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Aspiration of the students of bachelor of Rural studies in north Gujarat

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Abstract

Bachelor of Rural Studies (BRS) is a three-year degree course which provides vast opportunity for Indian youth to contribute to rural development. It comes under the stream of humanities and social science. These colleges are working on *Gandhian* principles of education. In this study we planned to assess the aspirations of BRS students. Total 6 colleges were selected for the study. All the final year students of these colleges were included in the study and thus total sample size was 275 students. Slightly more than half of the respondents (52.36%) were male, resident of rural background (86.18%). Most of the respondents were from Arts (53.09%) stream. Almost 90 percent of the respondent's fathers were educated and 32 percent of the respondent's mother were uneducated. Most of the respondent's (42.92%) family occupation was farming and animal husbandry. Most of the respondents had medium level of risk orientation (72.36%), self-confidence (70.18%) and achievement motivation (71.64%). They prefer mostly *gramsevak*, diary and agricultural occupation for themselves. Most of them want to continue their study further. The important variables which are significantly associated with the aspiration of the students were risk orientation ($r = 0.693$), achievement motivation ($r = 0.688$), parent's education ($r = 0.679$), self-confidence ($r = 0.503$), educational stream of the students ($r = 0.481$), and source of information ($r = 0.428$).

Keywords: Bachelor of rural studies, students, aspiration, career

Introduction

India is the youngest nation in the world. More than 65 percent of the population is under the age of 35. According to a leading newspaper of India (The Hindu, 2021) [7], by 2020, the median age in India will be 28 years; in comparison to 37 in China and the United States, 45 in Western Europe. This youth population is a rich resource of India, especially the rural Indian youth population, where our 75 percent population lives. Still rural India constantly facing socio-economic and political challenges. Due to these challenges, the growth of rural India is suffering and millions are deprived of the rights to education, food and health care (Deshpande, *et al.*, 2020) [2]. Bachelor of Rural Studies (BRS) opens the vast opportunity for Indian youth to contribute to rural development. It is a three-year degree course. It comes under the stream of humanities and social science. The objective of the course is to prepare the graduates to work for the development of rural areas, to make them understand the issues affecting the rural economy and work towards the betterment of the situation, through awareness, community mobilization and policy implementation. The course was introduced to the Indian academy keeping in view the rural economy's contribution to the overall Indian economy. The degree covers topics like the rural economy, statistics, cooperation, panchayat, animal husbandry, agriculture, horticulture, political science and entrepreneurship. BRS degree holders have opportunities in the field of rural

development. They can become field officers, documentation officers, programme officers, area executives, agronomists, research heads, marketing and sales managers, territory in-charge, business development managers, and district coordinators. They can also have an opportunity to work with different NGOs working in the field of rural development. Other than these there is a good scope of higher studies after the BRS degree. Master of Rural Studies (MRS), Master of Business Administration (MBA), Master of Social Welfare (MSW) can be pursued after BRS. These BRS colleges are working on *Gandhian* principles of education and set up in rural background. These residential courses make the students involved whole day in various educational and other personality development activities such environment makes up their minds as disciplined and workaholic nature. This present study was planned to assess the aspirations of BRS students.

Methodology

The present study was conducted in North Gujarat area. There are total 12 colleges in Gujarat offering the Bachelor of Rural Studies courses. Out of these, 7 colleges were situated in North Gujarat, at Amrapur, Jiliya, Madana, Nardipur, Ratanpur, Samoda and Sonasan. The BRS colleges of North Gujarat are affiliated under two universities. Hemchandracharya North Gujarat University (HNGU), Patan operating 5 colleges and other 2 colleges are operated by

Gujarat Vidyapith, Ahmedabad. Total 6 colleges were selected for the present study. All the final year students of

these colleges were included in the study and thus total 275 students were selected for the study in the following manner.

