness of the respondents in three categories:

low, medium and high. It was found that the majority (68.75 %) of respondents had a low level of cosmo-politeness, followed by medium (16.25 %) whereas only 15 % had a high level of cosmo-politeness. In initiating any enterprise, cosmopoliteness, innovativeness and risk-bearing ability are paramount. More is the cosmo-politeness, more is the outlook of the respondents to develop a positive attitude towards startup any enterprise. As a maximum number of respondents had a low level of cosmo-politeness, it may lead to a negative outlook and attitude toward initiating any agro-based enterprise which should be a significant concern for the planners and policymakers who are motivating the students for entrepreneurship development in the state. The above findings contradict the findings of researchers (9).

#### **Role of motivational factors of respondents behind joining the agricultural study**

After passing the +2-science examination, the students will prefer different technical and non-technical studies to build their future careers. In the present scenario, students were highly demanded to study agricultural science. Here, an attempt has been made to find out the factors which motivate and inspire young students to prefer to study agricultural science to build their future career plans and occupations for livelihood security in society. The motive behind studying agriculture has been depicted through ranking.

The data in Fig. 4C revealed that the majority (66.20 %) of agricultural graduates wanted to become Government officers in the agricultural department which ranked 1<sup>st</sup> followed by going for higher studies (15.00 %), establishing their own agriculture business (8.80 %), joining Government service in the non-agricultural department (3.80 %), satisfying parents' wishes and to be a scientist in ICAR or SAU institutions (2.5 %) each which ranked 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> respectively in order of preference. The lowest response was obtained for no other goal (1.20 %) only and ranked 6<sup>th</sup>. It was observed that most of the respondents preferred to get Government job soon after graduation for which they preferred to become officers in the agricultural department. At the same time, many of the students aspired to pursue higher studies in various masters' disciplines followed by Ph.D. studies to become scientists/faculties in different ICAR & SAU institutions. It was also observed that very few students preferred to establish their enterprise in the agriculture and allied sectors. Though the government

