

**Agropreneurship for Sustainable Development – College Students’
Perspective**

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Abstract

Education for Sustainable Development is essential for transforming attitudes, raising consciousness and giving people the information regarding the importance of embracing sustainable behaviours. This induces the research team to identify the perception of the college students’ towards agropreneurship for sustainable development. The research team has analysed the relationship between the demographic profile and the students’ level of Perception towards agropreneurship for Sustainable Development. Besides, the research team had made an attempt to identify the impetus “P” among the 5P’s of Sustainable development goals. Both the primary and secondary data were used for this study. The primary data were collected using Google forms from 160 respondents. The collected data were analysed using statistical tools such as Percentage analysis with Graph, Chi Square Test and Weighted Average Method. The study found that, the demographic profiles like gender and academic domain influenced the perception of student community towards agropreneurship for Sustainable Development. It was identified that, among the 5P’s framework of Sustainable development goals, the student community gave prime priority to the framework “People” followed by the other frameworks Planet, Partnership, Prosperity and Peace. The study revealed that, the student community have a positive Perception towards agropreneurship for Sustainable Development. The student community believes that, their Career as an agropreneur will make a balance between Economy, Ecology and Equity dimension of Sustainability.

Keywords: Curriculum, Education, Sustainability, Agropreneurship



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1. Introduction

Agriculture is a means of survival and emerged as a Centre of Indian Economic Policy. It must be noted that, if agriculture goes wrong nothing can go right. The problems like Hunger, Climate change, soil erosion, biodiversity loss, water resources depletion, Possess a threat to the farming community as well as for the entire humanity. To secure the rights and well-being of everyone on a healthy and thriving planet, the World leaders made a historic Promise in the form of Agenda for Sustainable Development Goals. The attainment of the historic promise can be possible by nurturing an agripreneurial ecosystem through strengthening educational curriculum.

Moreover, Education for Sustainable development is an essential for transforming attitudes, raising consciousness and giving people the information regarding the importance of embracing sustainable behaviors. Figuring out its Momentousness, the key note speaker of 13th London International Conference, Prof. Dr. Ekram Culfa addressed that “Our world needs science and Peace studies more than ever”. Keeping this in mind, the research team have tried to explore the college students’ perspective towards agropreneurship for sustainable development to create a better world and move beyond the traditional role of advocacy.

2. Significance of the study

Universities and Education Institution serves as a hub of knowledge, innovation and collaboration in the quest of environmental sustainability. Rabindranath Tagore said that the “Highest education does not give us information but it also helps one to live with all harmony and existence along with creation of a better society and a country”. In that case, Agropreneurship plays a major role in the society and tries to bridge the gap between theory and real-world applications. Moreover, the Curriculum of Educational Institutions is expected to revolve around the orbit of Sustainable Development Goals. This induces the research team to trace out the solutions to the following questions.

Are the college students willing to pursue Agropreneurship as their career?

Do their career as an Agropreneur helps them to attain the Sustainable Development Goals?

3. Objectives of the study

To be on track to identify the students’ perception towards agropreneurship for sustainable development goals, the research team have framed the following objectives.

To analyze the relationship between Demographic Profile and level of Perception of the Student community towards Agropreneurship for Sustainable Development.

To evaluate the college students’ perspective towards agropreneurship for Sustainable Development.

To identify the impetus “P” among the 5P’s of Sustainable Development Goals according to the college students’ perspective.



4. Literature review

The research team have conducted the review of the previous studies to enrich the existing knowledge and to identify the research gap.

M. Shanmukh Raju *et al.*, (2023)¹ unveiled “A Study on career Aspirants of Agricultural Students in India”. This study was based on Primary data and data were collected using a pre-tested and structured online questionnaire. The study found that the level of education, social category, gender and personality type of the respondents were found to be positively significant and associated with the career aspirations.

Mastura Jaafar *et al.*, (2023)² Published the study on “The Determinants of becoming Sustainable Agropreneurs: Evidence form Bottom 40 Groups in Malaysia” with the aim to identify several determinants that plays a key role in development sustainable agropreneus in the bottom 40 group in Perak, Malaysia. To attain the objective, data were collected form 200 respondents in the Agropreneur community Training Program (ACTP). The results showed that, an internal factor i.e. the agropreneurs attitude towards behavior, displayed a significant positive relationship with the expansion of the farm. As for the external factor, the result showed the family support and social networking have a significant positive relationship with the increased income. It was added that, the study provided several theoretical and practical insights for government agencies, especially in developing countries, to execute more viable training programs for agropreneurs.

Amaran k *et al.*, (2023)³ investigated the “Perception of postgraduates students at Pondicherry University regarding agriculture as an occupation”. The study examined the demographic characteristics of the participants and explores their perception towards agriculture. The study reveled that 65.4% of the respondents have the high level of perception towards agriculture as an occupation. The article further presented the results of statistical analysis, Independent sample t-test and Analysis of Variance (ANOVA). The result indicated that, there is no significant differences in the perception of agriculture as an occupation across gender, nativity, course of the study and family type. This study provided an insight to the policy makers and educators in promoting agriculture as a viable and attractive occupation for future generation.