Sr. No.	College	No. of students
1	Gram Sewa Mahavidyalaya, Gram Bharti Vidyapith, Amrapur	37
2	B. M. Shah Gram Vidyapith, Jiliya	45
3	Natun Bharti Gram Sewa Mahavidyalaya, Madana	54
4	Mahila Gram Vidyapith, Nardipur	50
5	Lokeniketan Mahavidyalaya, Ratanpur	50
6	M. H. Patel Gram Sewa Mahavidyalaya, Samoda	39
Total (n)		275

Data were collected with a well-structured and pre tested interview schedule. Questionnaire as well as interview method were used for collection of data. Different scales were used to measure different variables selected for the study.

Result and discussion:

General profile of the BRS students

Under this objective different variables were studied by using different standardized scales. These variables were also treated as independent variables for the study. The results are

described under following headings:

Gender: Figure 1 indicates the gender of the respondents. From the data it can be clearly concluded that the proportion of male and female students in the sample were almost similar. There were 52.36 percent male and 47.64 percent female in the sample. In Gram Sewa Mahavidyalaya, Gram Bharti Vidyapith, Amrapur there was only boys while in B. M. Shah Gram Vidyapith, Jiliya and Mahila Gram Vidyapith, Nardipur there were female respondents only.

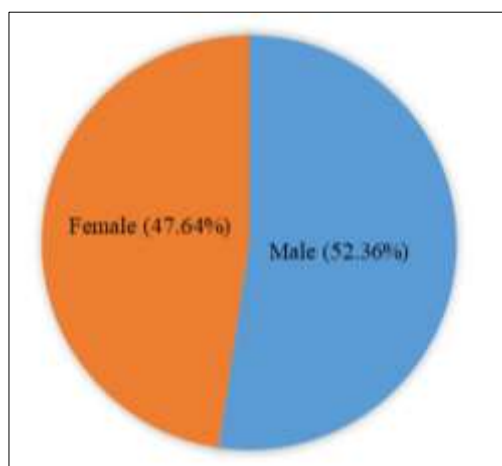


Fig 1: Gender (n = 275)

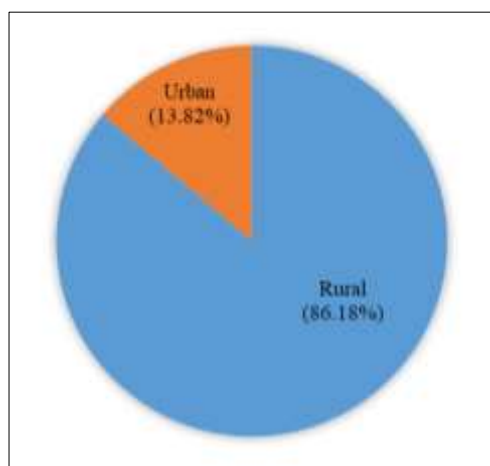


Fig 2: Background (n = 275)

Background: Figure 2 indicates the background of the students in which locality they were living. Most of the students (86.18%) were from rural background and only 13.82 percent were from urban area.

Family members: Table 1 indicates the number of family members in the families of the respondents. It can be observed that most of the families (66.91%) were composed of 5 to 8 members and followed by less than 4 members (26.91%) and more than 8 members (6.18%) respectively.

Table 1: Distribution of respondents according to their family members

Sr. No.	Family members	Frequency	Per cent
1	Less than or equal to 4 members	74	26.91
2	5 to 8 members	184	66.91
3	More than 8 members	17	06.18
Total		275	100.00

Educational stream: The following figure shows the educational streams of the respondents in their higher secondary level. Majority of the students were coming from

Arts (53.09%) and Commerce (46.18%) fields. Only 2 respondents were from science stream.

