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## Entrepreneurial skills acquired by the students of University of Agricultural and Horticultural Sciences Shivamogga

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### Abstract

The study was conducted to analyze the entrepreneurial skills acquired by the students of University of Agricultural and Horticultural Science (UAHS), Shivamogga through Agricultural Experiential Learning Programme. The study was conducted in UAHS, Shivamogga of Karnataka state during 2019-20. Four colleges viz., college of Agriculture, Shivamogga. College of Horticulture, Mudigere. College of Horticulture, Hiriya and College of Forestry, Ponnampet were selected purposefully. From each Discipline (Agriculture, Horticulture, Forestry), 40 students who were experienced AELP during 2017-18 and 2018-19 were selected. Thus, the total sample size constituted to 120. The primary data was collected from respondents through pre tested interview schedule about entrepreneurial skills acquired by students. It is found that majority of the AELP skills and students had moderately acquired the communication skills (67.50%), technical skills (84.16%), professional skills (81.66%), processing skills (71.66%), marketing skills (63.34%), product promotion skills (75.83%), managerial skills (47.50%), entrepreneurial skills (65.84%) and human resource skills (57.50%). Results also depicted that majority of the AELP students were moderately acquired the managerial skills, viz., planning skills (81.66%), organizing skills (95.84%), staffing skills (43.34%), coordinating skills (54.16%), reporting skills (80.84%) and budgeting skills (81.66%) followed by less acquired the Directing skills (25.00%), respectively.

**Keywords:** Entrepreneurial skills, UAHS, Shivamogga

### Introduction

Agricultural Experiential Learning Programme was introduced during XII year plan. The programme is providing good platform for students with an approach of “learning by Doing” and “Seeing is believing” and gives an innovative way of thinking, skillful, expert in area of agriculture, veterinary, horticulture forestry and other disciplines.

Indian Council of Agricultural Research (ICAR) developed and launched a programme named Experiential Learning Programme to facilitate learning by experience for professional development. The programme is mandatory for undergraduate students in Agricultural Universities and offered during the final year (Anonymous,2007) [2]. The main objectives of Agricultural Experiential Learning Programme are:

- To promote professional skills and knowledge through hands on experience in real life situation.
- To build confidence and ability to work in project mode.
- To train the students in high quality entrepreneurship skills in the aspects of enterprise management.
- To mould the students as job providers instead of job seekers.

The AELP would able to create required man power for effective discharge of research and extension. AELP not only imparts technical knowledge but also develops entrepreneurial skills and managerial skills among the students. The present investigation helps to analyze the entrepreneurial skills acquainted by the students through Agricultural Experiential Learning Programme.

### Methodology

The study was conducted in University of Agricultural and Horticultural Sciences, Shivamogga of Karnataka state in 2018-19.

The students who have undergone Agricultural Experiential Learning programme from different colleges of UAHS, Shivamogga during the academic year 2016-17 and 2017-18 were constituted as population of the study.

From College of Agriculture Shivamogga 40 respondents were selected, from College of Forestry, Ponnampete 40 samples were selected and from College of Horticulture, Hiriyur and College of Horticulture, Mudigere 20 each respondents were selected respectively. Thus 40 samples under each discipline were selected and total sample constitutes to 120 respondents.

In this study, extent of entrepreneurial skills acquired by the students of UAHS, Shivamogga, through AELP was measured using the Likert's method of summated rating which was used by Jeevan Kumar (2013) with slight modifications.

The respondents were asked to indicate their degree of relevancy with each statement on a three-point continuum viz., completely acquired, moderately acquired and less acquired. The scoring pattern adopted was a score of 3 was given to completely acquired, 2 to moderately and 1 to less acquired. Their responses were recorded and summated for the total statements. Based on summing up of the scores, the AELP students were categorized into three groups based on mean and standard deviation as a measure of check.

Category	Criteria	Score
Completely Acquired	$(<\bar{x} - SD)$	$< 67.11$
Moderately Acquired	$(\bar{x} \pm SD)$	67.11-87.20
Less Acquired	$(>\bar{x} + SD)$	$> 87.20$

The results were expressed in frequency and percentages.

