Abstract:
A great majority of population of Nepal in the rural areas are still suffering from extreme poverty and quality education. The number of energetic young manpower is going to the Arabic countries in search of jobs. Various data have shown that Nepal is a big supplier of labors in overseas. A big part of budget too depends on the remittance of young labors. At the same time, many youths are living here under no-employment or very small income generating jobs. Instead of doing something on their own and create jobs to others, they are unknown about the quality of soil, climate and land topography of the country and its role in national development. There can be various solutions to address such problems and among them entrepreneurship is one of the best. Therefore, here, this paper, through various primary and secondary sources, justifies the role of entrepreneurial education/program for rural transformation.

Key Words: Entrepreneurs; Transformation; Innovation; Enterprises etc.

Rural Transformation

Rural Transformation (RT) is a process of changing quality of life of the people who are residing into the rural areas, from their own ascribed status to a new achieved status. In RT “People are empowered and enabled to make decisions and take action to improve their life in all dimensions; economic, vocational, social, political, cultural health and environmental” (Cavanagh, Shaw & Wang, 2013, p.311).

It is estimated that 75% of the world's poor live in the rural areas (The World Bank, 2014) where they depend their livelihood on small-scale food crops, agriculture, fishery, pastoral animal husbandry, wage labour on plantations and non salary activities (UNIDO, 2013). Despite the heavy investment of financial and human resources from the governmental and Non-governmental organizations into the rural development, they are still lacking behind. Because of small parcels of land, small agricultural productivity, volatile weather conditions and soil erosion many rural people are compelled to search some other additional income (UNIDO, 2012) sources making best possible use of opportunities.

RT is always initiated to be proactive and positive where education plays a vital role, as a vehicle. The instrumental use of education as a vehicle for empowerment and mobilization in this transformative process has been extolled for the ability to build capacity, relies self confidence and increase interaction and participation in social and economic change. According to Chinaph & Blom (2012),

Education for Rural Transformation (ERT) has gained international importance in the discourse about how the majority of the world’s poor can further improve their quality of life through aggressive but concerted efforts that put the emphasis on an education and learning (Formal, Non-Formal and Informal) that principally, if not solely, address the needs, hopes and expectations of the rural majority poor (p. 31).

Similarly the report of International Fund for Agricultural Development (2011, IFAD) shows, there was a high rate of going abroad in search of job or income from the developing countries but in recent years, the trend has been
slightly changing; there has been a growing interest in agriculture, animal farming, beekeeping and so on, as the key driver of development and poverty reduction in their own countries. This should be considered very seriously in case of Nepal as it is a big source of manpower supply for many overseas countries.

Rural areas and rural people cannot be prosperous in isolation. For the sake of RT, the people should be trained with skillful training and lifelong learning because the overarching global and national challenges of fighting poverty cannot be met unless the problems facing the rural majority in the developing countries are effectively addressed (UNESCO, 2012). To face such challenges, certain qualities like; self dependent, decision making, awareness rising, leadership building, innovating and risk taking etc. are to be developed. Unless the rural transformation is made, the quality of the life of the rural people remains the same i.e. miserable.

**Different Programs for Rural Transformation**

RT is concerned with improving the quality of life of the rural people by enhancing their productive capacities, expanding their choices in life and removing public choices that discriminate against rural poor (UNESCO, 2001). Contemporary society is certainly different from indigenous society in the respect of living style, productivity, ethics, culture and values. Some changes are seen in people voluntarily and some are seen by force.

Different plans and programs are conducted to improve the economic, social and human conditions, and bring positive change in rural people and their living conditions. Directly or indirectly the development of people, both individually and commonly, making them able to realize their full potential, use their skills and talents and play a constructive part in shaping their own society, are some process of rural transformation.

Some important programs launched for rural transformation from governmental and non-governmental sectors are as follows: social service programs, community health programs, agricultural development programs, skill development programs, small scale enterprises, technology transfer/technological training, gender empowerment, target programs for vulnerable population, entrepreneurial activities and so on. Some of them are completely social service oriented in free of cost but some of them give social service with some cost for personal profit. Anyway these all play their important role in RT.