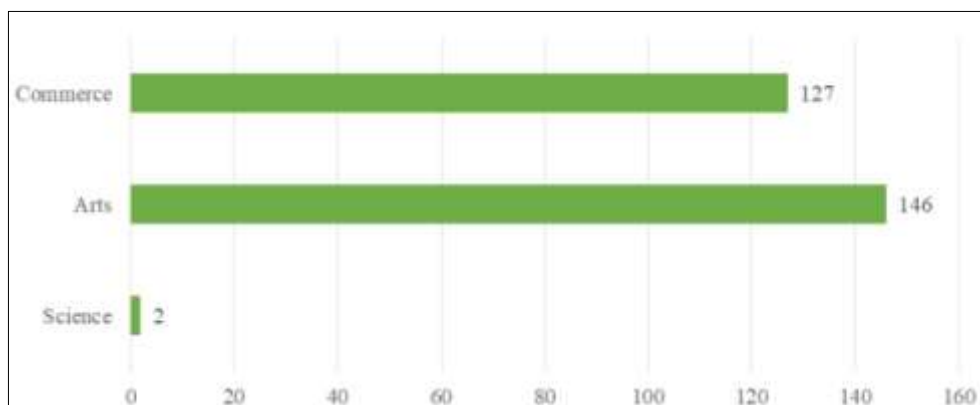


Fig 3: Educational stream (n = 275)

Parent's education: Figure 4 indicates the educational status of the parents of the respondents. It is clear from the figure that educational statuses of fathers were better than their counterparts. Almost 90 percent of the respondent's fathers

were educated where as 32 percent of the respondent's mother were uneducated. It is also clear from the table that most of the parents were primary level educated.

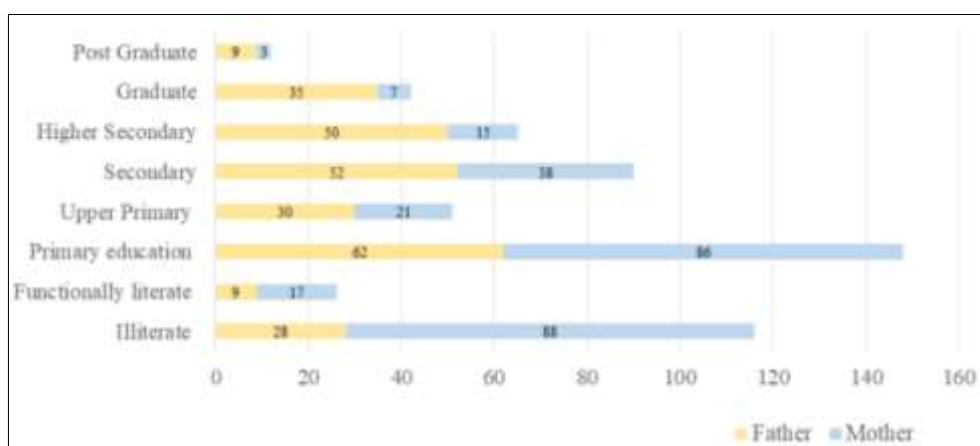


Fig 4: Parent's education (n=275)

Family occupation: Following table indicates the family occupation of the respondents. It is clear from the table that most of the respondent's family occupation was farming and animal husbandry (42.92%) followed by farming alone (23.27%) and business (6.90%) respectively.

Table 2: Distribution of respondents according to their family occupation

Sr. No.	Family occupation	Frequency	Percent
1	Farming	64	23.27
2	Animal Husbandry	7	02.54
3	Govt. Job	8	02.91
4	Private Job	14	05.09
5	Business	19	06.90
6	Farming & Animal husbandry	118	42.92
7	Farming, Animal husbandry & Business	12	04.37
8	Other	33	12.00
	Total	275	100.00

Source of information: There were various sources which help students to acquire information about BRS college admission. This variable was measured by using a scale developed by Deshpande *et al.*, (2020)^[3]. From the available information sources, the students generally prefer very few

sources for getting information. The informal source such as friend and family member were mostly used (64.00%) by the students to get information regarding admission followed by school teacher and social media and other mass media.

Table 3: Distribution of respondents according to their use of information source

Sr. No.	Family occupation	Frequency	Per cent
1	Television	14	05.09
2	Internet / Online/ Social media	19	06.90
3	School teacher	25	09.09
4	Friends and Family members	176	64.00
5	Internet & Friend	17	06.18
6	Teacher & Friend	12	04.37
7	Internet, Teacher and friend	12	04.37
	Total	275	100.00

Risk orientation: Among the psychological characteristics of the students' risk orientation was measured by using a scale developed by Supe (2007)^[6] with some modification and the data are presented in table 4. The table clearly indicates that the most of the BRS students (72.36%) were medium risk taker followed by high (14.55%) and low (13.09%) level of risk taker respectively.