### Review of literature

Adeyemo and Sunday Adeniyi (2009) <sup>[1]</sup> presented that illumination of basic concepts, procedures, stages and essential indices for acquiring entrepreneurial skills in globalized teaching enterprise by teachers and students alike. It also provides justification for inclusion and acquisition of entrepreneurial skills in teacher education and the essential pedagogical strategies that can be used by classroom teachers. Zainet al. (2010) <sup>[6]</sup> studied the entrepreneurial intensions among Malaysian business students.

The results showed that almost two thirds of the respondents (67.10%) who are about to graduate have an intention to pursue entrepreneurship. Only 32.90% of the respondents do not feel that they are going to become entrepreneurs. The results of this study also show that personality trait is an

important determinant to entrepreneurship intention.

### Extent of entrepreneurial skills acquired by the students

Entrepreneurial skills acquired by students were presented in Table 1. The entrepreneurial skills acquired by students were contemplated by psychological, communication and entrepreneurial behaviors of students. The dimensions such as communication skills, technical skills, professional skills, processing skills, marketing skills, product promotion skills, managerial skills, entrepreneurial skills and human resource skills were considered during measuring the entrepreneurial skills acquired by AELP students. The detailed results were presented as follows:

#### 1. Communication skills

It is reflected from Table 1 that 67.50 per cent of AELP students had moderately acquired the communication skills followed by completely acquired (24.16%) and less communication skills acquired (8.34%) respectively. The probable reason for moderately acquired communications skill might be during AELP course the major emphasis was given to lecture and field/laboratory work aspects rather interaction sessions. Secondly, a little provision was made to share experiences among the students. Though in few modules students oftenly get chance to have interaction with other stakeholders.

#### 2. Technical skills

The technical skills acquired by the students of AELP presented in Table 1 shows that majority of students belonged to moderately acquired (84.16%) and completely acquired (13.34%) the technical skills. Only meager students acquired less technical skills (2.50%).

The reason for this might be the students were assigned specific tasks during AELP programme. The tasks may be practical or scientific tasks which were helped in developing the abilities and knowledge of performing specific tasks (technical skills).

#### 3. Professional skills/occupational skills

A close look into Table 1 depicts that majority of the AELP students had moderately acquired (81.66%) the professional skills followed by less acquired (10.00%) and completely acquired (8.34%) the professional skills/occupational skills. The probable reason might be the career competencies that are not taught as a part of coursework but they are required to earn higher educational status through practical experience. So they might had moderately acquired.

**Table 1:** Extent of entrepreneurial skills acquired by the AELP studentsn=120

Sl. No	Particulars	Category	Criteria	F	%
1	Communication Skills	Less	$(<\bar{x} - SD)$	10.00	8.34
		Moderately	$(\bar{x} \pm SD)$	81.00	67.50
		Completely	$(>\bar{x} + SD)$	29.00	24.16
2	Technical Skills	Less	$(<\bar{x} - SD)$	3.00	2.5
		Moderately	$(\bar{x} \pm SD)$	101.00	84.16
		Completely	$(>\bar{x} + SD)$	16.00	13.34
3	Professional Skills/ Occupational Skills	Less	$(<\bar{x} - SD)$	12.00	10.00
		Moderately	$(\bar{x} \pm SD)$	98.00	81.66
		Completely	$(>\bar{x} + SD)$	10.00	8.34
4	Processing Skills	Less	$(<\bar{x} - SD)$	13.00	10.84
		Moderately	$(\bar{x} \pm SD)$	86.00	71.66
		Completely	$(>\bar{x} + SD)$	21.00	17.50
5	Marketing Skills	Less	$(<\bar{x} - SD)$	23.00	19.16
		Moderately	$(\bar{x} \pm SD)$	76.00	63.34
		Completely	$(>\bar{x} + SD)$	21.00	17.50

