

# “THE ROLE OF MUTTS PROVIDING EDUCATION SERVICE AND TOWARDS ENTREPRENEURSHIP IN KARNATAKA”

KiranKumariC S  
Research scholar  
Department of sociology  
Bangalore University,  
Bangalore-560056.

## Abstract:

This article study aims that to know the role of mutts to provide education towards entrepreneurship. In Karnataka Mutts Education Trust is to establish world-class educational institutions with unparalleled infrastructural facilities, academic ambience and all other inputs needed to build a campus offering higher education at affordable costs and leading to creation of an educational hub where the best brains come together for academic camaraderie and meet the challenges ahead with missionary zeal. The mutts have major role to providing higher education in Karnataka to increase the entrepreneurship. The vision of the Mutts Education Trust is to create a transparent and predictable academic environment free from commercial interests and questionable practices which encourages pursuit of excellence and inculcate in the students and the teachers a scientific temper and a spirit of enquiry. The Trust envisions to develop and nurture a value-based, but thoroughly professional educational system in which the teacher and the taught alike are at their innovative best at all times, encouraging each other to keep pace with the ever-expanding frontiers of knowledge, and making a significant contribution towards the growth of a healthy society through pioneering education. This paper explores the role of mutts in educational fields.

**Keywords:** Mutts, Education trust, Professional education, Values, Educational institutions.

## Introduction

Religion has always been something that concerns society. As such religious organizations in India have played a big role in all kinds of social reforms and social activities. Research on the types of education, the function of relief programs and the ways of the Ashram & Mission Trust management, therefore, always has presented a unique significance in understanding the interaction between the mission and the state. Religion and religious beliefs have a large impact on the personal lives of most Indians and influence public life on a daily basis. Indian religions have deep historical roots that are recollected by contemporary Indians. The Religious Institutions play an important role in improving the livelihood status of people in general, because in modern days, these institutions are not only performing spiritual activities, but also these are serving the overall socio-economic development of people by undertaking many socio-economic activities and providing large employment opportunities by establishing educational and health centres. The present study explains the role of few religious institutions serving in India. Important religious institutions are:

Activities of Math Educational Work: The Math and Mission run 748 educational institutions (including 12 colleges, 22 higher secondary schools, 41 secondary schools, 135 schools of other grades, 4 polytechnics, 48 vocational training centres, 118 hostels, 7 orphanages, etc) with a total student population of more than 200,000. It is apparent that Shivakumar Swamiji's conception of a "University" is a centre where 'man-making' and character-building education would be imparted. Higher values would be inculcated and all-round personalities would be formed. His own conception of a complete all-round personality was one with "heart to feel, brain to conceive and hands to work". Swamiji's emphasis on character as the hallmark of an educated person is well known. He emphasized at many times without number that education is not the "amount of information that is put into your brain" but the "life-building, man-making, character-making assimilation of ideas." In 1939, the Governing Body of Siddagangam Mathasuttur Matha took a small step in this direction by starting an institution of higher education. The name 'Vidyamandira' is Swamiji's own christening of the educational institution he wanted near Tumkur Math. Then, in 1963, the authorities of Matha submitted a proposal to the Government for the starting of the educational institutions. For various reasons, however, the university did not materialize at that time. Efforts in this direction were made off and on in subsequent years until finally. The ideal is 'Service to man is Service to God'. The Ashrama hostel was started in 1932 for the education and training of poor boys from rural areas of Gujarat. Attempts are made to educate the deprived children without any distinction of caste, colour and creed. Care is taken for their all-round development physical, intellectual, moral and spiritual. At present, boys passing the 10th standard and above are admitted in the hostel. The students get the rare opportunity to stay and study in the serene atmosphere of the Ashrama. This Institution selects boys from poor financial background and good academic record. The boys stay in the hostel under the direct supervision of a monk of the Ashrama. At present, they have the facility to accommodate 15 boys in the hostel. All expenses of the free hostel are borne by the Ashrama. They are provided free food which includes breakfast, lunch, afternoon snacks and dinner. Annually, the Ashramas have to spend approximately Rs.25,000/- (Rupees Twenty Thousand Only) per student. Often, education aid is given to the poor and needy students by bearing the expenses of their educational fees, books, uniform etc. They are also provided free medical care.

### **Objectives**

1. explain the role of mutt's role in Providing Education service and towards entrepreneurship in Karnataka
2. explore the responsibility of mutts to providing entrepreneurship

### **Methodology**

The concept of social entrepreneurship has emerged as a research area in the social sciences and in management field, and aims to create an impression of a modern approach to social value creation. Secondary information was collected from various documents such as books, articles, newsletters, reports, magazines, daily newspapers, as well as from the existing literature to understand the role of government's vision and the practice of social entrepreneurship in transforming marginalized voiceless women into empowered social entrepreneurs.

## Mutts service and programme areas for entrepreneurship education

Mutt's Key areas of entrepreneurship education could be specified as follows: (a) embedding entrepreneurship into education and training; (b) curriculum development; (c) teacher development; and (d) engagement with the private sector.