Juno P Mathew *et al.*, (2022)⁴ Conducted a study on “Perception of youth towards farming in India”. The study urged that that food security is an important problem that the world is facing today and the ultimate aim of the youth is to ensure food security which helps in increasing the production of crop yields and maintaining the quality of life. The result of the study indicated that, scientific farming is economically profitable by adopting scientific practices.

Unlike the previous studies, the present study attempts to find the students’ perspective towards agropreneurship for sustainable development by connecting all the seventeen goals of Sustainable Development along with figuring out the impetus “P” among the 5P’s of SDG’s.



5. Research methodology

Source: This study is based on the Primary data. Primary data is collected through the cross-sectional survey carried out using social media platforms administered through Goggle forms.

Sampling Method: The research team have used Simple random sampling method to collect the data from the student community.

Study Area: The respondents were selected form J.P.Arts and Science College, Nallamani Yadava Arts and Science, Thangapazham Agricultural College in Tenkasi District.

Statistical Tool

No.	Objectives	Statistical Tool Used
1	To analyze the relationship between Demographic Profile and level of Perception of the Student community towards agropreneurship for sustainable development.	Chi Square Test
2	To evaluate the college students’ perspective towards agropreneurship for sustainable development.	Weighted Average score and Simple Ranking Technique
3	To identify the impetus “P” among the 5P’s of Sustainable development goals according to the college students’ perspective	Simple Ranking Technique

6. Analysis and interpretation of data

I Phase

In first Phase, the willingness of the college students to pursue agropreneurship as their career is measured and shown in Table 1

II Phase

In the second Phase, the research team have tried to analyze the relationship between Demographic Profile and level of Perception of the Student community towards agropreneurship for Sustainable Development.

III Phase

In this Phase, the college students’ perspective towards agropreneurship for Sustainable Development is measured under the frameworks of People, Planet, Prosperity, Peace and Partnership.

IV Phase

In this phase, the research team seeks to identify the impetus “P” among 5 P’s of Sustainable Development Goals according to the college students’ perspective.



I Phase

7. Willingness of students’ to pursue agropreneurship as a career

Demonstrating a willingness and passion for learning can help one to discover the career option. Considering this, the research team tries to discover the willingness of the college students to pursue agropreneurship as their career.

Table 1
Students Willingness to pursue Agropreneurship as a Career

Willingness to pursue agropreneurship as a career	Frequency	Percentage
Yes	160	53
No	140	47
Total	300	100

Table 1, exhibits the willingness of the students to take up Agropreneurship as their career. The result revealed that 53% (160) of the respondents express their desire to pursue agropreneurship as their career. Whereas, 47% (140) of the respondents express their unwillingness to pursue agropreneurship as their Career.

Among the 300 respondents, 160 students express their willingness to pursue agropreneurship as their Career. Remaining, 140 respondents are eliminated from the further analysis as the aim of the study is to analyze the perception of the students who are willing to pursue Agropreneurship as their career.

II Phase

8. Demographic profile level of perception towards agropreneurship

In order to examine the relationship between demographic profile of the students and the student’s level of perception towards Agropreneurship for Sustainable Development, Chi Square test have been used and calculated using SPSS software. The student’s perception level has been classified based on three categories namely, high level perception, neutral level perception and low level perception.

8.1 Gender

Gender Schema describes how a behavioral pattern influence the perceiver based on their gender. Table 2 and Figure 1 shows the gender wise classification of the respondents and their level of Perception towards Agropreneurship for Sustainable Development.



Table 2
Gender and Level of Perception towards Agropreneurship for Sustainable Development

Gender	Level of Perception			Total
	High	Neutral	Low	
Men	17 (23)	23 (31.1)	34 (45.9)	74 (100%)
Women	33 (38.4)	34 (39.5)	19 (22.1)	86 (100%)
Total	50	57	53	160

Source: Primary data, figures in parentheses are percentage

Figure 1
Gender and Level of Perception towards Agropreneurship for Sustainable Development

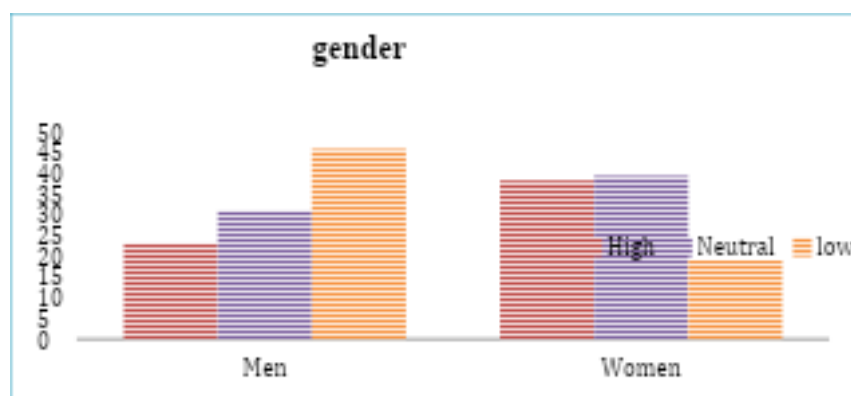


Table 2 and Figure 1 reveal that in High and neutral level perception category, women’s (38.4% and 39.5%) excel men’s perception (23% and 31.1%) towards the agropreneurship for sustainable development. Similarly, in low level perception category, Women’s are having the lowest percentage of low level perception towards agropreneurship for sustainable development (22.1%) than their counterpart (45.9%).