The main purpose of this paper, here, is to explore how entrepreneurial education/program might help bring about transformation of the rural population in terms of its principal socio-economic indicators. So here I would like to address especially for entrepreneurial education/education for RT from constructivist point of view.

**Entrepreneurship and its Trend in Nepal**

Entrepreneurship is one of the primary facets through which rural economic development can be achieved (Aggarwal, 2013). Dreaming, planning, deciding and doing a project for one’s personal welfare is an entrepreneurial activity. Simply a good example of entrepreneurial activity is the starting of a new business. According to (Business Dictionary, 2014) and ( BGI Gateway, 2013), the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit is an entrepreneurship. They mention that the entrepreneurial spirit is characterized by innovation and risk taking. It is an essential part of a nation’s ability to success in an ever changing and increasingly competitive global market. In this sense, entrepreneurs are pioneers, innovators, leaders and investigator.

Many people dream and generate ideas but very few people decide to do. Those who actually ‘start and do’ are the entrepreneurs. So entrepreneurship is starting a business from scratch, which includes everything from idea conception to managing the company for the long term (Brooks, 2012). It further specifies and says a good entrepreneur possesses the following qualities: planning skills, communication skills, marketing skills, basic management skills, and leadership skills.

In this regard, an entrepreneur is a dreamer, planner, risk taker and investor. S/he needs to evaluate the markets as well. Investing an amount of money without knowing whether it gives return or not, is really a challenging task. Business Case Studies (2014) writes, an entrepreneur needs to have a good understanding of the market. S/he finds out what customers want and how.
A person can be an entrepreneur in any field; agriculture, constructions, animal husbandry, fishery, technology and other business farms where they earn money and bring positive change into their lives. While transferring positively their individual lives, directly or indirectly, they influence the people living around them ultimately bringing positive change in to their society as well.

These days because of high educated unemployment, low-income and poor economic condition, the trend of many people, especially the young generation, is motivated towards entrepreneurial activities. Not only the unemployed, but also the popular artists, political leaders, public officers and highly educated people are also attracted towards such programs. So here, I would like to bring some examples from such entrepreneurs who are especially involved into the agricultural entrepreneurial activities.

Rational of the Study

Nepal is a landlocked country where around 83% of people are depending on agriculture (UNESCO, 2001). Every year a number of people are going overseas in search of jobs or income. As the highly educated people are also not getting suitable jobs in Nepal, they are on the one hand, looking for easy excess to reach to the developed countries for even low level jobs and on the other hand, some are shifting towards the entrepreneurial. In this sense, our education system is failed to benefit the individuals who need to make a good living and broaden their personalities with dignified human qualities.

According to (Chinapah, Blom & Dutta, 2012), it is necessary to re-examine the role of education and re-evaluate the present policies and priorities with regard to the perspective of rural people (p. xii). Due to the gaps between and with education systems the current status of education prevailing in the country is quantitatively inadequate and qualitatively incompetent to address the education and training needs of the population (Islam & Mia, 2007). Therefore understanding the value of life, existence and dignity of all, education should prepare youths and adults to succeed in an entrepreneurial economy being a key driver of prosperity.

In some rural areas, there is still a myth that it is disgraceful to the educated people to work in the agricultural field. Rather people go to overseas in labor or cook visa, they are not ready to prosper their own land so, using this framework, I would like to draw the attention of the readers to discover and create entrepreneurial opportunities and expertise to successfully start and manage their own business and take advantage of these opportunities.

Entrepreneurial education is a lifelong learning process, but the participation in such activities from rural household is very low. In Nepal, limited numbers of institutes are there but they are also mostly limited to the urban areas. CTEVT is the key organization for such programs through formal and non-formal education but it is also very expensive, limited and out of reach (regarding information) of the actual people. Therefore, I believe, this paper will certainly help the people to be aware of these programs and makes aware to the organizations that are launching programs for rural people.

