

E for Entrepreneurship Education

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Abstract

There is no denying of the fact that education empowers people. Since the beginning of mankind, education played a vital role in development. After independence, India worked for its development through various plans, policies and programmes. Our country learnt from these, learning by doing was the approach. In this process, we learnt that only giving to people would not help them develop. The proverb proved itself right again, “Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime”. Now the programmes in India have made provision for educating the beneficiaries of the programme to make the programme successful. The paper is based on study of some programmes and policies, the study in villages was conducted using observation and interaction with the beneficiaries using open ended questions. ¹ The study shows that we have stepped towards the first step of education and now we need to draw the path for next steps for education in all spheres of life as per the requirement of that particular stage. So that we can realise the dream of making someone stand tall for lifetime and beyond.

Key Words

Rural, Villages, Entrepreneurship Education, SHG, VO, CLF, NRLM

Introduction

Swami Vivekananda said Education should enable each man to develop his physical strength and moral courage to succeed in the struggle for existence and should lead to the development of character and morality. Leaders all around the world have similar views about education. Education is not just telling a group of people to do something; it is more about equipping them for their life. It is said that “the mother is the first teacher for the child” and this statement explains what Education is?

“Unity is Strength”, we have heard this since our childhood. We also read stories about power of unity. Sometimes we experienced it in our lives, when our friends helped us. This always proves true. Great Movements became great because people came together. Successful organizations achieve success because all the employees work towards to achieve one goal. This time I witnessed unity, which gave rise to Rural Entrepreneurship. Earlier it has very humble beginning, just known as Self-help groups, happy with small savings but slowly this grew and helped many lives and nations. This brought together Government, non-government organizations, social workers, villagers and all others who wanted to be a part of this journey “together”. This lead to way of making world a small village.

The members of these SHG groups proved that they came together, learnt new things, put in efforts for their work and won the race for a better life. This I saw not only in one village but also in three states of India. At some places, it is at its nascent stage and at some places; it has reached its heights. This paper describes about successful rural entrepreneurship education, which lead to successful enterprises in some villages in three states of India.

Operational definitions

Rural - Any habitation with a population density of less than 400 per sq. km., where at least 75 percent of the male working population is engaged in agriculture and where there exists no municipality or board. (Govt. of India) ²

Village - Village means revenue village declared by govt. of India. The revenue village is a well-defined unit and has been used as a unit for data collection in all the censuses in the post independence period. The village in the administrative sense is the 'mauza' a settled area with defined boundaries, for which village records have been prepared. ³

Entrepreneur and Entrepreneurship - The word entrepreneur originates from the French word, *entreprendre*, which means, "to undertake." The Merriam-Webster Dictionary presents the definition of an entrepreneur as one who organizes, manages, and assumes the risks of an enterprise. ⁴

According to Peter Drucker, the entrepreneur always searches for change, responds to it and exploits it as an opportunity. Therefore, entrepreneurship means the process of creating enterprises for economic development. ⁵

If these enterprises are in rural areas, we call them rural enterprises, irrespective of the product they are manufacturing and where they are selling.

Education - Education comes from the word *Educe* that means to 'bring out' or 'extract'. Education means lifelong learning which includes education, training, developmental activities as well as hand holding approach. ⁶

Rural Entrepreneurship

About Grameen Bank and Self Help Groups ⁷

Grameen Bank system was established in Bangladesh by Mohmad Yunus which later gave him Nobel prize. It is believed that this system was the pioneer in form for financial inclusion of the poor from the villages. This system came into being in year 1976. India also wanted financial inclusion of rural poor and their development. Therefore, the grameen bank system was seen as an appropriate tool. Governments, policy makers studied this tool and then modified it according to the requirements of Indian economy. Thus evolved the Self Help groups (SHGs). In India, NABARD (National Bank for Agriculture and Rural Development) promoted the SHGs in 1980s. The concept has proved itself very well and it is moving ahead. Earlier it started with interventions in some places; today it has taken the nation under its wings. Many programmes, projects and missions worked and are working for poverty alleviation and financial inclusion of the poor and the base for all these is Self Help Groups.

What is Self Help Group?

- It is group of members, homogenous in terms of economic condition, social condition.
- The number of members in a group is not more than 20.
- The members decide to save a fixed amount of money regularly, on monthly basis.
- They come together at one place, once in a month and collect the amount.
- The members borrow for their own requirement, after mutual consensus with all the members.
- The members decide the rate of interest for the borrowed money, it is kept low. Example 2%, 6% etc.

- The member has to return the amount with interest within stipulated time; the members decide this time.
- The group can open a savings bank account in the bank.
- If the group has regular savings, borrowing and return i.e the fund keeps revolving, the group can avail loan from bank on presenting a business proposal.