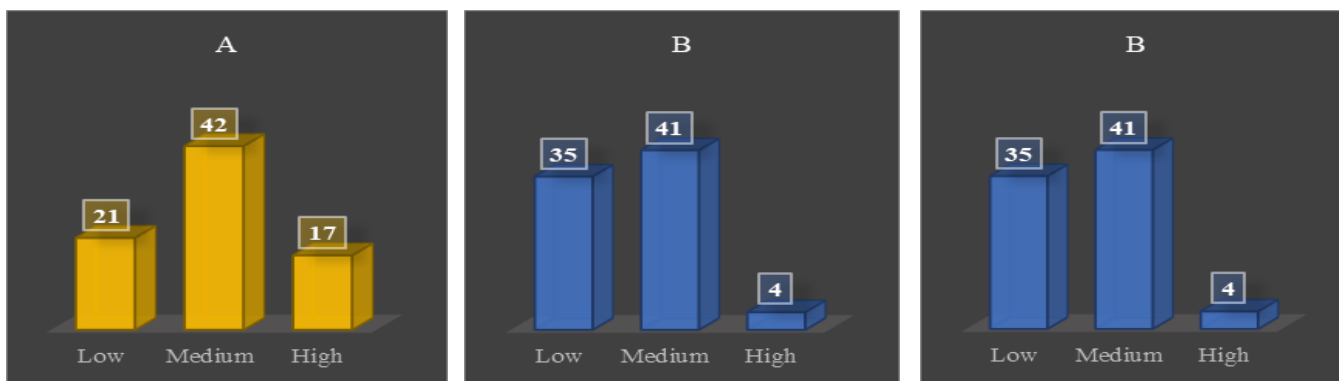
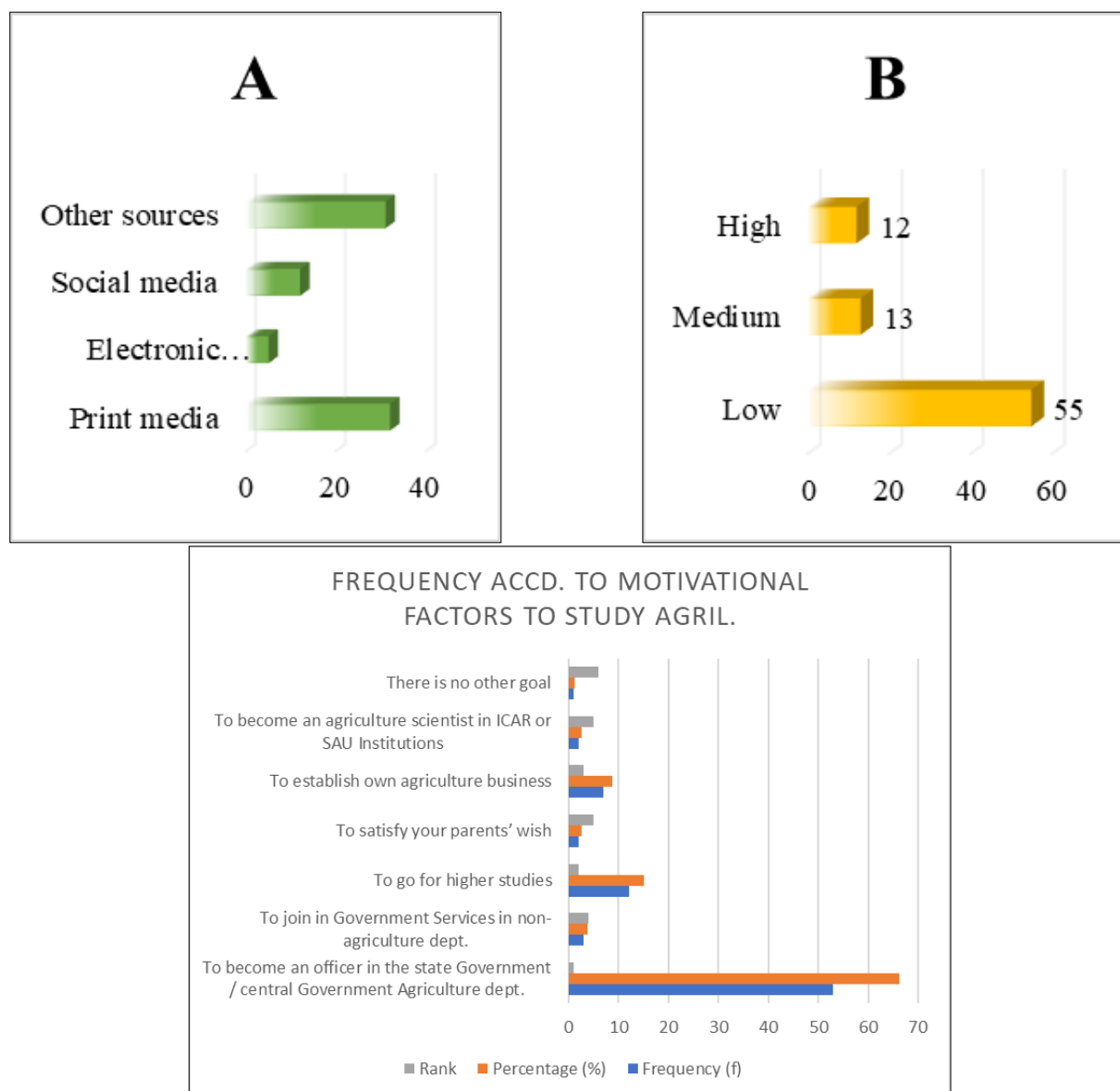


Fig. 3. Frequency according to A. Leadership ability B. Innovativeness; C. Leadership ability.



**Fig. 4.** Frequency according to sources of info; B. Sources of cosmopoliteness; C. Motivational factors.

emphasises promoting entrepreneurial activities in agriculture and allied sectors, students do not prefer to be entrepreneurs due to the high risk and uncertainty for the successful establishment of the enterprises. Therefore, the majority of students preferred to join in Government services. The findings of the study are in line with the others findings (10).

#### **Attitude of respondents towards agri-entrepreneurship**

This chapter deals with the attitude of respondents towards agri-entrepreneurship in Odisha. Attitude plays a vital role in undertaking various activities in a positive direction. Here, the attitude of agricultural graduates towards agri-entrepreneurship was measured in a four-point continuum consisting of 15 attitudinal statements.