It is clearly indicated that, Women respondents have a positive perception than the men respondents towards agropreneurship for sustainable development. This may due to the Women respondents standpoint about the gender equality and Women empowerment, as it acts as an integral part in achieving Sustainable Development Goals. With the view to test, the significance of the relationship between gender and the level of perception on agropreneurship for Sustainable Development, Chi Square Test is applied.

H₀: The Level of Perception is not influenced by gender.

H_1 : The Level of Perception is influenced by gender.

The calculated value of Chi Square Test is 10.648. This is greater than the table value of 5.99 for 2 d.f at 5% level of significance. Hence, the null hypothesis is rejected. Therefore, it is inferred that the level of Perception is influenced by gender.

8.2 Academic domain

Academic Domain refers to the depth of Knowledge a student can demonstrate in the subject area. The distinction between the Science, Arts and Management stream stimulus the perception in understanding the information, belief and attitude in an education setting. Considering this, the research team have taken academic domain as one of the stimuli of perception towards Agropreneurship for Sustainable Development Goals.

Table 3
Academic Domain and Level of Perception towards Agropreneurship for Sustainable Development

Academic Domain	Level of Perception			Total
	High	Neutral	Low	
Arts	10 (26.3%)	12(31.6%)	16 (42.1%)	38 (100%)
Science	18 (43.9%)	15 (36.6%)	8 (19.5%)	41 (100%)
Professional and Management	1 (2.9%)	7 (20.6%)	26 (76.5%)	34 (100%)
Agricultural Courses	21 (44.7%)	23 (48.9%)	3 (6.4%)	47 (100%)
Total	50	57	53	160

Source: Primary data



Figure 2
Academic Domain and Level of Perception towards Agropreneurship for Sustainable Development

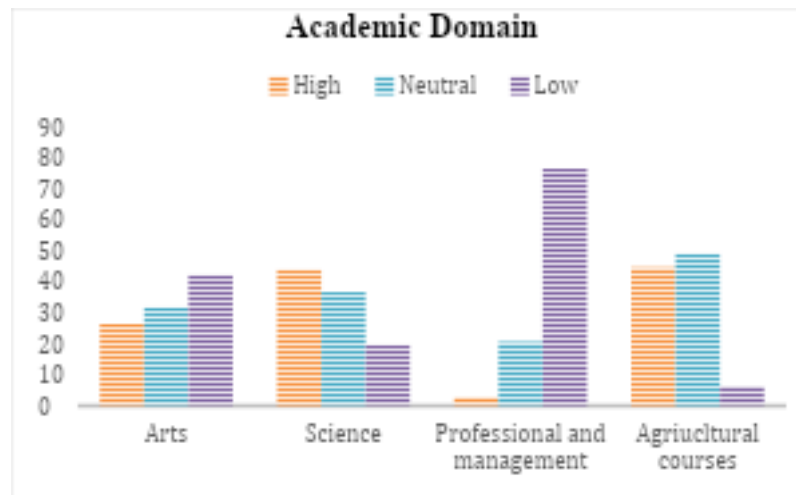


Table 3 and Figure 2 shows that, the students pursuing Agricultural courses have the highest percentage (48.95) of neutral level perception compared to the students pursuing Science stream (36.6%), Arts (31.6%) and Professional and management courses (20.6%). Under High perception level category, the Students pursuing Agricultural related courses have the high percentage (44.7%) followed by Science (43.9%), Arts (26.3%) and Professional and management (2.9%). Students pursuing Professional and Management stream (76.5%) have the high percentage of low level perception towards agropreneurship for sustainable development compared to the other streams like Arts (42.1%), Science (19.5%) and Agriculture courses (6.4%).

It is evident that, the students pursuing Agricultural related courses have the positive level of perception than the other streams like Science, Arts, Professional and Management. This is because of the strongest foundation of Agricultural course curriculum that stimuli them to hold the positive perception. In case of arts and science stream, the neutral level of perception they hold may due to the enhancement of skill-based Education in their Curriculum.

Prioritizing social dimension more than economic and environmental dimension may be the reason for the outcome of management and professional stream students having a low level of perception towards agropreneurship for sustainable development. With the view to test, the significance of the relationship between Academic Domain and the level of perception on agropreneurship for sustainable development, Chi Square Test is applied.

H_0 : The Level of Perception is not influenced by Academic Domain.

H_1 : The Level of Perception is influenced by Academic Domain.

The calculated value of Chi Square Test is 51.160. This is greater than the table value of 12.592 for 6 d.f at 5% level of significance. Hence, the null hypothesis is rejected. Therefore, it is inferred that the level of Perception is influenced by academic domain.

8.3 Level of study

Higher Education in India aims for good, thoughtful and well-structured and creative individuals. Moreover, it denotes the tertiary level of education that is imparted after 12 years of schooling. This includes undergraduate courses such as bachelor’s degrees, Postgraduate courses such as master’s degrees, Professional courses as well as doctoral programs. Here, the research team have considered only the students pursuing undergraduate and postgraduate level of study.

