

THE ATTITUDE OF UG STUDENTS OF ANAND AGRICULTURAL UNIVERSITY TOWARDS AGRI-STARTUP PROGRAMS IN RELATION TO THEIR PROFILE CHARACTERISTICS

Abhijeet Sarje¹, Mahesh. R. Patel² and J. B. Patel³

1 PhD Scholar, Dept. of Agril. Extension and Communication, AAU, Anand - 388110

2 Professor, Directorate of Extension Education, AAU, Anand - 388110

3 Principal, College of Agriculture Jabugam, AAU, Anand - 388110

Email : sarjcabhijeet@gmail.com

ABSTRACT

Agri-startups have emerged as an important instrument for promoting innovation, employment generation, and sustainable development in the agricultural sector. Agricultural universities play a significant role in developing entrepreneurial orientation and shaping students' attitudes towards agri-based enterprises. Keeping this in view, the present study was undertaken to assess the attitude of undergraduate (UG) students of Anand Agricultural University (AAU), Gujarat, towards Agri-startup programs, examine its relationship with selected profile characteristics, and identify the major constraints perceived by students in establishing such ventures. The study was conducted across all seven constituent colleges of AAU using an ex-post-facto research design. A total of 380 UG students who completed their graduation during the academic year 2025 were selected as respondents. Data were collected through a structured interview schedule, and students' attitudes were measured using a modified attitude scale developed by Patel et al. Descriptive statistics and correlation analysis were employed for data analysis. The findings revealed that the majority of UG students had a favourable attitude towards Agri-startup programs, with 97.90 per cent of respondents falling under neutral to favourable attitude categories, indicating considerable acceptance of agri-entrepreneurship as a career option. Students largely perceived Agri-startups as beneficial for reducing unemployment, promoting self-reliance, improving living standards, and contributing to community development. The study further indicated that medium of education, family landholding, and social media exposure had a positive and significant relationship with students' attitudes, whereas academic performance exhibited a negative and significant relationship. High initial investment emerged as the most serious constraint, followed by family-related pressures, lack of entrepreneurial experience, inadequate startup ecosystem, and limited awareness regarding government schemes. The study emphasizes the need for stronger institutional support, entrepreneurial exposure, financial assistance, and awareness programs to encourage Agri-startup establishment among students.

Keywords: agri-startup programs; attitude; profile characteristics; agricultural entrepreneurship

INTRODUCTION

India's startup ecosystem has witnessed remarkable growth over the past decade and has become a major driver of innovation, employment, and economic development. Among various sectors, Agri-Startups are emerging as important contributors to agricultural transformation by introducing innovative technologies and business models across the agricultural value chain (Anand and Raj, 2019). These startups help farmers by providing better access to quality inputs, market information, supply chain services, and modern farming technologies, thereby improving productivity and income levels (Startup India, 2021).

The Government of India has actively promoted entrepreneurship through initiatives such as Startup India,

incubation support, financial assistance, and innovation policies. Agri-Startups currently represent a growing segment of the Indian startup ecosystem and are developing rapidly in response to the increasing need for sustainable and technology-driven agricultural solutions (GOI, 2022). States like Andhra Pradesh and Telangana have also taken significant steps to encourage Agri-Tech entrepreneurship through innovation-focused policies and institutional support systems (NASSCOM, 2019). Despite facing challenges such as inadequate investment, technological barriers, and fragmented landholdings, Agri-Startups continue to play a significant role in strengthening agricultural development and enhancing farmers' livelihoods (FICCI and PwC, 2018). With this backdrop, the present study on attitude of graduates of Anand Agricultural University towards Agri startup

programs was undertaken.

OBJECTIVES

- (1) To study the profile of the UG students of Anand Agricultural University
- (2) To find out the attitude of the UG students of Anand Agricultural University towards Agri startup programs
- (3) To ascertain the relationship of the attitude of the UG students of Anand Agricultural University towards Agristart up programs with their profile characteristics
- (4) To document the major limitations assumed by the UG students of Anand Agricultural University to start Agri startup programs

METHODOLOGY

The present investigation was carried out in all the seven constituent colleges of Anand Agricultural University to examine the attitude of undergraduate students towards Agri-startup programmes. Since the study focused on understanding the existing perceptions and attitudes of students without any manipulation of variables, an ex-

post-facto research design was considered appropriate for the investigation. The university was purposively selected because of its prominence as a leading agricultural university in Gujarat that offers education in agriculture and allied disciplines through different constituent colleges.

