

Role of Sustainable Entrepreneurship towards Sustainable Rural Development of India

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Abstract - Gandhiji continuously favoured the education system supported by personal life experiences. It has been ascertained if some live demonstration, real experiences and value examples get enclosed in educational programmes of management studies; it will positively be tested productive. This can develop spirit of entrepreneurship and therefore the attributes and perspective as future entrepreneurs in students, who are about to be accountable citizens of Indian nation. Here, an effort has been made to indicate the outcomes and to clarify the chances of motivating the youth towards sustainable entrepreneurship, which might be tested as an efficient step towards the sustainable rural development of India.

Keywords: *Sustainable Entrepreneurship, Udyog, Nai Talim, Life Skill Development, Rural Management*

I. INTRODUCTION

Growth...Development...Progress...- These appear terribly enticing and rosy words, which magnetize us plenty. Bharat has started progressing by leaps and bounds. With the huge modification within the policy of liberalisation, Privatization and globalisation in 1991, Bharat has stirred on the trail towards modernization, urbanization, industrial enterprise and nice technical and skilled advancement. Youth of Bharat these days is found crazy behind fulfilling their dreams and wishes through this path. Tremendous growth of private sector enterprises is ascertained in our country. Varieties of educated youth are utilized in these sectors. Physical growth, material prosperity, luxurious life vogue and concrete habitation are thought of solely as an equivalent word of success. And therefore our education system has become examination bound and competition orientating solely. Can it lead our nation towards verity 'Swaraj' dreamed by Mahatma Gandhi? Clearly not. Consistent with Gandhi "Education ought to be therefore revolutionized on answer the requirements of the poorest villager, rather than responsive those of an imperial selfish person. India's approach isn't Europe's, and India lives in seven hundred thousand villages." The perplexity of rural management education is between specific value-system towards the betterment of the poor and therefore the worth neutral improvement approach of standard management education. In most of the cases, matters of the scholars of rural management are incredibly strange and packed with perplexity. In their education, theories of rural development are mentioned however the truth is kind of totally different. Management education is provided through the books and case studies keeping in sight the management principles and theories developed in foreign countries. They're given samples of corporate world and large scale industries. Generally utilization of such information into real rural life isn't attainable. Thus, the scholars feel gap between the information they gain and their sensible life. Gradually, the direction of their

thinking starts dynamical. This may be one amongst the foremost necessary however neglected causes of rural-urban migration in our country. sadly rural management student isn't found most inquisitive about the development of village as he/ she doesn't have any expertise primarily based information. Most of the rural students aim at obtaining a decent job in any of the acknowledged NGOs, co-operatives or firms. However the perfect scenario is that - Our education system ought to build the scholars employment generators and not mere employment seekers.

In such circumstances, if any economic activity and sensible expertise are related to the course info, entrepreneurial attributes can automatically develop within the students. They themselves begin learning management theories and principles relating identical to any of the fascinating Udyog activity. New dimensions of thought are open up and plenty of students will save their ancient and inherent art by giving it a contemporary bit appropriate to the recent era. this article relies on associate experimental experience with rural management students (girls) of the Centre for Studies in Rural Management of Gujarat Vidyapeeth.

II. GANDHIJI AND 'UDYOG'

Gandhiji perpetually favoured the education based on personal life experiences. Gujarat Vidyapeeth has still continued implementing with success the thought of Gandhi by introducing 'Udyog activities' as associate integral a part of the programme. Adopting such structured talent development activities will pave the approach for development of entrepreneurship. Such programmes will train, inspire and assist the future entrepreneurs in achieving their final goals. The rural youth has basic autochthonous information, skill, potential and resources to ascertain and manage enterprises. They solely need correct steerage, motivation and encouragement to start out any enterprise. If they're given data relating to production method, promoting efforts, financial planning , technological advancement, etc. they will prove their talents as entrepreneurs.

Udyog isn't an issue to be thrust upon the students; it's associated with life until death. Mohandas Karamchand Gandhi determined that the so known as literate category of people became idle rather than turning into industrious. This implies that education makes man dead rather than living, it had been found necessary to reinstate the worth of Udyog in education. Hence, Gandhiji gave that new stream of education within which academic education of subjects is to lean only after acceptable community living, Chhatralay and Udyog.

These three thoughts are life focused. They're inevitable for living life. To live life in community appropriate to that, to live independent life and to become industrious are the premise of success of life. He named such an approach of education as the Nai Talim. Gandhiji gave Udyog that a lot of importance mutually Jeevan Rasayan or Medium of Education. According to Mahatma Gandhi, "The principal plan is to impart the full education of the body, mind and soul through the handicraft that's tutored to the youngsters."