Table 4
Level of Study and Level of Perception towards Agropreneurship For Sustainable Development

Level of Study	Level of Perception			Total
	High	Neutral	Low	
Under Graduate	34 (37.8%)	30 (33.3%)	26 (28.9%)	90 (100%)
Post Graduate	16 (22.9%)	27 (38.6%)	27 (38.6%)	70 (100%)
Total	50	57	53	160

Figure 3
Level of Study and Level of Perception towards Agropreneurship for Sustainable Development

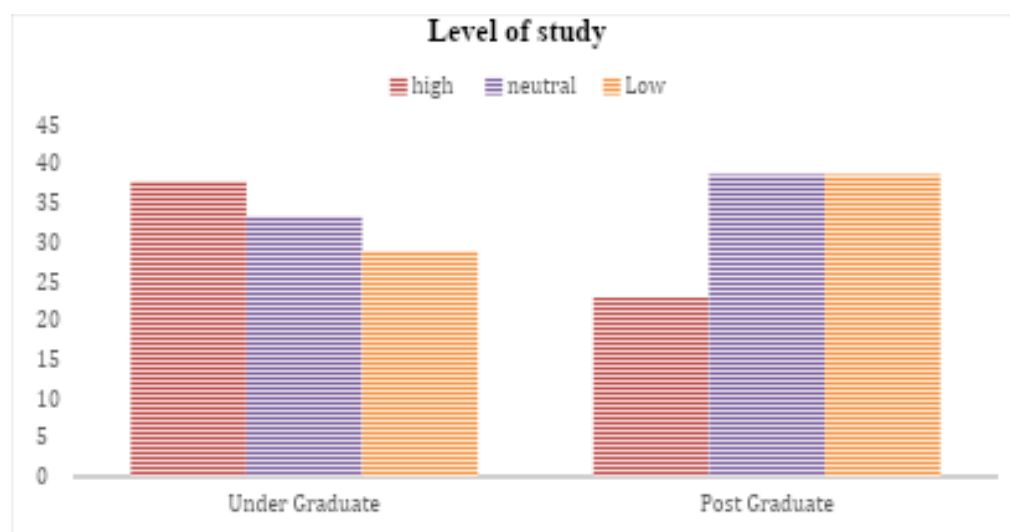


Table 4 and Figure 3 reveal that, the students in the undergraduate level (37.8%) perceives to have the high level perception towards agropreneurship for sustainable development than the post graduates (22.9%). Under neutral level perception, students in postgraduate level have high percentage (38.6%) in juxtapose with the undergraduates (33.3%). However, postgraduates are having the highest percentage of low level perception towards agropreneurship for sustainable development than the undergraduates (38.6%).

From the above inference, it is evident that, the students in the undergraduate level are prone to have positive outlook towards Agropreneurship for Sustainable Development than the students in postgraduate level. With the view to test, the significance of the relationship between the level of study and the level of perception on Agropreneurship for Sustainable Development, Chi Square test is applied.

H_0 : The Level of Perception is not influenced by the level of study.

H_1 : The Level of Perception is influenced by the level of study.

The calculated value of Chi-square test is 4.223. This is less than the table value of 5.991 for 2 d.f at 5% level of significance. Hence, the null hypothesis is accepted. Therefore, it is inferred that the level of Perception is not influenced by the level of study.

8.4 Area of residence

The physical environment in which an individual is resided can influence them to obtain the sensory information. Considering this fact, the research team have considered the residential factor.

Table 5

Area of Residence and Level of Perception towards Agropreneurship for Sustainable Development

Area of Residence	Level of Perception			Total
	High	Neutral	Low	
Rural	15 (24.2%)	27 (43.5%)	20 (32.3%)	62 (100%)
Urban	35 (35.7%)	30 (30.6%)	33 (33.7%)	98 (100%)
Total	50	57	53	160



Figure 4
Area of residence and Level of Perception towards Agropreneurship for Sustainable Development

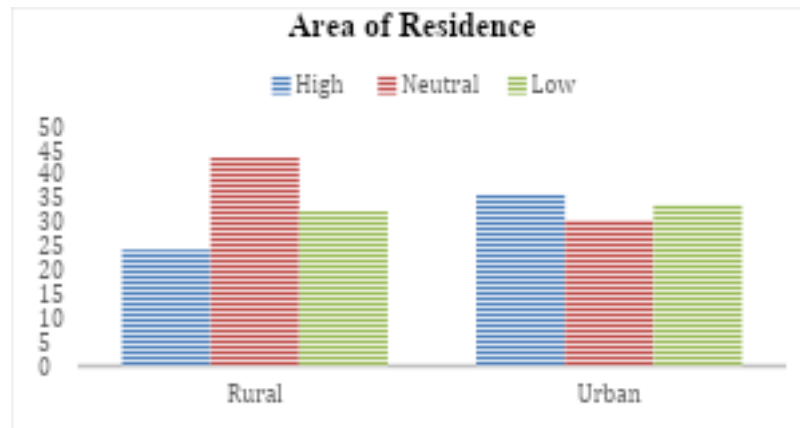


Table 5 and Figure 4 exhibits that, 43.5% of the students residing in a Rural area have the highest percentage of neutral level perception towards Agropreneurship for Sustainable Development than the students residing in an urban area (30.6%). In high level of perception, students residing in the urban area have the high percentage (35.7%) of the perception towards agropreneurship for sustainable development than the students residing in the rural areas. (24.2%). However, students residing in the rural area tend to have the lowest percentage of low level perception (32.3%) compared to its counterpart (33.7%).