For selecting the respondents, the census method was adopted and all undergraduate students who were likely to complete their graduation during the academic year 2025 were included in the study. Thus, a total sample of 380 undergraduate students from all seven constituent colleges formed the respondents for the investigation, ensuring adequate representation from various streams of agricultural education. Primary data were collected with the help of a well-structured interview schedule, while the attitude of students towards Agri-startup programmes was assessed using the modified attitude scale developed by Patel et al. (2023). The data obtained were systematically classified, tabulated, and analysed by applying suitable statistical tools such as frequency, percentage, mean, standard deviation, and correlation analysis to derive valid conclusions regarding the students' attitudes and constraints related to Agri-startup programmes.

Table 1: College wise distribution of UG students

Sr. No.	College	Number of students	Per cent
1	B.A. College of Agriculture, Anand	117	30.79
2	College of Agriculture, Vaso	60	15.78
3	College of Agriculture, Jabugam	58	15.27
4	FPT & BE College	47	12.37
5	AIT College, Anand	27	7.11
6	College of Horticulture, Anand	56	14.73
7	College of Agricultural Engineering, Godhara	15	3.95

RESULTS AND DISCUSSION

Profile of the UG students of Anand Agricultural University

Table 2 shows that nearly half (48.95%) of the students secured first class (OGPA between 7.000 to 7.999), followed by 36.05 per cent with second class (OGPA between 6.000 to 6.999), 13.16 per cent got first class with distinction (OGPA above 8.000) and only 1.84 per cent got pass class category (OGPA between 5.000 to 5.999) in their academic performance. The more than half (55.52%) of the students came from rural areas, followed by 29.74 per cent from urban and 14.74 per cent from semi-urban areas. Most (70.00%) of students completed their studies with Gujarati medium, followed by 25.53 per cent with English medium. Only, smaller per cent students with Hindi (3.68%) and other medium (0.79%) in their school education.

Nearly three fifths (58.68%) of the students were male, while 41.32% were female. Table 2 also indicated two-fifth (60.00%) of students had nuclear family and 40.00 per cent were belonged to joint family. More than two-fifth (43.95%) of the students' father had graduate and above education, followed by 20.79 per cent, 19.74 per cent and 14.21 per cent having higher secondary, secondary and primary education, respectively. Whereas, only 1.31 per cent were illiterate. In case of students' mothers' education, 30.00 per cent students' mother had graduate-level education or above, followed by 23.48 per cent, 21.58 per cent and 16.84 per cent having higher secondary, secondary and primary education, respectively. Whereas, only 8.16 per cent were illiterate This indicates that students had gap between fathers and mothers education. More than one third (38.68%) of the students families earned up to ₹1,00,000, while 24.47 per cent had an income above ₹4,00,000. Additionally, 23.43 per

cent of families had an income between ₹1, 00,001 and ₹2, 00,000. This shows a diverse economic background among 00,000, and 8.68 per cent earned between ₹2, 00,001 and ₹3, students' families.

Table 2: Distribution of UG students profile of Anand Agricultural University

(N=380)