According to UNESCO (2012), some Asian countries like Japan, Hong Kong, Singapore, despite limited land and natural resources, have amply demonstrated that the state of economic growth and social progress can be increased by the population gain skills, enterprises and being industriousness (p. 9) - then why can’t we make Nepal? For this also this study becomes inspiring for all the readers.

Finally, I have used some renowned entrepreneurs as my informants like; Popular artist, political leader, social worker and police officer etc. After reading this article i.e. the informants’ real story, the readers, I believe, would not feel disgraceful and hesitant to involve into such activities like; farming, animal husbandry, beekeeping, fishery etc. This will be a good insightful learning for the readers.

Objectives of the Paper/Study

This study has the following objectives:
- Find out the role of entrepreneurial education in Rural Transformation
- Evaluate the existing education system from the entrepreneurs’ eyes and draw some recommendations to be improved.
Research Questions
To meet the objectives of this paper, the following types of research questions were designed. Depending on them, the interview cues were prepared and conducted data collection through interview and observation.
- What entrepreneurial program/education is?
- How it supports in bringing positive change in one’s life as well as in the society (especially the rural people)?
- How is present education system in relation to entrepreneurial program/education?
- How should it be reengineered to be reliable to support in RT through entrepreneurship?

Entrepreneurial Programs in Use (Literature)
No transformations of life conditions are possible without involving the knowledge and experience of those, whose life conditions are under development and change (Loiberg, 2012). Rural transformation is not just simply a change in one aspect; it includes a whole array of categories like physical development, educational development, economic development, social development and so on. According to Bhola (2012), at the more pragmatic level, the UN and UNDP have provided technical assistance by way of consultations to educate policy makers and development planners of third world nations. Whenever necessary, they have provided financial aid, directly or in co-operation with donor nations of the west, for carrying out pilot project to test innovations and models of change in local context (p. 2)

According to Petrin (1994), entrepreneurship stands as a vehicle to improve the quality of life for individuals, families and communities and to sustain a healthy economy and environment. He claims that the entrepreneurial orientation to rural development accepts entrepreneurship as the central force of economic growth and development, without it other factors of development will be wasted or frittered away.

Similarly, Wade (2012) writes, out of 14 million Zimbabweans, 70 % reside in rural areas where the government has planned to transform its economy through rural entrepreneurship i.e. agriculture driven. They expect here, each and every Zimbabwean contributes towards economic recovery through infrastructure development, cash mobilization from urban centers to rural areas, micro financing and supporting local systems. From this the economic blue-print of Zimbabwe predicts a 9% GDP grown by 2018.

United Nations Industrial Development Organization (UNIDO, 2003) claims about half of the planet’s population are poor, living on less than two dollars a day (p. 7) so it launched some entrepreneurial training programs in some countries like; Mozambique, Uganda, Central America, Pacific Islands, Rwanda, Viet Nam, Morocco and Kenya, focusing on strengthening business environment, linking private sector associations, promoting entrepreneurship, empowering women and youths and establishing traditional crafts. From these programs the results were found very positive. A number of skilled technicians, women and young entrepreneurs and employees, new employment opportunities, personal investments, agricultural productivity and traditional craft making and so on grew more speedily than they had expected.

Aggarwal (2013) focusing more on rural entrepreneurship for RT, writes about different programs like; Integrated Rural Development Program (IRDP), Swarnajayanti Gram Swarozgar Yojana (SGSY), Cultural Empowerment Generation Program (CEGC), Prime Minister’s Rozgar Yojana (PRMY) in India and writes entrepreneurship is a multi-dimensional strategy that involves education, training, business/support networks and building strong infrastructures to assist rural entrepreneurs in identifying rural business opportunities and develop new business. The major findings of these programs have also shown as; self employment, development of women and children in rural areas, expansion of market, technical and economic development, upgrade the skills and financial management and so on. He believes the approach is very simple but quite effective to deal with the problems of unemployment (p. 37)

On April 29th 2010, an organization called Entrepreneurs for Nepal (E4N) managed for 80 entrepreneurs to face Mr. Anil Keshari Shah, the CEO of Mega bank where he said, entrepreneurship is the stepping out of the comfort zone and trying to work in the system. This is only a formula to be succeeded as well. Complaining and blaming the condition does not do any good to anyone.