With the view to test, the significance of the relationship between the area of residence and the level of perception on Agropreneurship for Sustainable Development, Chi Square test is applied.

H_0 : The Level of Perception is not influenced by the Area of Residence.

H_1 : The Level of Perception is influenced by the Area of Residence.

The calculated value of Chi Square Test is 3.420. This is less than the table value of 5.991 for 2 d.f at 5% level of significance. Hence, the null hypothesis is accepted. Therefore, it is inferred that the level of Perception is not influenced by the Area of Residence.

8.5 Parental occupation

Parental occupation plays an important role in the improvement social, economic, healthcare and educational status of their children. But, in India, especially in Tamil Nadu, Fathers are generally expected to fulfill the role of breadwinner. Whereas, Mothers are expected to be the primary care giver for their children and they are more likely to drop out of the labor force, cut back to part time job, taking less demanding jobs, choose occupation that are more family- friendly, or pass up promotions. Moreover, Women’s income is considered as a secondary source of income. Considering this fact, the research team have taken only father’s occupation into the consideration.



Table 6
Parental Occupation and Level of Perception towards Agropreneurship for Sustainable Development

Academic Domain	Level of Perception			Total
	High	Neutral	Low	
Farming	21 (40.4%)	15 (28.8%)	16 (30.8%)	52 (100%)
Professional	15 (28.3%)	15 (28.3%)	23 (43.4%)	53 (100%)
Employee	14 (25.5%)	27 (49.1%)	14 (25.5%)	55 (100%)
Total	50	57	53	160

Source: Primary data

Figure 5
Parental Occupation and Level of Perception towards Agropreneurship for Sustainable Development

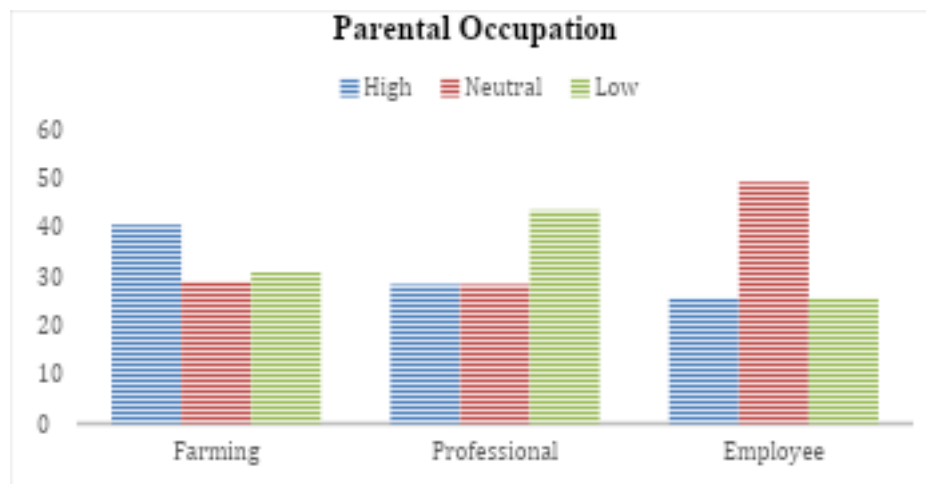


Table 6 and Figure 5 reveals that, the Students whose Parents involves in farming (40.4%) tends to have high level of perception towards agropreneurship for sustainable development than professionals and employee’s (28.3% and 25.5%). In neutral level perception category, student’s whose Parental Occupation is farming and professional have the same percentage (28.8%) which is lower than the Parental Occupation ‘Employee’ (49.1%). Students whose Parents is professionals have the high percentage of low level perception towards



Agropreneurship for Sustainable Development (43.4%) than the children’s of farmers and employees (30.8% and 25.5%). With the view to test, the significance of the relationship between the parental occupation and the level of perception on agropreneurship for sustainable development, Chi Square Test is applied.

H_0 : The Level of Perception is not influenced by Parental occupation.

H_1 : The Level of Perception is influenced by the Parental Occupation.

The calculated value of Chi Square Test is 9.147. This is less than the table value of 9.488 for 4 d.f at 5% level of significance. Hence, the null hypothesis is accepted. Therefore, it is inferred that the level of Perception is not influenced by the Parental occupation. This shows the students way of focusing on their own goal and having their own perception rather than the influence of their Parental Occupation.

III Phase

9. College students’ perspective towards agropreneurship for sustainable development

The college students’ perspective towards Agropreneurship for Sustainable Development are collected through Five Point Likert scale. The responses were converted into scores by giving 5 point for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The 5p’s of Seventeen Sustainable Development Goals in linkage with agropreneurship are given to the respondents to draw their perspective on Agropreneurship for Sustainable Development. The statements and the perspective of the students are given in the following tables.