Udyog means Higher Yoga. Yog-sadhana is incredibly necessary for stability, health, peace and power of mind, body and soul. Udyog mustn't be thought of as mere onerous physical labour. Udyog ought to be integrated and introduced in education as an inevitable aid or medium of education-process. It's terribly true in all the disciplines of life. Being free from mere studious information, a student ought to resort to manual work and sensible experience. Gandhiji place stress on vocational and practical education. "Earning while learning" was the slogan of this education. This can increase the creativity in a student. As Gandhi wished to create Indian village's independent units, he emphasized that education ought to increase the potency inside the scholars who can build the village as self-sufficing units.

In alternative words, Gandhi's academic philosophy was born out of his intense have to be compelled to higher the condition of rural Bharat. As Kumarappa puts it, "Gandhiji saw that the sole approach of saving the country at that juncture was to revive village economic life and to relate education to that. Education ... was to be supported village occupations. The child was to be trained to be a producer"

III. ENTREPRENEURSHIP DEVELOPMENT IN RURAL MANAGEMENT STUDENTS

Gujarat Vidyapith relies on the principles of Basic Education (Buniyadi Shikshan or Nai Talim). Hence, Udyog is taken into account as a foundation of education. Consistent with Gandhiji, education brings out the abilities hidden within the body, heart and soul of the scholars. Education teaches actuality art of living. It includes getting entrepreneurial skills, maturity of thoughts and treasure of virtues. Udyog build the scholars capable to grasp the worth of labour and to be economically free. Udyog will facilitate the scholars in developing assured and self-directed personality.

At Randheja campus of Gujarat Vidyapith, the task of life skill development in students is being done terribly effectively through numerous Udyog activities. Every and each student also as teacher takes part in such activities

with nice enthusiasm, spirit, concentration and devotion. The amount of one hour is taken to such Udyog daily.

All the scholars of numerous faculties are appointed various Udyog activities like agriculture, stitching and knitting, spinning, soap creating, file making, handicraft, etc.

The cluster of fourteen ladies was divided into 3 sub teams consistent with their interest, skills and skills. Once the discussion with every cluster, they were appointed the subsequent Udyog activities:

Team No.	No. Of Students	Udyog	Description
1	4	Hand bags	<ul style="list-style-type: none"> Hand bags with lining inside were made of pure Khadi. There were varieties in pattern and designs such as belt size, pockets, colour and print of material, etc. Bags were decorated with mirror, beads, lace, hand embroidery, Kodies, Tikies, etc.
2	5	Ornaments	<ul style="list-style-type: none"> Mainly bracelets and ear-rings were produced. To take the advantage of Rakhi-day and Friendship day, some Rakhi and Friendship Bands were also produced and sold Bracelets were made of paper beads and plastic beads Earrings were made using waste plastic bags.
3	5	Paper Flowers With Vase	<ul style="list-style-type: none"> Whole product was 100% eco friendly and made of paper only. Vase were made of waste news papers and painted artistically. Flowers were made of florescent coloured papers by using various cutting and folding techniques. Origami (A Japanese art of folding paper) was also used to make some flowers.

Table 1 – Description of Udyog Activities

Udyog isn't simply a workout done frequently however may be a birth place of latest thoughts, self esteem and concentration. The scholars planned the designs and targets to be accomplished in three months and once the completion of the duration set the target were nearly achieved. From August to middle of October 2012, they worked for a minimum of one hour on each working day. They'd a really smart expertise of planning the product, production, selling, basic accounting and dealing in a team as if they were running a small enterprise. On eighteenth of October at the convocation ceremony of Gujarat Vidyapith, these groups got chance to exhibit and sell their products and to earn make the most of the same. It absolutely was very a difficult opportunity and thrilling experience for them to arrange and prepare themselves for such selling ground.

For fixing the costs of those products, price and valuation methodology and penetration pricing policy was adopted, as they were new players within the market. However, on-going worth prevailing within the current market was additionally kept in mind while deciding costs for ornaments. The price tags were hooked up with all the products. And special discount was offered to the shoppers counting on the quantity purchased.

The students got chance to possess a true market experience to review the behavior, attitude, expectation and demands of the shoppers and consumers. On the occasion of the convocation ceremony, one stall was provided to the scholars to exhibit their merchandise. Here, they understand the importance of private selling, communication, demonstration, etc.

Before having this experience of exhibition, they carried on a 'Test Marketing' effort to understand the style and trend of the market. For that, samples of merchandise were made and they were shown and sold-out within the hostel of the faculty and their own villages. They received the views and suggestions from them and finalized the designs, quality, targets, etc. the entire method, beginning before production and continued after the sale, gave them the generalized plan regarding marketing.