### 1. Embedding entrepreneurship into formal education and training

Embedding entrepreneurship into the formal educational system at all levels requires a strong commitment from the government in terms of policy and resources, since most schools, universities and training programmes are overseen by the government. It is never too early to start exposing students to business and entrepreneurship. Perceptions and attitudes about entrepreneurship start at a young age. By the time students reach secondary and higher education it can be "too late", particularly if they do not pursue further education or if they have developed some negative perceptions about entrepreneurship. Entrepreneurial learning should be integrated into the curriculum, rather than only being offered as standalone courses, in order to change the mindset among students. In primary education, the adoption of school books, interactive games and online tools has proved to be particularly useful. For example, the award-winning DisneyKauffman online game teaches young people (aged 9–14) about the excitement and opportunity of entrepreneurship. The Junior Achievement programme, present in 19 African countries, includes six sequential themes for pupils from kindergarten level up to fifth grade, plus one capstone experience. Students learn the basic concepts of business and economics, and how education is relevant to the workplace. External evaluators have found that elementary school students who participate in the Junior Achievement programme demonstrate significantly higher critical thinking and problem-solving skills than their counterparts.

At the secondary and vocational school level, the implementation of awareness campaigns and extracurricular activities designed to help students to understand the world of work, including visits to businesses, is suggested. For example, initiatives such as Global Entrepreneurship Week help improve attitudes about entrepreneurship, and encourage young people to consider entrepreneurship as a potential career path. At higher education level, attending elective and/or compulsory courses on entrepreneurship, and participating in more focused activities and projects, has proven particularly effective. An example of this is Enterprise Development Services (EDS). Within the university context, entrepreneurship centres can play a key role in catalyzing entrepreneurship education both within and outside of the curriculum. Some of these centres are focused on training (students or entrepreneurs), while others are focused on research. As already discussed, there are also entrepreneurship centres that can serve as hubs or coordinate activities across institutions. They often go beyond what is provided through formal education, for example targeting specific segments of the population, such as youth, women, and other potentially underserved groups. The work of these centres might include the coordination of after-school programmes or activities in community centres.

## Partnership with the private sector

One of the key success factors for entrepreneurship education is the effective engagement of the private sector in facilitating entrepreneurship. This includes business and private educational institutions. In addition, it means developing networks across sectors to spur partnerships and create an environment of trust and cooperation in the local ecosystem and beyond. There are many examples of partnerships with educational institutes and the private sector. For example, through partnership with the University of California at Berkeley, Intel provides entrepreneurship theory-to-practice seminars at universities around the world. In addition, an “entrepreneurship challenge” seeks business plans that commercialize new and truly innovative technologies. Private entrepreneurship centres and foundations also play an important role, both in funding and in serving as centres of expertise on entrepreneurship.

It is also important to highlight the role of large domestic and foreign firms in business development. Large corporations are increasingly concentrating on their core operations and outsourcing those in which they do not have a competitive advantage. Thus, they have a strategic interest in developing the competences of local suppliers, and often take part in cost-sharing in local skills development and upgrading programmes.

## Skills and competencies for innovation

In order to improve the application of acquired science- and technology-related knowledge and skills in the economy, curriculums would need to emphasize the importance of science and technology both as a creative input to the development of goods and services, and in its role in enterprise management, primarily through the application of information technology.

Economics and business curriculums would – beyond core issues – underscore the value of acquiring quantitative skills and competencies and applying these in entrepreneurship. Factual observation, gathering and organizing data, developing indicators and analysing them to determine options for action – whether these relate to a firm’s market environment or its internal workings – are vital for its success. Secure instantaneous electronic communications and computing power are scalable resources: they can be used at levels of intensity appropriate for any type or size of enterprise. Therefore, basic skills training in electronic communications, data storage and processing, and using computing for financial calculations, need to be offered to potential entrepreneurs.

Entrepreneurship education will also need to introduce a diversity of management skills related to innovation. These issues may include skills related to product development, employee management and training, marketing, and public relations. Much of the knowledge presented would fall under the category of soft or process technologies and innovation. Entrepreneurs need to stay on top of developments in process innovation that affect their firms, and correctly judge when, how and at what cost to invoke process change in order to improve their competitiveness.

As government regulations and commercial law have an impact on the commercial outcome of a firm, entrepreneurs need appropriate knowledge and skills to understand their legal and regulatory environment, and

to have the confidence to delegate their concerns to legal experts and implement their advice. Many governments and local authorities have introduced some form of e-government policy that delivers, among other things, information on business law and regulations. To benefit from it, potential entrepreneurs need to be able to access and use online resources in a focused and productive manner. While these would necessarily include local resources, in the case of firms aiming to trade internationally, knowing how to access and understand export markets' regulations, as well as international provisions governing trade in a particular sector, is of great importance.

### Coaching Centre

A free coaching centre for the students of schools around the Ashrmama was started in 2007. Classes are conducted in the evening free of charge five days a week and students are provided with Tiffin as well as uniforms. This is of a great benefit to the students who can otherwise ill afford any coaching.

### Conclusion

Entrepreneurship is a great enabler, which can help level the playing field between developed and developing countries and regions. Embedding entrepreneurship in education and providing greater access are important steps for building an innovative culture and creating entrepreneurial individuals and organizations which, in turn, can create economic growth and jobs, and can help to improve quality of life around the world. Despite the tremendous growth in entrepreneurship education, many challenges remain. One of the predominant challenges is to change the culture and mindset in countries and regions in which business and entrepreneurship are either not viewed favourably and are not understood.

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