Despite some constraints and insecurity many hidden entrepreneurs based on agriculture are doing in Nepal (Mishra, 2013). Bagmati Goat Farm, Dhading of Namaraj Acharya, Cow Farm, Tanahauan of Rajendraraj Panta, Gandaki Rainbow Trout of Amrit Gurung, Mushroom Farm of Tika Arayal, Beekeeping of Devi Prasad Timilsina and off season vegetable farm of Tanahauan are some examples.

In short, entrepreneurial education with supportive programs has been getting popularity in the world for RT. According to the 4th Education for Rural Transformation (ERT, 2013) special ERT program is held in Chengdu in China addressing several challenges in regard to the quality crisis, sustainable practices and balanced development.
Similarly, Khirwadkar and Chaudhari (2013) write, the rural women of Dang district formed a group focusing on rural empowerment and promoting entrepreneurial culture among youths. They work collaboratively on a fair trade, sell jewelry made by rural women in India and the USA (p.15). In the same way Rajput (2013) gives the example of Uddan Project of Utter Pradesh of India for dalit, tribals and Muslim minorities. Doss (2013) writes about the vocational and semi-vocational courses for commerce and accountancy students of Tamilnadu, India, and Dutt (2012) writes about economic opportunities, job enrolments and livelihood enhancement. Cavanough, Shaw & Liwang (2013) mention about skill development in China. Islam & Mia (2007) give example about Technical and Vocational education and training along with formal education in Bangladesh. And, Boto, the Head of CTA Brussels Office (2012) talks about the new rural paradigm shifts and holistic approach for local economic development in Africa with the help of different agencies like; World Bank, UNESCO and UN.

In the statements of the above given literature, many entrepreneurial education/programs were drawn from national and international sources. But, here in the paper I have discussed only through the national sources blending the primary data with secondary sources derived from published and unpublished documents, research materials, and professional papers presented in seminars.

Conceptual Framework
Methodology

In order to gain a broad picture of entrepreneurship and its role in RT a set of interview cues (i.e. kept in index) was designed and adopted. Five different entrepreneurs who had already appeared on television interviews were chosen for interview and discussion. Along with interview, field observation was also conducted to see the reality in ground. This face to face discussion was supported with different literature (research articles, published papers, and journals). For the interpretation and analysis of the available information constructivist approach under qualitative methodology was used and finally tied with the Innovative theory of Entrepreneurship.

Result

Respondent 1: Sitaram Kattel “Dhurmus”

The first respondent of this study was an entrepreneur who invested an amount of money in animal farming; pigs and goats in Thechu, a sub-urban area of Lalitpur District. He is a film artist at present but was keen interested in agriculture and animal farming since his childhood. After he became an artist, he got several chances to visit overseas; Kuwait, Malaysia, Singapore, Hong Kong and Great Britain, where he found many good people were also involved in agricultural fields. Then he got inspired and motivated to invest little amount of money in animal farming.

According to him entrepreneurial education is a type of education which brings positive respect towards all the professions. It helps to strengthen the economic part of life, set the future, inspire to live and run day to day life smoothly. He was very much satisfied from his work. He was earning sufficient money to survive from the film industry but it was not enough for all. These days film industry has given him the recognition but this entrepreneurial program has given him money so now he has name and fame along with strong financial support in his life.

When he started his farm in Thechu at that time, there was not a single farm around but these days there are almost 30-50 farms; poultry, goat, pig, cow, fish etc. He claimed that these all were developed because of him only. Many people learned from him to run their own business in to that community.