9.1 SDG’s for people

The Sustainable Development Goals Zero hunger, No poverty, Health and wellbeing, quality education and Gender equality are combined under the goals of “People”. These goals emphasis the fundamental rights of the people. Similarly, agriculture and agricultural occupation helps to attain the primary needs of People. Considering this momentum of truth, the research team integrate agropreneurship with the SDG’s for people. The statements and the result are given in the Table 7.



Table 7
SDG’s for People - College Students’ Perspective

SDG’s for People	I	II	III	IV	V	WAS	Rank
Agropreneurship eradicate poverty of all people	75 (375)	60 (240)	25 (75)	-	-	690	II
Agropreneurship alleviate humanitarian challenge of hunger and food security	102 (510)	20 (80)	30 (90)	8 (16)	-	696	I
Agropreneurship ensure healthy people for healthy economies.	62 (310)	60 (240)	35 (105)	3 (6)	-	661	III
Agropreneurship is an outcome of quality education.	53 (265)	47 (188)	60 (180)	-	-	633	IV
Agropreneurship empowers sustainable life irrespective of gender	26 (130)	68 (272)	37 (111)	20 (40)	9 (9)	562	V

Source: Primary data

Table 7 indicates the SDG’s for people. The statement “Agropreneurship alleviate humanitarian challenge of hunger and food security” is prioritized first as the student community are well aware that, starvation is the very first process that is need to be tackled globally followed by Poverty. This is evidenced form their Perspective as the statement “Agropreneurship eradicate poverty of all people” is the second rated statement by the student community. The students’ Prioritizes the statements “Agropreneurship ensure healthy people for healthy economies” over “Agropreneurship is an outcome of quality education” which shows the student community prioritizes health over the education wealth. The student community give little significance to the statement “Agropreneurship empowers sustainable life irrespective of gender” showing the reality of the gender gap in agropreneurship.

The first preference is given to the statement “Agropreneurship alleviate humanitarian challenge of hunger and food security” and the little significance is given to the statement “Agropreneurship empowers sustainable life irrespective of gender”.

9.2 SDG’s for prosperity

SDG’s for Prosperity aims for ensuring prosperous and fulfilling lives for all peoples. Goals like Affordable and Clean energy, Decent work and Economic growth, Industry, innovation and infrastructure, Reducing Inequalities and Sustainable Cities and Communities falls under



prosperity. Agropreneurship act as a key factor in creation of prosperity. Appraising this fact, the researchers frames the statements related to agropreneurship in parallel with SDG’s of Prosperity. The statements of SDG’s for Prosperity are given below in the Table 8 and the results are exhibits as follows.

Table 8
SDG’s for Prosperity- College Students’ Perspective

SDG’s for Prosperity	I	II	III	IV	V	WAS	Rank
Agropreneurship unlocks pathways to prosperity by using clean energy	30 (150)	80 (320)	20 (60)	20 (40)	10 (10)	580	II
Agropreneurship creates decent jobs with wealth creation	34 (170)	20 (80)	92 (276)	10 (20)	4 (4)	550	III
Agropreneurship supports technology, research and innovation for sustainable prosperity	32 (160)	43 (172)	60 (180)	12 (24)	13 (13)	549	IV
Agropreneurship leads to agricultural prosperity by reducing inequalities of outcome	25 (125)	15 (60)	87 (261)	23 (46)	10 (10)	502	V
Agropreneurship builds prosperity by ensuring green spaces for all	54 (270)	20 (80)	78 (234)	8 (16)	-	600	I

Source: Primary data

Table 8 indicates the SDG’s for prosperity. Student community primarily prefers the statement “Agropreneurship builds prosperity by ensuring green spaces for all” as it express their awareness towards their career path of growing crops under controlled environment agriculture, that paves numerous opportunities to build green spaces irrespective of location. The student community hierarchises the statements “Agropreneurship unlocks pathways to prosperity by using clean energy” over “Agropreneurship creates decent jobs with wealth creation”. This shows their embracing attitude on energy literacy towards wealth creation. Students’ revels their least preference to the statements “Agropreneurship supports technology, research and innovation for sustainable prosperity” and “Agropreneurship leads to agricultural prosperity by reducing inequalities of outcome”.

Students’ primarily prefers the statement “Agropreneurship builds prosperity by ensuring green spaces for all” and the least preference is given to the statement “Agropreneurship leads to agricultural prosperity by reducing inequalities of outcome.” This result is line with the



article published in the “Down to Earth” on 11th November, 2024 as it states that the lack of recognition limits Women access to essential resources such as land ownership, agricultural extension services and leadership opportunities, exacerbating harmful gender inequalities.⁶

9.3 SDG’s for planet

SDG’s for Planet determined to address the challenges to protect the planet from degradation, enables sustainable consumption and production of the natural resources and responding to climate crises to meet the need of present and future generations. Hence, the researchers framed the statements embedded with the goals Clean water and Sanitation, responsible production and consumption, Climate action, Life below Water and life on land. The result is tabulated below in the Table 9.