Category	Frequency	Per cent
Academic performance		
Pass class (5.000 to 5.999 CGPA)	07	01.84
Second Class (6.000 to 6.999 CGPA)	137	36.05
First Class (7.000 to 7.999 CGPA)	186	48.95
First Class with Distinction (above 8.000 CGPA)	50	13.16
Native background		
Urban	113	29.74
Semi Urban	56	14.74
Rural	211	55.52
Medium of Education (School)		
Gujarati	266	70.00
English	97	25.53
Hindi	14	3.68
Other	03	0.79
Gender		
Male (Boy)	223	58.68
Female (Girl)	157	41.32
Type of Family		
Nuclear	228	60.00
Joint	152	40.00
Father's Education		
Illiterate	05	01.31
Primary	54	14.21
Secondary	75	19.74
Higher Secondary	79	20.79
Graduate and above	167	43.95
Mother's Education		
Illiterate	31	08.16
Primary	64	16.84
Secondary	82	21.58
Higher Secondary	89	23.42
Graduate and above	114	30.00
Annual Family Income		
Up to ₹ 1,00,000	147	38.68
₹ 1,00,001 to ₹ 2,00,000	89	23.43
₹ 2,00,001 to ₹ 3,00,000	33	08.68
₹ 3,00,001 to ₹ 4,00,000	18	04.74
Above ₹ 4,00,000	93	24.47
Family Landholding		
Landless	61	16.05
Marginal landholding (below 1.0 ha)	72	18.95

Category	Frequency	Per cent
Small landholding (1.01 to 2.0 ha)	102	26.84
Semi-medium landholding (2.01 to 4.0 ha)	71	18.68
Medium landholding (4.01 to 10.0 ha)	58	15.26
Large landholding (10.01 ha & above)	16	04.22
Family Occupation		
Agriculture	104	27.37
Agriculture + Laborers	11	02.89
Agriculture + Animal Husbandry	58	15.26
Agriculture + Animal Husbandry + Business	25	06.58
Agriculture + Animal Husbandry + Service	31	08.16
Only Business	56	14.74
Only Service	95	25.00
Social media exposure		
Very Low (Up to 8.40 score)	04	01.05
Low (>8.40 to 10.80 score)	129	33.95
Medium (>10.80 to 13.20 score)	178	46.84
High (>13.20 to 15.60 score)	53	13.95
Very High (>15.60 to 18 score)	16	4.21
Type of business owned by Relative		
Small	254	66.85
Medium	112	29.47
Big	14	03.68
13.Career aspiration		
Govt. job	231	60.79
Private job	80	21.05
Agri-startup	69	18.16

Nearly one-fourth (26.84%) of students' families had small landholdings (1.00 to 2.0 ha), followed by 18.95 per cent from marginal landholding (below 1.0 ha). A smaller portion (16.05%) came from landless families, while only 4.22 per cent had large landholdings (above 10.00 ha). This indicates that many students' families with had agricultural land. More than one forth (27.37%) of students' families were solely involved in agriculture, while 25.00 per cent were engaged service sectors. Additionally, 15.26 per cent of families involved in agriculture with animal husbandry and 14.74 per cent were involved only in business activities. This shows diverse range of occupational backgrounds among students. Nearly half (46.84%) of the of students had medium level of social media exposure, followed by 33.95 per cent had low exposure. Only 4.21% of students had very high social media exposure. Data revealed that two third (66.84%) of students' relatives had involved small businesses, followed by 29.47 per cent with medium-sized businesses. A small proportion (3.68%) had relatives with large businesses.

Regarding career aspirations, 60.79 per cent of students want to secure government jobs, while 21.05 per cent preferred private sector jobs, and 18.16 per cent were interested in agricultural start-ups. This reflects a strong inclination towards government jobs, with a rising interest in agricultural entrepreneurship. The findings are similar with Rekha *et al.* (2012), Ayub (2017), Patel *et al.* (2018), Patel (2019) and Patel *et. al.* (2022); Darji *et al.* (2017); Vegad *et al.* (2021).

Attitude of UG students of Anand Agricultural University towards Agri startup programs

Statement wise Attitude of UG students of Anand Agricultural University towards Agri startup programs

Data regarding statement wise attitude of UG students of Anand Agricultural University towards Agri startup programs are shown in Table 3

Table 3: Statement-wise Distribution of Attitude of UG Students of Anand Agricultural University Towards Agri-Startup Programs (n=380)