“At first there were just six pigs in my farm but now there are more than 200 pigs, along with a breeding centre, from where the piglets are supplied from Dharan to Dhangadi. More than ten people are continuously working so they are getting jobs as well. Pigs eat left over meal so no meal is spoiled in to the community. It helps in sanitation as well. Even the vegetables and fruits are getting good markets these days. So, it has been supporting me and the community for positive transformation”, He said.

As per change in time, our school education is also getting changed. Technology has made every information possible to watch and learn. “Just we need to teach moral education to all and start doing ourselves. We should not wait for government, political leaders and NGOs and INGOs to brighten our future. We cannot run any industry smoothly in this country because of two reasons; Banda and Load shedding, so we should run farming where there is no effect of both. Not as a fashion but with a commitment, then we can become successful. This is only the way to eradicate poverty, create employment, expand education, and raise awareness. These things are somewhat lacking in our present education system which should be addressed in new amendments.” He strongly argued with gesture.

He emphasized on risk taking and commitment more than investment in entrepreneurship programs. He recommended not leaving enterprises on others’ hand until it goes on system. “What might have happened to me ‘when Brahmin’s son started rearing pigs?’ my grandmother had denied to put tika on my forehead at Dashain.” He became very serious for a while. Finally, he advised the policy makers to design the policy according to the soil and climate of a particular place and teachers to teach the students to respect all the professions in life.

Respondent 2: Gagan Thapa “Representative of the Constitutional Assembly”

“Along with politics, I have been running my several enterprises; publications, meat shops, farming and so on. I started running such activities since my student life. I do it not only to earn but to teach to other some moral lesson.” Gagan spoke in a gentle voice.

In Gagan’s opinion, Nepal is a mountainous country where more than 75% people are engaged in agriculture. And, there is diverse climate, ecology and soil quality so; this should be the only country where agricultural entrepreneurship to be developed. This gives people skill, knowledge and exposure which strengthen the economic condition that empowers and leads to live a quality life ultimately transferring positively a person, community and the nation. It also stops the youths from going to the foreign lands in search of labor works.
Youths are the strongest pillars of nation so they must be taught, trained inspired and attracted towards such programs. Our schooling is different from our reality. School education separates learning and local works. After graduation, instead of doing something in the nation, youths are roaming into the markets in search of jobs. They called themselves unemployed but they do not do anything on their own. So, education system should be re-engineered according to the demand of people, place and need of the country, he said.

Finally Gagan said that strong national policies are there but they all are limited into the papers. They have not effectively reached to the needy people. And, it is quite fuzzy for innocence. This system should be changed and he claimed it is gradually changing.

Respondent 3: Krishna Sundar Shrestha “Naulo Samaj Samudayak Sanstha”

This is an organization in which 23 members from Newar community are engaged and run agricultural and finance co-operative in Balkot Bhaktapur. They were just farmers and working on their own. They had many problems; they did not have their tractor to dig the land, motor to pump the water, and thither to harvest the rice, so they had to depend on other people (Ksharties, Brahmins and others) who would deny until they planted and harvested their own. Now, they have their own group and own instruments. They don’t need to go to ask even for money to the other people. Now they have more than 2/3 lakhs in their own co-operative.

“We work and collect in a mass. It is our compulsion. We understood about out unity. We have learned to walk together. The thither costs just 7/8 thousands but we listened the words of more than ten thousands from others. This has brought awareness among us. We are the leaders of ourselves. We took trainings, we participated in several field observations and discussion and, we learned to manipulate our agricultural productivity. And, now, we are discussing about organic products. So this has not only benefited for a person, but for whole society.” Krishna added with a deep smile.

Entrepreneurial education is a process of learning. It teaches people to learn and earn together in Krishna’s opinion. Our school education is just theoretical so the students after getting university degrees also can’t survive on their own. “If we teach our students to earn money from such farms, they would not go to overseas in search of jobs. From a small amount of money we can earn a lot in Nepal. In this program, we should not run and wait for a job for months. Just we need to have a commitment to do. Just teach students/people to do a same thing differently then there is success in entrepreneurial programs.” Krishna added with a deep smile.