Table 4: Distribution of respondents according to their risk orientation

Sr. No.	Risk orientation	Frequency	Per cent
1	Low (< 17.67 score)	36	13.09
2	Medium (17.67 to 26.48)	199	72.36
3	High (> 26.48 score)	40	14.55
Total		275	100.00
Mean = 22.072		S.D. = 4.40	

Self-confidence: Table 5 shows the distribution of the respondents according to their self-confidence. This variable was measured by using scale developed by Rosenberg (1965) ^[4] with some modification. The table indicates 70.18 percent of the respondents had medium level of self-confidence followed by high and low level of confidence with 17.46 and 12.36 per cent respectively.

Table 5: Distribution of respondents according to their self confidence

Sr. No.	Self confidence	Frequency	Per cent
1	Low (<16.63 score)	34	12.36
2	Medium (16.63 to 22.91 score)	193	70.18
3	High (> 22.91 Score)	48	17.46
Total		275	100.00
Mean = 19.77		S.D. = 3.14	

Achievement motivation: This variable was measured by using a scale developed by Schuler and Prochaska (2000) ^[5] with some modifications and the data are presented in table 6. The table clearly shows that the most of the respondents (71.64%) had medium level of achievement motivation, followed by low and high level of achievement motivation with 14.90 and 13.46 percent respectively.

Table 6: Distribution of respondents according to their achievement motivation

Sr. No.	Achievement motivation	Frequency	Per cent
1	Low (< 57.54 score)	41	14.90
2	Medium (score 57.54 to 71.24)	197	71.64
3	High (>71.24 score)	37	13.46
Total		275	100.00
Mean = 64.39		S.D. = 6.85	

Table 8: Distribution of respondents according to their occupational aspiration (n=275)

Sr. No.	Preferred occupation	Like	Dislike
(a)	Realistic		
1	Mechanic	73 (26.55)	202 (73.45)
2	Carpenter	20 (7.27)	255 (92.73)
3	Farmer	202 (73.45)	73 (26.55)
4	Livestock/dairy	209 (76.00)	66 (24.00)
5	Poultry	32 (11.64)	243 (88.36)
6	Sericulture	46 (16.73)	229 (83.27)
7	Engineer	107 (38.91)	168 (61.09)
8	Contractor	139 (50.55)	136 (49.45)
(b)	Investigative		
9	Scientist	146 (53.09)	129 (46.91)
10	Mathematician	58 (21.09)	217 (78.91)
11	Economist	85 (30.91)	190 (69.09)
12	Lab technician	77 (28.00)	198 (72.00)
13	Pharmacist	99 (36.00)	176 (64.00)
14	Statistician	83 (30.18)	192 (69.82)
(c)	Artistic		
15	Actor or architect	154 (56.00)	121 (44.00)
16	Writer	99 (36.00)	176 (64.00)
17	Artist	130 (47.27)	145 (52.73)

Aspiration of BRS students:

Aspiration refers to a person's or a group of person's orientation towards particular social status or status attribute like occupation, education, income and so on. In the present study, aspiration refers to BRS students' orientation towards education, occupation and enterprise aspiration.

A) Educational aspiration: The educational aspiration was measured by asking the students about their future aspiration of further or higher study.

It was measured in two parts in first part we try to find out whether they want to continue their study further or not and in second part if they want then upto what level they aspired to study. If any respondent did not aspire to study further, then their reason was also extrapolated. The data are presented in following Figure 5 and tables.

The figure clearly indicates that most of the students aspired to study further. Only 8 respondents did not want to study further due to the burden of other responsibility of family and lack of facilities in nearby areas. Out of 267 students 132 aspired to study MRS after BRS followed by almost one fourth of students wanted to get some vocational degree or any other degree like Master of Social Work (Table 7).

Table 7: Distribution of respondents according to further study (n=267)

Level of study	Frequency	Percentage
MRS	132	49.44
Any vocational degree	63	23.60
Any online degree	12	4.49
MSW	60	22.47

B) Occupational aspiration: Table 8 indicates the occupational aspiration of the BRS students.