Sr. No.	Statements	SA No. (%)	A No. (%)	UD No. (%)	DA No. (%)	SDA No. (%)
1	Agri-startup initiative helps in addressing India's unemployment problems.(+)	170 (44.74)	194 (51.05)	13 (3.42)	02 (0.53)	01 (0.26)
2	It is complicated to obtain financial aid through Agri-startup programs. (-)	61 (16.05)	215 (56.58)	70 (18.42)	30 (7.89)	04 (1.05)
3	Agri-startup programs are helpful to give a contribution to the community by developing a successful business.(+)	126 (33.16)	225 (59.21)	25 (6.58)	04 (1.05)	00 (0.00)
4	Agri-startup programs help to achieve a high standard of living.(+)	94 (24.74)	230 (60.53)	47 (12.37)	09 (2.37)	00 (0.00)
5	Agri-startup programs help in building self-reliance among youth.(+)	122 (32.11)	221 (58.16)	32 (8.42)	04 (1.05)	01 (0.26)
6	Agri-startup programs promote versatility in the business.(+)	111 (29.21)	233 (61.32)	29 (7.63)	05 (1.32)	02 (0.53)
7	Agri-startup programs face a lot of problems due to a lack of market access.(-)	103 (27.11)	207 (54.47)	47 (12.37)	21 (5.53)	02 (0.53)
8	Starting an Agristart up is not a practical approach for all the youth.(-)	50 (13.16)	191 (50.26)	68 (17.89)	62 (16.32)	09 (2.37)

SA = Strongly Agree, A = Agree, UD = Undecided DA= Disagree, SDA = Strongly Disagree

The data presented in Table 3 reveal that slightly more than half (51.05%) of the UG students of Anand Agricultural University agreed with statement No. 1, "Agri-startup initiatives help in addressing India's unemployment problems," followed by 44.74 per cent who strongly agreed, while 3.42 per cent, 0.53 per cent, and 0.26 per cent were undecided, disagreed, and strongly disagreed, respectively.

More than half (56.58%) of the UG students agreed with statement No. 2, "It is complicated to obtain financial aid through agri-startup programs," followed by 18.42 per cent who were undecided, 16.05 per cent who strongly agreed, 7.89 per cent who disagreed, and 1.05 per cent who strongly disagreed.

A majority (59.21%) of the UG students agreed with statement No. 3, "Agri-startup programs are helpful in contributing to the community by developing successful businesses," followed by 33.16 per cent who strongly agreed, 6.58 per cent who were undecided, and 1.05 per cent who disagreed. None of the respondents strongly disagreed with this statement.

Similarly, 60.53 per cent of the UG students agreed with statement No. 4, "Agri-startup programs help in achieving a high standard of living," followed by 24.74 per cent who strongly agreed, 12.37 per cent who were undecided, and 2.37 per cent who disagreed. No respondent strongly disagreed with this statement.

More than half (58.16%) of the UG students

agreed with statement No. 5, "Agri-startup programs help in building self-reliance among youth," whereas 32.11 per cent strongly agreed, 8.42 per cent remained undecided, and 1.05 per cent and 0.26 per cent disagreed and strongly disagreed, respectively.

Slightly more than three-fifths (61.32%) of the UG students agreed with statement No. 6, "Agri-startup programs promote versatility in business," followed by 29.21 per cent who strongly agreed, 7.63 per cent who were undecided, and 1.32 per cent and 0.53 per cent who disagreed and strongly disagreed, respectively.

More than half (54.47%) of the UG students agreed with statement No. 7, "Agri-startup programs face several challenges due to lack of market access," followed by 27.11 per cent who strongly agreed, 12.37 per cent who were undecided, and 5.53 per cent and 0.53 per cent who disagreed and strongly disagreed, respectively.

Nearly half (50.26%) of the UG students agreed with statement No. 8, "Starting an Agri-startup is not a practical approach for all youth," followed by 17.89 per cent who were undecided, 16.32 per cent who disagreed, 13.16 per cent who strongly agreed, and 2.37 per cent who strongly disagreed.

The data regarding Attitude of UG students of Anand Agricultural University towards Agri startup programs were categorized into five groups and presented as shown in Table 4.