“We learned a lot to do in our community. You can see there (showing towards the road side), we constructed this road on our own. We made that pond to collect water in summer season so we can farm even in the winter. Isn’t this a process of positive transformation?” Instead, he put a question towards me.

“Just we need our dignity. People hate farmers but they like our products. We don’t need anything from schools and communities but teach students to respect farm and farmers. If possible the government makes veterinaries, agro- vets and consultants easily available to us. We want to learn and do a lot.” Krishna added.

Respondent 4: Shyam Bahadur Poudel “Retired Police Sub-inspector”

Shyam Bahadur Poudel came in agricultural enterprises once he was retired from his job at the age of 42. His job was very much comfortable but he had always a problem of money in family and educating the children. His daughter was studying Nursing and son the Hotel Management. Shyam’s annual income was around two lakhs but the expenditure more than three lakhs in aggregation. So, “there was no option except retiring from the job and running my own enterprises” he said.

“Now I have poultry farm and tomato farm where four people along with I are working together. I took a great risk of ten lakhs so I had committed and contributed a lot. Now I am very much satisfied from it. It has brought a great change in my thought and behavior and the perception of other people towards me. Now, I am the master of my own fate. I sell my tomatoes and chickens in the market and earn money besides my pension. I am adding some more fields to increase the farm soon. Some local people are coming to learn and even take vegetables and chickens regularly in cheap. This way, my farm is helping me as well as my community to be positively transformed.” Shyam argued.

“These days, people are attracted towards such professions not because of any other reasons, it is income. If somebody does his/her job honestly in government office, he/she can’t survive easily; teaching their children in private schools. Side income is necessary for all. How to earn! That depends upon person to person.” He laughed.

Being a former government officer, about government policy, he said, government insurance company makes a valuation of a cow of Rs.1, 25,000 just 25,000 and refunds 75% compensation if the cow dies at the time of delivery. While receiving this 75% amount of 25,000 another 25,000 rupees get lost in different offices, insurance company, evaluation committee and travel expenses. So, better not talk about this government and its policy.” He expressed his anger and turned towards another side.
Finally he said, if the government wants to do something than may it construct its policy be farmers friendly, soil friendly and climate friendly, and implement it strictly.

**Respondent 5: Chandramaya Shrestha “The chair person of Saraswoti Mahila Samudayak Sanstha”**

Without waiting her final result of B. A. Chandramaya involved with her 20 members in a co-operative work in her community, Balkot, Bhaktapur. These days, they prepare pickle, titaura, candles, gundruk and vegetables in group and sell in Bhaktapur, Lalitpur and Kathmandu.

Chandramaya was inspired from the people who had run pig farms, poultry farms, goat farms and vegetables farms into her community. “Other people have come to our community and earned a lot, why not us? So we started doing this. Now we have more than five lakhs in collection.” Excitedly she said.

Chandramaya, a young lady, claimed that she has learned to be a leader and everyone has learned to make their decisions. These days they can speak openly in front of other people. “Husbands and relatives dehumanize women when they are economically weak. In our society, money brings love and power together. We all are happy and satisfied” she said.

In the past we had to ask even for a hundred rupees to our husbands and relatives to go to hospital, we had to be scared, but now we run adult education, health and sanitation awareness, and agricultural trainings ourselves for others” Chandramaya spoke confidently.

Though she was educated, Chandramaya did not speak a lot about our existing education system. She advised for teachers and concerned stake holders to teach moral and practical education to the students. She also wanted a positive attitude of all towards agriculture and animal farming, and in rural development. She said, “Positive attitude develops positive thought, and positive thought leads society towards the positive transformation”.