#### **Attitudinal behaviour**

Fig. 5A revealed that out of 15 attitudinal statements, the importance of entrepreneurship for agriculture graduates was ranked 1<sup>st</sup> with the highest mean score of 3.51 followed by the statements 'agriculture students should think about

entrepreneurship. it is complicated to decide for agri-entrepreneurship', 'it is not wise to opt for agri-entrepreneur', 'there is no social prestige to agriculture entrepreneurs', 'it is very risk to take agriculture entrepreneurial activities ranked 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup> respectively with mean score 3.51, 3.45, 3.41, 3.38, 3.33 & 3.26. This might be due to the feelings towards the importance of entrepreneurship for agricultural graduates. On the other hand, they practically agree to undertake entrepreneurial activities in agriculture due to the involvement of risk. Lack of social prestige to entrepreneurs in the state, difficulties in decision making, lack of family support, insufficient course syllabus on agril. Entrepreneurship during under-graduate studies influence the students for developing negative attitude towards agri-entrepreneurship in the state. Further, an attempt has been made to categorize the responses into three categories: low, medium and high, taking the mean and standard deviation.

#### **Categorization of respondents according to attitudinal behaviour**

In Fig. 5B it was observed that the majority (55 %) belonged to low attitude categories followed by medium

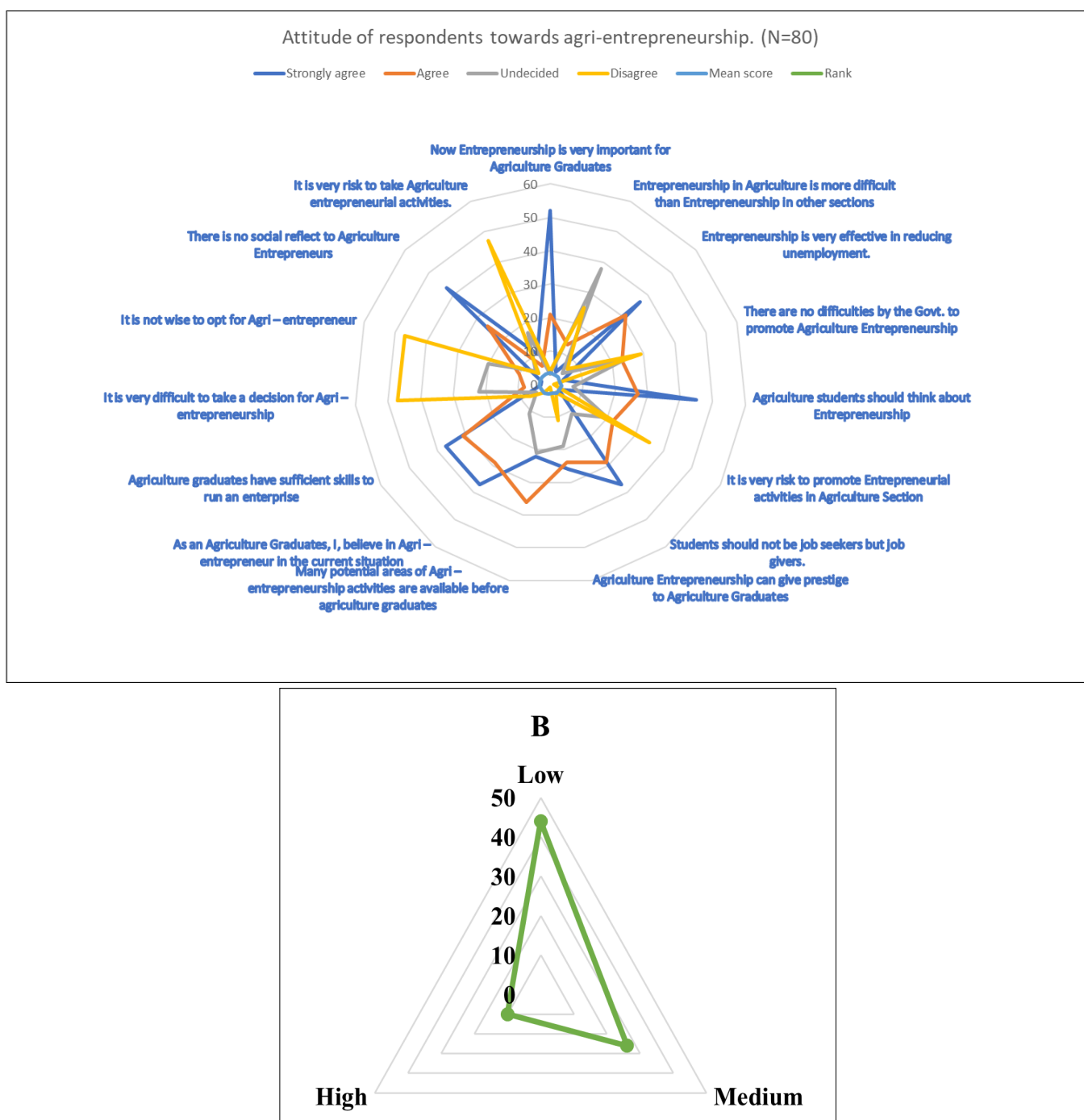
(32.5 %) and high (12.5 %) towards agri-entrepreneurship. From the above findings, it can be concluded that most respondents had less favourable to moderately favorable attitudes toward agri-entrepreneurship. This might be because the undergraduate course curriculum is insufficient to promote entrepreneurial activities among the students. If they had been appropriately guided at their undergraduate level, many would become successful agri. and allied entrepreneurs in different sectors. In addition, there are no job problems for the agriculture graduates in our state. Agricultural graduates prefer to join various jobs in the state and central government and private sectors, which do not motivate them to pursue self-employment through agri-entrepreneurship. Besides that, lack of social prestige to entrepreneurs, risk factors in entrepreneurship, market uncertainty, difficulties in