Table 4: Distribution of UG students of Anand Agricultural University according to their attitude towards Agri startup programs (n=380)

Sr. No.	Categories	Frequency	Per cent
1	Strongly Unfavourable (Up to 14.40 score)	00	0.00
2	Unfavourable (>14.40 to 20.80 score)	01	0.26
3	Neutral (>20.80 to 27.20 score)	196	51.58
4	Favourable (>27.20 to 33.60 score)	176	46.32
5	Highly Favourable (>33.60 to 40 score)	07	1.84

Table 4 shows that the majority (51.58%) of UG students of Anand Agricultural University had neutral attitude, followed by 46.32 per cent, 1.84 per cent and 0.26 per cent of the UG students exhibited favourable attitude, highly favourable attitude and unfavourable attitude, respectively. No one of the students fell into the strongly unfavourable. It can be concluded that 97.90 per cent of UG students of Anand Agricultural University had showed neutral to favourable attitude towards Agri startup programs. This might be due to the influence of factors such as medium of education, family landholding, and social media exposure.

The findings are similar with Ramjiyani (2013), Bai (2016), Gade (2020); Chaudhary *et al.* (2023); Santosh *et al.* (2025); Rathod *et al.* (2025); Jagadeeswari *et al.* (2019); Darji *et al.* (2017); Vegad *et al.* (2021).

With a view to studying the role of independent variables on attitude of UG students of Anand Agricultural University towards Agri startup programs, the coefficient of correlation was worked out and results are presented in Table 5.

The study found that the independent variables, namely the medium of education (schooling), family landholding, and social media exposure, had a positive and significant correlation with the attitude of UG students at Anand Agricultural University towards Agri-startup programs. This suggests that students who studied, had greater social media exposure and came from families with larger landholdings were more likely to have a favourable attitude toward Agri-startup initiatives.

Table 5: Relationship between the profile of UG students of Anand Agricultural University and their attitude towards Agri startup programs (n=380)

Sr. No.	Independent variables	Correlation Coefficient (r)
X ₁	Academic performance	-0.128*
X ₂	Native background	0.009NS
X ₃	Medium of education (Schooling)	0.121*
X ₄	Gender	-0.010 NS
X ₅	Type of family	-0.010 NS
X ₆	Fathers' education	0.062 NS
X ₇	Mothers' education	0.055 NS
X ₈	Annual family income	0.075NS
X ₉	Family landholding	0.122*
X ₁₀	Family occupation	0.095 NS
X ₁₁	Social media exposure	0.197*
X ₁₂	Relative owning business	0.098 NS
X ₁₃	Career aspiration	0.099 NS

* Significant at 0.05 level of probability

** Significant at 0.01 level of probability

Conversely, academic performance showed a negative and significant correlation with students' attitudes towards Agri-startups. This indicates that students with higher grade point averages had a lower inclination towards Agri-startups compared to those with lower grades.

Additionally, no significant correlation was observed between students' attitudes towards Agri-startup programs and other factors such as native background, gender, family type, parents' education, annual family income, family occupation, relatives owning businesses, and career aspirations. This suggests that these factors do not have a major influence on students' willingness to engage in Agri-startup initiatives.

The study identified various personal, social, financial, and marketing-related challenges that UG students at Anand Agricultural University perceived as barriers to starting Agri-startup programs.

The most significant limitation was the high initial cost required to start an Agri-startup (1.98 MS), indicating that financial limitation is the biggest limitation for students. The second major challenge was obtaining family permission (1.96 MS), highlighting the crucial role of family approval in influencing students' entrepreneurial aspirations. Additionally, family pressure to pursue higher education (1.89 MS) ranked third, suggesting that academic expectations often take priority over entrepreneurial ambitions.

Limitations assumed by the UG students of Anand Agricultural University to start Agri startup programs**Table 6: The major limitations assumed by the UG students of Anand Agricultural University to start Agri startup programs (n=380)**

Sr. No.	Assumed Limitations	Mean score	Overall Rank
Personal limitations			
1	Lack of self-confidence	1.73	IX
2	Lack of experience in future enterprise	1.88	IV
Social limitations			
1	Lack of entrepreneurial environment	1.86	V
2	Lack of knowledge about government policies	1.82	VI
3	It is difficult to get permission from family to start Agri startup program.	1.96	II
4	Family Pressure of higher education	1.89	III
Financial limitations			
1	It is difficult to manage high initial cost to start Agri startup program (Lack of capital)	1.98	I
Marketing related limitations			
1	Not aware of market system for future enterprises	1.78	VII
2	Lack of technical information support	1.77	VIII
3	Unknown about required resources	1.56	X

Among personal challenges, lack of experience in business ventures (1.88 MS, Rank IV) was a key barrier, indicating that students feel unprepared due to insufficient practical exposure to business management. Similarly, the absence of an entrepreneurial environment (1.86 MS, Rank V) suggests that students lack access to role models, startup ecosystems, or business incubators. Another challenge was limited awareness of government policies (1.82 MS, Rank VI), showing that many students are unaware of financial schemes, subsidies, and policy support available for Agri-startups.