It is clear from the table that the respondents mostly preferred conventional and artistic types of occupations (weighted mean preference score 126 and 121.14 out of 275). They preferred mostly the *gramsevak* occupation (78.18%) followed by livestock or dairy occupation (76.00%) and agriculture (73.45%).

18	Painter	115 (41.82)	160 (58.18)
19	Singer	133 (48.36)	142 (51.64)
20	Dancer	113 (41.09)	162 (58.91)
21	Web designer	104 (37.82)	171 (62.18)
(d)	Social		
22	Humanitarian	125 (45.45)	150 (54.5)
23	Priest	39 (14.18)	236 (85.82)
24	Teacher	154 (56.00)	121 (44.00)
25	Social worker	142 (51.64)	133 (48.36)
26	Doctor	86 (31.27)	189 (68.73)
27	Physiotherapist	58 (21.09)	217 (78.91)
28	Counselor	85 (30.91)	190 (69.09)
29	Gramsevak	215 (78.18)	60 (21.82)
(e)	Enterprising		
30	Politician	93 (33.82)	182 (66.18)
31	Sales	63 (22.91)	212 (77.09)
32	Leader	108 (39.27)	167 (60.73)
33	Manager	157 (57.09)	118 (42.91)
34	Businessmen	160 (58.18)	115 (41.82)
(f)	Conventional		
35	Secretary	115 (41.82)	160 (58.18)
36	Office manager	158 (57.45)	117 (42.55)
37	Administrator	149 (54.18)	126 (45.82)
38	Accountant	114 (41.45)	161 (58.55)
39	Banker	94 (34.18)	181 (65.82)

(Data in parenthesis indicate percentage)

C) Enterprise aspiration: Table 9 indicates the enterprise aspiration of the BRS students. As they were mostly from rural background so they aspired more towards agriculture (63.64%) and dairy (58.91%) enterprise. The nursery

management and small scale industry were also quite popular among the BRS students and these were liked most by 46.18 and 44 percent of the respondents.

Table 9: Distribution of respondents according to their enterprise aspiration (n= 275)

Sr. No.	Enterprises	Most interested	Moderately interested	Least interested
1	Agriculture	175 (63.64)	85 (30.91)	15 (5.45)
2	Dairy	162 (58.91)	75 (27.27)	38 (13.82)
3	Poultry	18 (6.55)	64 (23.27)	193 (70.18)
4	Cold storage	33 (12.00)	117 (42.55)	125 (45.45)
5	Nursery management	127 (46.18)	112 (40.73)	36 (13.09)
6	Small scale industry	121 (44.00)	104 (37.82)	50 (18.18)

(Data in parenthesis indicate percentage)

Association between profile and aspiration of BRS student

To study the association between the profile characteristics and aspiration of the BRS students we applied correlation coefficient and the result has been showed in table 10. It is clearly observed from the table that parent's education, risk orientation and achievement motivation had positive and highly significant association with overall aspiration of the

BRS students. Educational stream of the students, source of information and self-confidence had positive and significant relation with the aspiration of the BRS students. On the other hand, gender, background, number of family member and family occupation did not have any association with the aspiration of the students. The findings are similar to the findings of Biswas, *et al.* (2025) ^[1].

Table 10: Association between profile characteristics and aspiration of BRS students (n= 275)

Sr. No.	Independent variable	Correlation coefficient
1	Gender	0.086 ^{NS}
2	Background	0.104 ^{NS}
3	Family member	0.207 ^{NS}
4	Educational stream	0.481*
5	Parents education	0.679**
6	Family occupation	0.203 ^{NS}
7	Source of information	0.428*
8	Risk orientation	0.693**
9	Self confidence	0.503*
10	Achievement motivation	0.688**

^{NS} = Non significant, * = Significant at 5% level of significance, ** = Significant at 1% level of significance

Conclusion

From the study it can be concluded that most of the BRS students were from rural background had medium level of self confidence, achievement motivation and risk orientation. They prefer mostly *gramsevak*, diary and agricultural occupation for themselves. Most of them want to continue their study further in same stream of in Social work. The important variables which are significantly associated with the aspiration of the BRS students were parent's education, risk orientation, achievement motivation, educational stream of the students, source of information, and self-confidence.

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