Journey of SHGs in India ⁸

India saw some of the programmes employed for poverty alleviation are Integrated Rural Development Programme (IRDP), Training of Rural Youth for Self Employment (TRYSEM), Development of Women and Children in Rural Areas (DWCRA), Swarn Jayanti Gram Swarajgar Yojna (SGSY) etc. now National Rural Livelihood Mission (NRLM) now known as Deen Dayal Antyoday Yojna. This paper focuses on SHGs under NRLM. The base unit for NRLM is SHG. The enhancement done in NRLM which was not there in earlier programmes is the introduction of capacity building for the beneficiaries and the staff at every stage of development.

About NRLM and Education ⁹

Then NRLM came into force with following things in focus of the mission-

- Poor need to be organised into groups for better utilisation of the services provided to them.
- Capacity building of the beneficiaries has to be given top priority for effective implementation of any programme.

World Bank supports NRLM and the mission is run by Ministry of Rural Development (MoRD), Government of India since June 2011. It aims to cover 7 crore below poverty line households across 600 districts, 6000 blocks, 6 lakh villages and 2.5 lakhs Gram panchayats. The beneficiaries will be poor households the medium to reach them is Self Help Groups. The mission will empower the poor with information, knowledge, skills, tools, finance and collectivization so they can lead better lives and in turn bring rural development.

The Mission Document of NRLM says -

“It aims to reach out to all the rural poor families and link them to sustainable livelihoods opportunities. It will nurture them till they come out of poverty and enjoy a decent quality of life. To achieve this, NRLM will put in place dedicated and sensitive support structures at various levels. These structures will work towards organising the poor, building their capacities and the capacities of their organisations, enabling them access to finance and other livelihoods resources. The support institutions will play the roles of initiating the processes of organising them in the beginning, providing the livelihoods services and sustaining the livelihoods outcomes subsequently. The support structures will also work with the unemployed rural poor youth for skilling them and providing employment either in jobs, mostly in high growth sectors, or in remunerative self-employment and micro-enterprises.”

NRLM stands on 21 key Features and the third feature in this list is –

Training, Capacity Building and Skill Building

Education for the Beneficiaries and Staff ¹⁰

The mission ensures that the beneficiaries and staff, learn right from the beginning about SHG concept, about their role in SHG, about savings, borrowings and fulfilling basic household needs.

There are various steps to this and according to the needs; the mission provides the education to the beneficiaries and the staff. The beneficiaries are at three levels, SHG, village and Cluster. The Village Organisations and Cluster Level Federation are formed from SHGs. These are higher-level organizations to SHGs. 2 elected members from all SHGs join to form a village organisation (VO) and similarly 2 elected members from all VOs join to form Cluster Level Federation (CLF). The staff for the programme is deployed at three levels village, district and state. The mission has developed a Handbook for Capacity Building. The trainings are for SHG Members, SHG leaders, SHG Book Keeper, Village Organization (VO), Executive Committee (EC) & Office Bearers (OB), VLF Sub – Committees, Community Activist / Mobilizers, Cluster Level Federation (CLF) - Executive Committee (EC) & Office Bearers (OB), CLF Sub – Committees, CLF Accountants, Community Resource Persons (CRPs), Book Keeper Trainers (SHG - VO), Community Trainers (SHG, VO & CLF level), MCP Trainers, PIP Trainers, Trainers of Trainers

The various teaching methods used for these modules are-

- Interactive lecture method
- Video Films
- Brain storming sessions
- Role plays
- Games
- Case Studies
- Demonstration
- Exposure visits to good practices

The implementation of this mission has helped some SHGs and made their life better. This paper shows the entrepreneurship practices from some villages in three states of India. These states are Telangana, Uttar Pradesh and Madhya Pradesh.

Telangana

This study was conducted last year and it is about Musapeth village in Addakul block in Mahabubnagar dist. of Telangana. Around twenty years back this was a poverty-stricken village. There was no food and no work in the village. People started migrating from village in search of work and food. In year 2015, i attended “Village Organisation” meeting in the village. The members told their story of transformation. ¹¹ The first few SHGs were formed in year 1995. They started with savings of Rs.10 every 15 days. In 1995, the number of SHGs was 105, in 2015 it is 653. Village Musapeth has two VOs. Earlier there was only one VO only but because of increased number of SHGs they have created one more VO in 2014 and named it ShriLakshmi. The older VO SriSai is from 1997.

Successful Interventions

In Telangana and Andhra Pradesh between VO and CLF, there is one more ladder called Mahila Mandal Samakhaya (MMS), it is because of large size of clusters, they are divided into mandals for administrative purposes. This village is on the side of highway and this makes it a suitable location for a small market with food items and other necessary things. In one campus, they have a restaurant, a shop and dairy chilling plant, Mahila bank and training centre with residential arrangements.

Restaurant - Earlier SHGs used to run the restaurant now MMS gives contract to VO and VO gives it to SHG to run the restaurant, the SHG can further give it to an individual.