arranging venture capital to start businesses and lack of family support are also some of the reasons that lead to the development of negative attitude towards agri-entrepreneurship by the agricultural graduates of the state. The study's findings are partly corroborated by the findings of researcher (10).

#### **Analysis of the relation between independent and dependent variables**

An attempt has been made in this chapter to project the association between 15 selected independent variables and the attitude of respondents. The results were found out through pairs of coefficient analysis of correlation.

**Association of variables with attitude:** The data in Table 1 revealed that none of the selected individual variables had positive or negative significance at 0.05 or 0.01 percent level



**Fig. 5.** A. Attitude of respondents towards agri-entrepreneurship; B. Categorization of respondents according to attitudinal behaviour towards agri-entrepreneurship.

in relation to the attitude of the respondents. Out of 15 independent variables, gender, caste, educational qualification of mother, parents' occupation, sources of information, Cosmo politeness, innovativeness and risk-taking ability of the respondents had positive and non-significant association with attitude. The other variables, i.e., locality, educational qualification of father, family type, annual family income, land holding and leadership ability, exhibited negative and non-significant associations with the attitude of the respondents. It is, therefore, concluded that the socioeconomic variables had no association with influencing the agricultural graduates towards agri-entrepreneurship in Odisha. Regression analysis has also been carried out to elicit the casual impact of socioeconomic variables selected for the study on the consequence factor, i.e., the attitude of the respondents.

**Impact of variables on attitude:** The data in Table 2 revealed that none of the 15 independent variables were significant for developing respondents' attitudes. Still, the co-efficient of multiple regression ( $R^2$ ) was found to be 0.422, which was significant at 0.05 percent level. This indicates that all the selected socioeconomic variables can contribute 42.20

**Table 1.** Association of independent variables with attitude

| Independent Variables  | Attitude |
|------------------------|----------|
| Gender                 | 0.078    |
| Locality               | -0.043   |
| Caste                  | 0.184    |
| Family type            | -0.094   |
| Family size            | -0.027   |
| Education of father    | -0.043   |
| Education of mother    | 0.018    |
| Parents' occupation    | 0.069    |
| Annual income          | -0.202   |
| Landholding            | -0.088   |
| Leadership ability     | -0.010   |
| Innovativeness         | 0.030    |
| Risk-taking ability    | 0.034    |
| Sources of information | 0.042    |
| Cosmo politeness       | 0.005    |