6	Product Promotion Skills	Less	$(<\bar{x} - SD)$	19.00	15.83
		Moderately	$(\bar{x} \pm SD)$	91.00	75.83
		Completely	$(>\bar{x} + SD)$	10.00	8.34
7	Managerial Skills	Less	$(<\bar{x} - SD)$	41.00	34.16
		Moderately	$(\bar{x} \pm SD)$	57.00	47.50
		Completely	$(>\bar{x} + SD)$	22.00	18.34
8	Entrepreneurial Skills	Less	$(<\bar{x} - SD)$	31.00	25.83
		Moderately	$(\bar{x} \pm SD)$	79.00	65.84
		Completely	$(>\bar{x} + SD)$	10.00	8.33
9	Human Resource Skills	Less	$(<\bar{x} - SD)$	31.00	25.84
		Moderately	$(\bar{x} \pm SD)$	69.00	57.50
		Completely	$(>\bar{x} + SD)$	20.00	16.66

Note: F = Frequency P = Percentage

#### 4. Processing skills

The processing skills acquired by the AELP students are represented in the Table 1 that nearly three fourth of the students had moderately acquired the processing skills (71.66%) followed by 17.50 per cent of respondents had completely acquired and 10.84 per cent of students had less acquired the processing skills. The reason may be that it was necessary for the students to focus on information and tasks to ignore distractions. If they were able to process the incoming information, they can easily understood the information and share the experiences.

#### 5. Marketing skills

It is clear from Table 1 that more than three fifth of the students had moderately acquired (63.34%) the marketing skills followed by 19.16 per cent of respondents less acquired and 17.50 per cent of respondents completely acquired the marketing skills. The probable reason might be the students had developed products during the AELP course, so it was essential for them to promote the product developed, to develop perception about products during the course which helped in acquiring marketing skills during course.

#### 6. Product promotion skills

The information regarding product promotion skills acquired by the AELP students were presented in Table 1. It shows that three fourth of students were moderately acquired (75.83%) the product promotion skills followed by 15.83 per cent of the respondents had less acquired and completely acquired (8.34%) the product promotion skills respectively. The probable reason may be that to sell the products developed by students during AELP it was necessary for them to increase awareness, create interest, generate sales or create brand loyalty in the university.

#### 7. Managerial Skills

A close observation of the Table 1 depicts information about managerial skills acquired by students., nearly half of the AELP students were moderately acquired (47.50%) and 34.16 per cent of them less acquired and remaining were completely acquired (18.34%) the managerial skills. The reasons for this findings may be that students might involve in decision making and managerial activities, all the decisions were made by university and they have provided only with limited resources to perform managerial activities. The management was done by university only.

#### 8. Entrepreneurial Skills

The data presented in Table 1 indicates the entrepreneurial skills acquired by the students. It shows that nearly two third of AELP students had moderately acquired (65.84%) the entrepreneurial skills followed by less acquired (25.83%) and

completely acquired (8.33%) the entrepreneurial skills respectively. The reason may be due to the continuous guided field exposure provided to them during AELP to become self employed by creating own jobs in future. The findings are in line with Jeevankumar (2013)<sup>[3]</sup>.

#### 9. Human Resource Skills

The Human Resource skills acquired by AELP students were presented in Table 1 that majority of the students had moderately acquired (57.50%) the human resource skills followed by 25.84 per cent of respondents less acquired and 16.66 per cent of respondents were completely acquired the human resource skills. The reason may be that the students might had carefully handled the classmates, teachers and working staffs while undergoing course in a convincing and believable manner. This may be the reason for acquired human resource skills.

#### Conclusion

The students acquired partial entrepreneurial skills. In this regard there is need for the Universities to provide good skills and get sensitized in creation of good human resource in entrepreneurial area. Hence, there is scope to improve student's entrepreneurial skills by introducing appropriate educative Programmes. The study may be initiated on extent of entrepreneurial skills acquired by students towards the entrepreneurial activities, so that students can become job providers rather job seekers.

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