In terms of marketing-related barriers, limited knowledge about market systems (1.78 MS, Rank VII) indicates that students struggle to understand market demand, supply chains, and competition, making it difficult to develop effective business strategies. The lack of access to technical support (1.77 MS, Rank VIII) highlights the need for better agricultural innovations, business advisory services, and technical guidance. Additionally, lack of self-confidence (1.73 MS, Rank IX) was observed as a barrier, suggesting that some students feel hesitant to take risks or make independent business decisions. Lastly, unawareness of required resources (1.56 MS, Rank X) was the least significant limitation, indicating that while resource acquisition is a challenge, it is less pressing compared to financial and social constraints.

CONCLUSION

The study concluded that undergraduate (UG) students of Anand Agricultural University represented

diverse socio-economic and educational backgrounds, with the majority belonging to rural areas, Gujarati medium schools, nuclear families, and agricultural households. Most students possessed first-class academic performance and medium social media exposure, while career aspirations were primarily oriented towards government employment, although some students expressed interest in Agri-startups.

The findings revealed that a large majority (97.90%) of UG students exhibited a neutral to favourable attitude towards Agri-startup programs, indicating a positive perception of agri-entrepreneurship as a potential career opportunity. Students generally perceived Agri-startups as important for generating employment, promoting self-reliance, improving living standards, and contributing towards community development.

The relationship analysis indicated that medium of schooling, family landholding, and social media exposure had a positive and significant relationship with students' attitudes towards Agri-startup programs, suggesting that access to information and agricultural resources positively influenced entrepreneurial orientation. In contrast, academic performance showed a negative and significant relationship with attitude towards Agri-startups. However, variables such as gender, native background, family type, parental education, annual family income, family occupation, relatives owning businesses, and career aspirations did not show any significant association with attitude.

Despite favourable attitudes, several constraints

limited students' willingness to establish Agri-startups. High initial investment emerged as the most serious barrier, followed by family-related pressures, lack of entrepreneurial experience, and limited awareness regarding government schemes and startup policies. Therefore, strengthening financial assistance, entrepreneurial education, institutional support, and awareness programs is essential for promoting Agri-startup participation among UG students.

POLICY IMPLICATIONS

The findings of the study have important policy implications for promoting Agri-startups among UG students of Anand Agricultural University. Since social media exposure and family landholding showed a positive influence on students' attitudes towards Agri-startup programs, policymakers and educational institutions should strengthen digital awareness campaigns, entrepreneurship training, and exposure visits related to successful Agri-startups. Agricultural universities should integrate startup-oriented courses, incubation facilities, mentorship programs, and practical entrepreneurial training into the curriculum to encourage students towards self-employment opportunities. Special efforts are also needed to motivate academically bright students towards Agri-entrepreneurship by providing financial incentives, startup grants, and career counselling. Furthermore, government agencies and universities should collaborate to create a supportive entrepreneurial ecosystem through awareness programs, easy access to financial support, and promotion of innovation-based agricultural enterprises among rural youth.

ACKNOWLEDGEMENT

I express my sincere gratitude to my research guide, faculty members, seniors and the Department of Agricultural Extension Education, Anand Agricultural University, for their continuous guidance, valuable suggestions, and academic support throughout the course of this study.

CONFLICT OF INTEREST

This is to declare that there is "No conflict of interest" among researcher.

REFERENCES

Anand A, Raj S. Agritech Startups: The Ray of Hope in Indian Agriculture. Discussion Paper 10, MANAGE-Centre for Agricultural Extension Innovations, Reforms and Agri-preneurship (CAEIRA), Hyderabad; c2019.