**Theoretical Discussion**

The result shows that the qualitative human resource development through entrepreneurial education and training for RT is necessary in Nepal. The rural population, particularly the youths, should be brought under training and skill development to enhance their contribution to the national economy and to increase their livelihood capacity.

“Entrepreneurship as the creation of new business with some elements of novelty” (Rumelt, p.2) so there must be the purposeful investment in new knowledge and skills (Acs, Audretsch, Braunerhjelm & Carlsson, 2008). Simply, we can say that an entrepreneur is one who perceives the opportunities to innovate. And, innovation means the application of new things on to practical use (Ganbote, 2013). Creativity or innovation is the key factor in any entrepreneur’s field of specialization where knowledge can go a long way in helping him/her to become successful (Sledzik, 2013) therefore anyone seeking profit must innovate (Bull & Willard, 1993, p. 90), and to study the ‘entrepreneur’ is to study the central figure in modern economic history (Cole, 1946).

It is also found in the study that people choose entrepreneurial activities as a new business inspired from others to make economic progress in their personal life as well as in community as Courvisanos & Mackenzie (2011) say, “Economic progress is largely a consequence of innovations by individual enterprises copied by competing business units” (p. 5).

The study mainly focused on agricultural enterprises where I found people chose this practice as an alternative or innovative source. Innovativeness is defined as ‘doing things differently in the realm of economic life’ (Sweezy, 1943, p. 93). So innovation is the activity or function of a particular set of individuals called entrepreneurs where continuous innovation and creative distribution is necessary.

All the respondents were found not very satisfied with the existing education system of Nepal. They wanted practical, technical and vocational education according to the need of people, quality of soil and condition of climate. They wanted favorable support from the government, community and schools through which they could be empowered and determined as Schumpeter (as cited in Karol, 2013) says, it’s entrepreneurship that replaces today’s parero optimum with tomorrow’s different new thing. So, considerable emphasis should be given to the entrepreneur’s motivation. It might result restless effort on his/her work (Witt, 2002, p.3). And, one can be successful if he/she has immense determination to carry out a planned project (China Wholesales, 2013).

Entrepreneurial education is the key for rural transformation. According to the data, it encourages people to be self-employed, independent, committed and worried about the community/group. They can learn and teach about productivity, market analysis and cost analysis. Schumpeter as mentioned in Ohyma, Braguinsky & Klepper (2009), “Entrepreneur is an agent of change…he/she introduces a new good or a new method of production, opens a new market or discovers a new source of supply, or carries out a new organization of an industry (p. 1). So when a person
is particularly able and the idea is particularly worthy, such match can lead to outstanding return ultimately transforming the society.

Along with the commitment, entrepreneurs face risk as well. Once the new invention becomes successful and profitable, others follow it (Pal, 2013) but in the first phase the expected return is always ‘0’ for all so, Schumpeter (as cited in Ohyma, Braguinsky & Klepper, 2009) says, everyone begins their career as a new worker, but it is clear that the innovation in one field may induce other innovations in related fields (pal, 2013). It was found in the primary data as well.

According to Schumpeter entrepreneur is influenced by the desire of profit. But, at the same time, people in the community are getting jobs, consciousness, leadership techniques, and technical knowledge and development. These things are not always included into the school curriculum so they are to be taught from non-formal and informal educations breaking up the curricular flow with an innovation in the form of a new product (Schumpeter, as cited in pal, 2013).

Conclusion

A key for RT is entrepreneurship. People search their career in other fields and finally come to the agricultural entrepreneurship if they do not get any suitable jobs. Similarly, it has become fruitful to all; local women, retired people, energetic youths, artists and politicians. It is good source of income from where a continuous flow of money is generating. “We have to wait for a month to see money in the jobs but here we get money every day”, one of the participants had said.

It empowers, motivates and encourages the people to do something in the society. Where formal education is lacking there it appears in the form of non-formal and informal education. The concept of co-operatives is one of the outcomes of it. Thus, entrepreneurial education plays a vital role in personal as well as social transformation in Nepal.

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