The MMS gets rent of Rs.16,000 per month from the restaurant.

Shop - There is a readymade garment shop in this campus. SHG runs this and they pay Rs.4000 as rent to the MMS, the profit from selling is their.

Dairy Chilling Centre - This dairy chilling centre is linked to the government dairy. The plant capacity is 5000 ltrs. Everyday on an average more than 3000 ltrs of milk is collected. Three milk routes are developed and milk collection is from 26 villages. Village milk assistant collects milk and he gets Rs.0.50 per liter. MMS sends the milk to AP dairy and receives Rs. 2 per litre.

Mahila Bank - The bank now has more than 400 SHG accounts. The bank is able to give loan in lakhs. This bank is by the women, for the women and of the women.

Need for more education

The members were doing procurement of Castor, groundnut seeds and selling at good market prices but now they have stopped this activity. The building for storage is there and it has capacity to store 30 to 40 tons. Earlier they were making vermin compost also. The members are not able to take up the marketing activity properly. Therefore, they suffered losses for the products they developed or stored and now they have stopped many of these activities. The difficulties come to them in form of all Ps of marketing.

Uttar Pradesh

Ahirori village near Lucknow in Uttar Pradesh, it is a big village with a big pond and of course large population. ¹² Most of the people here have marginal lands and they do the agricultural

work using manual equipments because they do not have money to purchase tractor and there is no need of tractor throughout the year. Most of the agricultural land is rain fed so only one crop in a year. In this village under NRLM, SHGs and Village Organisation are formed. The village organisation thought that if we can provide tractor on rent to farmers. The VO has bought a tractor with agricultural equipments required. Now the VO give this on rent to all the villagers as well as SHG members, the rent collected from SHG members is less compared to the rent charged from others. They give the tractor on rent to nearby villages also. This activity helps the SHG, VO members and farmers.

Need for more education

What to do next? The SHG members and VO members are not able to move ahead and come up with new ideas for taking up new enterprises.

Madhya Pradesh

This study is about three villages in Madhya Pradesh. Two villages are in Raisen district and one village is in Rajgarh district.¹³

Successful Interventions

Borpani village in Raisen district. The village has 11 Self Help Groups. The VO is now looking forward for overall development of the village. The activities they have taken up are - All children in school and Construction of toilets. For the first activity they met teachers and education department officers and requested them to run the school regularly, these members are going to every house of the village and telling the parents to send children to school. For

construction of toilets in school and at every house of the village, the members have decided to take loan and complete this task.

Sankal Village in Raisen district. The SHG women are engaged in making incense sticks. They are trained in production and the machines are provided to them. The programme staff has taken up marketing and branding for the products and tieups are being done with government outlet shops like Bhopal Haat, Aajivika, Vindhya etc. The agarbattis are also being taken to Delhi at the time of fair.

Amliyahaat Village in Rajgarh district has Cluster Level Federation (CLF). The CLF here runs a training centre, which imparts trainings on the topics like SHG concept, VO concept, CLF concept and management, SHG meeting/Exposure, VO Meeting, CLF Meeting, SHG Book Keeping, VO gram sakhi, SHG formation and management, Panchayati Raj Concept and Management, Leadership and Development, Rules for VO, CLF formation. Cluster Level Federation manages this training centre. These members manage all the activities related to the trainings, right from organising the training, conducting training sessions, preparing food, managing the trainees, distributing training material. Apart from this activity the village has many other activities like bulb preparations, bengal making, stitching uniforms etc. VO of Amliyahaat village of Rajgarh district took ownership of 20 stray cattle, calving of these cows is done through Artificial Insemination (Sehwal breed). There are 17 successful cases. The calves are sold at the price of Rs. 2,000 each. Waste products from these cattle are used as components in herbal phenyl and vermi compost. These products are sold through government shops.

Need for more Education

In all these villages, there is progress and it is evident that, the staff working for this programme has not only shown SHG members, the way towards good life but also walked with them through all the difficulties. The women want to learn more and more and not stop at this point. They say we now want to move ahead, take higher positions, and want to empower more women and take them along with us. There are women, who are still suffering, we were like that, but somebody helped us, now, we should help others.

Conclusion

Education is foundation and provisions for educating the beneficiaries of the programmes are made. Most programmes, take first step as educating people, generating awareness about the programme and make people understand their role in the success of the programme. This approach is getting acceptance not only among policy makers but also among the beneficiaries of the programme and has definitely shown better results with people participation at every level. The need is to look at the various levels of education for the beneficiaries of any programme, and the methods and medium used for imparting education. In addition, the need is to look at other lacunas. This need emerges because; the programme aims to make the people self sufficient in every term and these people should lead the way further. Therefore, for developing successful rural entrepreneurs the building block can be nothing less than entrepreneurship education.

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