Table 9
SDG’s for Planet - College Students’ Perspective

SDG’s for Planet	I	II	III	IV	V	WAS	Rank
Agropreneurship balance the demand and supply side of water by agricultural reuse.	40 (200)	50 (200)	50 (150)	20 (80)	-	630	II
Agropreneurship helps to achieve sustainable management of natural resources promoting responsible production and consumption.	46 (230)	34 (136)	80 (240)	-	-	606	III
Agropreneurship strengthen resilience capacity to combat climate change	20 (100)	35 (140)	40 (120)	54 (108)	11 (11)	479	V
Agropreneurship restore water related ecosystem from land-based pollution.	36 (180)	20 (80)	90 (270)	10 (20)	4 (4)	554	IV
Agropreneurship induces to reverse the fertility of land.	73 (365)	35 (140)	45 (135)	7 (14)	-	654	I

Source: Primary data

Table 9 indicates the SDG’s of the planet. The student community gives prime priority to the statement “Agropreneurship induces to reverse the fertility of land”. This shows the student community are well aware of their career path by showing a love for land a way forward. The students’ give the second and third most concern for the statements “Agropreneurship balance the demand and supply side of water by agricultural reuse” and “Agropreneurship helps to achieve sustainable management of natural resources promoting responsible production and consumption” shows their future role of being a resource manager by



managing land and water resources for responsible production and consumption. The last two preference is backed by the statements “Agropreneurship restore water related ecosystem from land-based pollution” and Agropreneurship strengthen resilience capacity to combat climate change.”

The core priority is given to the statement “Agropreneurship induces to reverse the fertility of land” and the least priority is given to the statement “Agropreneurship strengthen resilience capacity to combat climate change.”

9.4 SDG’s for peace

Peace plays an indispensable role in the agenda of sustainable development goals. Moreover, agricultural sustainability contributes to the socio economic stability by reducing the social frustrations. Considering this, the researchers associates Agropreneurship with Peace. The result displayed in the Table 10.

Table 10
SDG’s for Peace - College Students’ Perspective

SDG’s for Peace	I	II	III	IV	V	WAS	Rank
Agropreneurship recognize all the stakeholders including the marginalized people in generation of peace	29 (145)	43 (172)	49 (147)	27 (54)	12 (12)	530	II
Agropreneurship helps to restore peace with nature	30 (150)	80 (320)	20 (60)	20 (40)	10 (10)	580	I
Agropreneurship contributes to socio economic stability by generating peace and harmony	26 (130)	38 (152)	64 (192)	8 (16)	24 (24)	514	III

Source: Primary data

Table 10 reveals the SDG’s indicators for peace. In peace, the student’s give prime preference to the statement “Agropreneurship helps to restore peace with nature”. This reflects the ideology of the student community that uncontrolled consumption of natural resources and the erosion of fertile soil continues, agricultural commodity prices will inevitably increase leads to worsen hunger and loss of peace for both people and planet. The second priority is given to the statement “Agropreneurship recognize all the stakeholders including the marginalized people in generation of peace” followed by the statement “Agropreneurship contributes to the socio-economic stability by generating peace and harmony”.



The prime importance is given to the statement “Agropreneurship helps to restore peace with nature” and least preference is given to the statement “Agropreneurship contributes to the socio-economic stability by generating peace and harmony”.

9.5 SDG’s for partnership

The SDG’s for partnership stresses the fact that, the Sustainable agenda need the partnership among the people to create a prosperous and a peaceful life in the planet. Bearing this in mind, the research team correlates agropreneurship with partnership and Table 11 exhibits the results.

Table 11
SDG for Partnership - College Students’ Perspective

SDG’s for Partnership	I	II	III	IV	V	WAS	Rank
Agropreneurship facilitates knowledge exchange through networking, mentorship and collaboration at international level	68 (340)	27 (108)	43 (129)	19 (38)	3 (3)	618	II
Agropreneurship promote public, private and civil society partnership within country	36 (180)	20 (80)	90 (270)	10 (20)	4 (4)	554	III
Agropreneurship need the partnership among people at all ages to address the interconnected global challenge	83 (415)	27 (108)	29 (87)	21 (42)	-	652	I
Agropreneurship can advocate interconnected policy changes that support the development of agricultural value change	24 (120)	37 (148)	59 (177)	28 (56)	12 (12)	513	IV

Source: Primary data

Table 11 exhibits the SDG’s for Partnership. The student community congregate the entire humanity by giving the first priority to the statement "Agropreneurship need the partnership among people at all ages to address the interconnected global challenge” expecting a collective effort from the side of Academia, Industry and Government. The second and third Priority is given to the statements “Agropreneurship facilitates knowledge exchange through networking, mentorship and collaboration at international level” and “Agropreneurship promote public, private and civil society partnership within country”. Among the statement the least preference is backed by “Agropreneurship can advocate interconnected policy changes that support the development of agricultural value change”.



The first priority is given to the statement "Agropreneurship need the partnership among people at all ages to address the interconnected global challenge" and least preference is given to the statement "Agropreneurship can advocate the interconnected policy changes that support the development of agricultural value change".

10. IV Phase - Impetus “P” among 5P’s of sustainable development goals

To analyze the impetus “P” among the 5P’s framework of SDGs, the group mean score is calculated and ranked according to. Table 12, shows the group rank score of the 5P’s of Sustainable Development Goals.