**Table 2.** Impact of variables on attitude

| Model                  | Coefficients <sup>a</sup>        |            | Standardized Coefficients<br>Beta | t      | Significance |
|------------------------|----------------------------------|------------|-----------------------------------|--------|--------------|
|                        | Unstandardized Coefficients<br>B | Std. Error |                                   |        |              |
| (Constant)             | 47.993                           | 6.551      |                                   | 7.326  | .000         |
| Gender                 | 1.019                            | 1.189      | .109                              | .857   | .395         |
| Locality               | -.836                            | .761       | -.142                             | -1.099 | .276         |
| Caste                  | .818                             | .488       | .207                              | 1.677  | .098         |
| Family type            | -1.929                           | 1.657      | -.197                             | -1.164 | .249         |
| Family size            | 1.984                            | 2.122      | .161                              | .935   | .353         |
| Education father       | -.673                            | 1.231      | -.079                             | -.547  | .586         |
| Education mother       | .711                             | .754       | .143                              | .943   | .349         |
| Parents' occupation    | .616                             | .680       | .117                              | .905   | .369         |
| Annual income          | -1.466                           | .773       | -.260                             | -1.896 | .062         |
| Land holding           | .112                             | .622       | .024                              | .179   | .858         |
| Leadership ability     | .020                             | .110       | .023                              | .179   | .859         |
| Sources of information | .104                             | .413       | .031                              | .251   | .803         |
| Cosmo politeness       | .203                             | .697       | .039                              | .291   | .772         |
| Innovativeness         | .140                             | .314       | .056                              | .445   | .658         |
| Risk-taking ability    | -.178                            | .556       | -.043                             | -.320  | .750         |

a. Dependent Variable: Attitude

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .650 <sup>a</sup> | .422     | .321              | 7.167                      |

Std. error = standard error

percent variation in developing entrepreneurial attitudes among the respondents. It may be concluded that the variables chosen together can influence the respondents' attitudes. As none of the variables selected are non-significant at 0.05 percent and 0.01 percent of significance, it might be because most respondents had unfavourable attitudes, low cosmopolitanism, low risk-bearing ability and low innovativeness towards entrepreneurship development. Besides that, the undergraduate course curriculum did not provide sufficient entrepreneurial skills to the students, insufficient exposure to visits to successful enterprises, lack of experience, lack of knowledge in developing project proposals, project reports, project formulation, project appraisal, financial budgeting, business appraisals and lack of knowledge on agri-business. Therefore, the policymakers and the planners, including ICAR & SAU authorities, may focus on this issue on a priority basis so that the students can develop a positive attitude towards agri-entrepreneurship in the coming years.

### **Policies and government initiatives related to agri-entrepreneurship in India**

Agri-entrepreneurship boosts the country's economy and creates direct jobs, particularly in rural areas (11), through large-scale food manufacturing, employment generation and export earnings.

Small and medium-sized food and agribusiness enterprises play a significant role in this endeavour, accounting for a large portion of the industry's output and employment (12). These enterprises have the potential to benefit consumers, provide future employment and contribute to export earnings. However, despite the tremendous significance of agriculture in India, there has been a growing disillusionment among students towards higher agricultural education, with most opting for careers in fields such as medicine and engineering. Most young people in rural areas are already enmeshed in harsh agrarian systems. Still, they might not view agriculture as an attractive or long-term career path because of various barriers like geographic distance, unfavourable land use laws, inadequate

infrastructure, increased transportation costs and/or high input costs (13). However, rural kids can secure valued employment and overcome identified obstacles by expanding significant job opportunities in tandem with the agricultural value chain. The green economy, including solar energy and organic farming, is a sometimes overlooked source of opportunity. It can grow sustainably and benefit the youth, especially in rural areas (14).

To address this issue, the government has implemented various policies and initiatives to promote agri-entrepreneurship and encourage agri graduates' participation (15). Those are:-

#### **A. The Central Government Entrepreneur Schemes for Agriculture**

1. Assistance to NCDC Programed for Development of Cooperatives
2. Capacity Building to Enhance Competitiveness of Indian Agriculture and Registration of Organic Products Abroad
3. Scheme of Cold Chain for Farmers credit linked subsidy
4. Cold Storage Unit - Basic Mezzanine Structure
5. Scheme for Cold Storage Unit - PEB Structure for farms subsidy
6. Cold Storage Unit using Technology for Controlled Atmosphere
7. Dairy Entrepreneurship Development financial support
8. Development Strengthening of Agricultural Marketing Infrastructure, Grading and Standardization
9. Establishment of Agri-Clinics and Agri-Business Centers.
10. Fodder and Feed Development for Farmers, dairy cooperatives, NGOs etc.
11. Gramin Bhandaran Yojana A Capital Investment Subsidy for Construction Renovation of Rural Godowns.
12. Horticulture for Post-Harvest Management Projects for farmers.
13. Scheme of Horticulture in Open Field for farmers' subsidy.
14. Horticulture in Protected Cover for organizations subsidy.
15. Marketing Research and Information Network Government of India.
16. Post-Harvest Technology and Management Grant, machinery and contingency expenditure.
17. Promotion and Strengthening of Agricultural Mechanization through Training, Testing and Demonstration.
18. Refrigerated Transport Vehicles for Societies and other organizations Subsidy.
19. Small Farmers' Agriculture-Business Consortium-Agriculture- Business Development investment.
20. Strengthening of Agmark Grading Facilities for farmers expenditure to purchase of equipment, chemicals etc.