IV. RESEARCH METHODOLOGY

The purpose of this case study is to look at the relevancy and connection of principles of education shown by Mahatma Gandhi in today's education system by correlating Udyog activities with educational program of rural management students. The study relies on a case study, where questionnaire, feedback, observation and personal interviews are accustomed come to the conclusion. The data has been collected from the fourteen respondents (girls), students of MRM from CSR, Gujarat Vidyapith to meet the purpose of the paper. The primary in addition as secondary data sources are used for the fulfillment of the aim. The respondents shared their experience and findings connected with the Udyog activities done from August to October 2018. Here, the data were analyzed by manual ways because the experimental research approach has been used to understand the results of the Udyog activities administered for the period of three months together with their formal study schedule. Although all the scholars of every semester accustomed do some sort of Udyog activity, this study has been done keeping in thought just one team consisting of fourteen women.

V. OUTCOMES AND OBSERVATIONS

Generally, management students are educated subjects like marketing management, production management, finance management, human resource development, NGO management, project management, computer management, research methodology and statistics, etc. during my analysis study, it's observed that the subsequent topics may be well correlative with the Udyog activities as such Principles of Management;

Production planning and Targeting; Lay Out of Unit, Managing Mass Production; Standardization and Quality Control;

Division of Labour, Time Study, motion study, etc.; check selling Experience; New product development Process; pricing strategies and Policies; merchandising ways, Personal selling expertise and salespersonship; branding, Labeling, Marking, Packaging and Packing; Advertising ways and Effectiveness; Applying advertisement Tools like providing Discount, etc.; client Behavior and purchase Decisions; Communication and Human Psychology; Maintaining Stock Register and Calculation of Stock; strategies of price Determination; and Basic Accounting and Record Keeping, etc.

The above sensible information is incredibly a lot of essential to be developed in management students, as they're progressing to be future entrepreneurs of our nation. Besides, the subsequent life skills have also been developed in students intrinsically Team Management and Cohesiveness; Work Involvement and Sense of Cooperation; artistic and Practicability; Thrift, Honesty and Devotion towards Work and Life; Time Management and value of Time; self esteem and decision making Power; Ability of Taking Initiatives and Bearing Risk; Communication skill and Art Of Expressing Self; Enthusiasm and Discipline; Concentration and will Power; and Quality Consciousness.

Thus, Indian education policy should be reviewed and Rural Management courses should be designed in such some way to inspire students not to leave the village however to contribute for the development of the same. The youth is misguided and get confused between two choices: i) whether or not to live in village or ii) to go away the village. Nowadays the actual fact is that rural management students study their syllabus with a view to getting a decent job in a number of the NGOs or some corporate bodies. They feel proud to depart the native place or own village. Why is it so? And who forces them to feel so? It's a debatable issue. Generally going away the village is taken into account as a Certificate of Success. This perception should be modified as early as possible. The rural management courses should be designed in such the way that they will be ready to awake the spirit of responsibility and important thinking among the scholar to reshape the newer India comprising of rich villages and prosperous cultural heritage. This may be partly done possible to relate the practical experiences of life with the course structure so rural youth can have entrepreneurial attributes and power to initiate own enterprise.

VI. CONCLUSION

As we tend to all perceive that the real identity of India resides within the prosperity of human skills, rural resources and Indian heritage. However the situation is kind of shocking. Educated youth of rural India is extremely desperate to leave the village. Even the rural management students don't appear to be a lot of concerned with rural development. The rural youth struggle to grab an employment chance in well-

developed town, that causes burden on urban India and this case is answerable for rural-urban imbalance and unemployment situation in India. With the growth of academic opportunities rural-urban migration rate is also determined high. Students are degree/career bound having dreams and wishes of luxurious urbanized fashion. they're lacking future sight and dashing blindly towards unreal thus known as development. Indian rural ladies are naturally endowed with ancient art, mental courageousness, physical and mental strength and civilized perspective. However they're bereft of economical and social advantages because of lack of correct information regarding utilizing such abilities in a very productive manner. If such perspective and flow of migration continues, the prosperity of Indian ancient rural art and talent can die and disappear. If such strengths are appreciated, nurtured and taken care of seriously, they will do wonders. It's within the hand of youth to revive and reshape the dying Indian originality. They need correct guidance and direction only.

One of the terribly sturdy root causes behind such scenario is the absence of correlation of educational programme with practical life experiences. If some live demonstration, real experiences and value examples are included in educational programmes, it'll positively be proved fruitful. This will develop spirit of entrepreneurship and the attributes and perspective as future entrepreneurs in students, who are aiming to be accountable citizens of India.

Instead of using the skills to create wealthy richer (working for the advantage of huge industrialists of company houses) our youth should utilize their time, efforts, talent and information to become a master of their own independent enterprises, which may give employment to several necessitous. This grass root level efforts are needed to be done for the development of our country. Keeping visible the extent of adaption, pertinence, needs and urge of students, numerous 'Udyog' activities will be designed, adopted and enclosed within the main stream of formal education.

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