Ayub, H. (2017). Parental influence and attitude of students towards technical education and vocational training. *International Journal of Information and Education*

Technology, 7(7), 534–538.

- Bai, C. (2016). *Attitude of agriculture graduates of S. K. N. College of Agriculture, Jobner towards agriculture entrepreneurship* (Master's thesis). Sri Karan Narendra Agriculture University, Jobner, Rajasthan, India.
- Chaudhary, S. S., Patel, J. K., & Raval, K. N. (2023). Attitude and aspiration of undergraduate agricultural students. *Gujarat Journal of Extension Education*, 35(2), 31–35.
- Darji, A.R., Panchasara, B.R. and Vinaya Kumar H.M. (2017). Determinates of attitude of postgraduate research scholars towards the use of computer for their empowerment. *Guj. J. Ext. Edu.* 28 (2): 277-281.
- FICCI and PwC. 2018. Agri start-ups: Innovation for boosting the future of agriculture in India. Retrieved from <http://ficci.in/spdocument/23049/Agri-startups-Knowledge-report-ficci.pdf>
- Gade, S. B. (2020). *Attitude of agricultural students towards entrepreneurship* (Master's thesis). Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli, Ratnagiri, Maharashtra, India.
- Government of India. 2022. Andhra Pradesh. Retrieved <https://www.startupindia.gov.in/content/sih/en/state-startup-policies/Andhra-Pradesh-statepolicy.html>
- Jagadeeswari, B., Vinaya Kumar H. M., and Patel, J. B. (2019). Attitude of postgraduate students towards research, *Gujarat Journal Extension Education*, 30(1), 87-89
- NASSCOM. Agritech in India: Emerging Trends in; c2019. Retrieved from <https://nasscom.in/knowledge-center/publications/Agritech-india-emergingtrends-2019>. (Accessed on 25 September 2022).
- Patel, J. B., Chauhan, N. B., & Kumar, V. H. M. (2018). Attitude of the farmers towards farmers interest group in Anand district of Gujarat. *Gujarat Journal of Extension Education*, 29(1), 112–116.
- Patel, J. J., Tunvar, M. A., & Patel, S. B. (2022). Relationship between profile characteristics and attitude of undergraduate students towards RAWE programme. *Gujarat Journal of Extension Education*, 34(2), 75–79.

- Patel, J. N. (2019). *Attitude of polytechnic students towards agriculture as an occupation* (Unpublished M.Sc. thesis). Sardarkrushinagar Dantiwada Agricultural University, Sardarkrushinagar, Gujarat, India.
- Patel, M. R., Kumar, V., & Patel, J. B. (2023). A scale to measure attitude of youth towards Agri startup programs. *Gujarat Journal of Extension Education*, 36(2), 1–4.
- Ramjiyani, D. B. (2013). *Attitude of rural youth towards farming as a major occupation* (Master's thesis). Anand Agricultural University, Anand, Gujarat, India.
- Rathod, L. S., Patel, V. M. and Patel, J. K. (2025) Entrepreneurial attitude of undergraduate agriculture students. *Gujarat Journal of Extension Education*, 39(2): 65–69. <https://doi.org/10.56572/gjoe.2025.39.2.0011>
- Rekha, Punia, R. K., Punia, D., & Hasija, R. C. (2012). Entrepreneurship among students. *Environment and Ecology*, 30(1), 172–178.
- Santosh, Rani, S. and Dahiya, M. (2025) Financial boosts and academic achievements: The impact of post-matric scholarships on undergraduate students. *Gujarat Journal of Extension Education*, 39(1): 80–85. <https://doi.org/10.56572/gjoe.2025.39.1.0013>
- Startup India. Retrieved from <https://www.Startupindia.gov.in/> (Accessed on 17 September 2022); c2021.
- Vegad, N. M., Chauhan N. B. and Vinaya Kumar H. M. (2021). Factors affecting knowledge about e-extension amongst the postgraduate scholars of agricultural extension and communication. *Guj. J. Ext. Edu.* 32 (2): 81-84.

Received : March 2026 : Accepted : May 2026