Table 12
**Impetus “P” among 5P’s of Sustainable Development Goals- College Students’
Perspective**

No.	P’s of SDG	Mean	Rank
1	People	648	I
2	Prosperity	556	IV
3	Planet	585	II
4	Peace	541	V
5	Partnership	584	III

Source: Primary source

Table 12 indicates the impetus “P” among the 5P’s of Sustainable Development Goals. Among the five frameworks of SDG’s, the first priority is given to the “People”. This indicates that, people are the major driving force behind the SDG’s. The second priority is given to the “Planet”. This display the student community support towards our Mother Earth as it was the only planet to support people life. The third rank is secured by the framework “Partnership”. This stress us the reality that, the best path to build the sustainability is to build the unity first which automatically foster changes among people. The forth and fifth ranked frameworks are “Prosperity” and “Peace”. This revel the bright outlook of the student community that, when the other impetus P’s are achieved, the core value of SDG’s “Peace” will be achieved with the motto “No one left behind”.



11. Findings

The result of the research revealed in nutshell as follows

11.1- I Phase- willingness to pursue agropreneurship as a career

Among the 300 respondents, 160 students expressed their desire to pursue Agropreneurship as their Career.

11.2 - II Phase- Demographic profile and level of perception

The research team has analyzed the student’s demographic profile and their level of perception towards agropreneurship for Sustainable Development by using Chi Square Test. The following were the major findings of the study.

11.2.1 Gender and level of perception

The study revealed that female respondents had the high level of positive perception towards agropreneurship for sustainable development than the male respondents. It was proved by Chi Square Test.

11.2.2 Academic domain and level of perception

Students pursuing agricultural courses had the high level of positive perception towards agropreneurship for Sustainable Development than their counterparts. Further, Chi Square Test proved that, the academic domain influenced the students’ perception towards agropreneurship for Sustainable Development.

11.2.3 Level of study and level of perception

Students’ in the Undergraduate level had the positive level of perception than the Postgraduates. However, Chi Square test revealed that the level of study is not associated with the perception of the student community towards agropreneurship for sustainable development.

11.2.4 Area of Residence and Level of Perception

It was found that, the Students resided in the urban areas had a positive level of perception than the student resided in the rural areas. However, Chi Square Test proved that, area of residence doesn’t associate with the student community perception towards agropreneurship for Sustainable Development.

11.2.5 Parental occupation and level of perception

Students whose parental occupation was farming had a high level of perception towards agropreneurship for sustainable development. However, Chi square test proved that, parental occupation doesn’t influence student community perception towards Agropreneurship for Sustainable Development.

11.3 - III Phase - College students’ perspective towards agropreneurship for sustainable development

11.3.1 SDG’s for people



In the SDG’s for people, students gave the first priority to the goal “Zero Hunger” followed by “No Poverty”, “Good health and well-being”, “Quality education” and “Gender Equality”.

11.3.2 SDG’s for prosperity

Under the SDG’s for Prosperity, the first preference was given to the goal “Sustainable cities and communities”. The second preference was given to the goal “Affordable and clean energy” followed by the goals “Decent work and economic growth”, “Industries, innovation and infrastructure” and “Reduced inequalities”.

11.3.3 SDG’s for planet

In the goals comprised under Planet, the first and second preference was given to the goals “Life on land” and “Clean water and sanitation”. The third and fourth preference was given to the goals “Responsible production and consumption” and “Life below water”. The least preference was given to the goal “Climate Action”.

11.3.4 SDG’s for peace

In the ordain of Peace indicators, the student community gave the first priority to the indicator “No exploitation” followed by “Ensuring responsive participatory and representative decision making at all levels”, “Ensure public access to information and protect fundamental freedom”.

11.3.5 SDG’s for partnership

In SDG’s for Partnership, the first preference was given to the indicator “global partnership” followed by “Promotion of development, transfer, dissemination of environment sound technologies”, “Improving domestic capacity” and “Policy coordination and cohesion”.

IV Phase-Impetus “P” among 5P’s of sustainable Development Goals

Among the 5P’s of SDG’s students ranked the framework “People” first followed by planet, Partnership, Prosperity and Peace.

12. Suggestions

Considering the findings of the study, the research team have recommended the following Suggestions.

12.1 SDG’s for people

Gender Equality: To tackle the gender gap, Government should encourage and take initiatives to encourage the women entrepreneurs to enter into the agricultural venture.

12.2 SDG’s for Prosperity

Reducing Inequalities: Agricultural workers and migrants irrespective of gender should not be discriminate on basis of wages and policies should be enforced according to at panchayat level.

Awareness campaign can be conducted by government related to the Equal Remuneration Act.



12.3 SDG’s for Planet

Life below water: Production and consumption of environmental hazardous products in agriculture should be strictly banned by government.

12.4 SDG’s for Partnership: Agropreneurs should involve in modern value chain rather than the traditional value chain to improve their efficiency.

12.5 SDG’s for Peace: Agropreneurs showcasing nature-based solution should be recognized and shared to all marginalized farmers to create a strong foundation in agropreneurship.

13. Conclusion

The result of the study revealed that, students have the positive perception towards agropreneurship for Sustainable Development Goals. Students by equipping the skill of agropreneurship can thrive in modern economy and can foster inclusive growth, lessen inequalities, empower communities and build a more peaceful, stable and sustainable future for all by balancing the equity, ecology and economy dimension of Sustainability.

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