#### **B. Government of India Schemes for Agriculture Entrepreneurship**

1. Government of India Schemes for Chemicals and

Fertilizers Entrepreneur

2. Government of India Schemes for Commerce and Industry.
3. Government of India Schemes for Food Processing Business and Entrepreneurship.
4. Schemes for Commerce and Industry.
5. Central Government Entrepreneur Schemes for Tribal Affairs.
6. Government of India Schemes for Urban Development.
7. Scheme of National Urban Information System (NUIS) Financial Aid for urban local bodies.
8. North-Eastern Region Urban Development Programed (NERUDP) Financial assistance to states.
9. Pooled Finance Development Fund Central Government of India Sponsored Scheme.
10. Prime Ministers' Rural Development Fellows (PMRDF)- Government of India.

#### **C. List of Government sponsored Subsidy Schemes under NABARD**

1. Government Sponsored Subsidy Schemes in NABARD.
2. Centrally Sponsored Scheme-Subsidy For Organic Farming and Production of Bio-fertilizers
3. Centrally Sponsored Scheme For Setting up of Rural Godowns and Storage Infrastructure
4. Centrally Sponsored Scheme for Agricultural and Marketing Infrastructure Up-gradation
5. Capital Investment Subsidy Scheme for Setting up Of Agri-clinics and Agribusiness Centers.
6. Warehouse Infrastructure Fund for Construction of Cold Storages, Warehouses, Silos and other Cold Chain Infrastructure.
7. Deendayal Antyodaya Yojana - National Rural Livelihoods Mission (DAY-NRLM)
8. Scheme for promotion of Women SHGs (WSHGs) in backward & LWE districts of India
9. Capital Subsidy Scheme for Technology Up-gradation of Micro & Small Enterprises
10. Long Term Irrigation Fund for Farmers to Build Irrigation Canals
11. National Livestock Mission for the rearing of Pigs, Poultry, Buffalos and Rabbits.
12. Funding for Setting up Food Processing Units and Food Parks
13. Capital Subsidy-cum-Refinance Scheme for Installation of Solar Off-grid
14. GOI Scheme - Dairy Entrepreneurship Development Scheme

#### **D. Related Schemes of other Agencies:**

1. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
2. National Horticulture Board (NHB)

3. National Horticulture Mission (NHM)
4. Small Farmer Agri-Business Consortium (SFAC) assistance to cold storage
5. Agricultural and Processed Food Products Export Development Authority (APEDA) assistance for cold chain
6. Development Commissioner Micro, Small and Medium Enterprises (MSME)
7. Food Processing Unit
8. Venture Capital by Small Farmer Agri-Business Consortium (SFAC)
9. Venture Capital by SIDBI Venture Capital Ltd. (SVLC) Funds, Details of SVLC.
10. Ministry of Micro, Small and Medium Enterprise.

## Conclusion

The above findings indicated that the respondents' fathers were more educated than their mothers. The majority of the agricultural graduate students of the state had less favourable to moderately favourable attitudes towards agri-entrepreneurship. The maximum number of the respondents' parents belonged to the government service, followed by business. Out of the total number of respondents' parents, the majority had land holding between 1.1- 2 hectares. From the study, it was observed that the majority of respondents had a moderately favourable attitude toward agri-allied activities, which can be very easily converted into a favourable attitude by organizing interactive sessions with successful entrepreneurs and exposure visits to nearby enterprises, which should be given much emphasis by the institutions providing undergraduate agricultural education to students. The students must be encouraged by their family members and teachers toward agri-entrepreneurship. Study-related issues should be discussed more with the father. Skill-oriented training and exposure visits should be made during undergraduate study. Direct financial support should be provided to the interested students.

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## Authors' contributions

DSR conceptualized the topic and wrote the manuscript. AS analyzed the data, revised the manuscript and framed it. AN added the reviews and discussed it.

## Compliance with ethical standards

**Conflict of interest:** The authors declare that they have no known competing interests.

**Ethical issues:** None

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