

ASSESSMENT OF ENTREPRENEURSHIP DEVELOPMENT PROGRAMME IN SALEM DISTRICT

M.kousalya devi*

ABSTRACT

This paper is on evaluating the impact of entrepreneur towards entrepreneurship development programme in Salem. Specifically, the study pursues to assess the entrepreneurship development schemes offered by government in Salem, ascertain the government assistance towards entrepreneurship development programme and evaluate the schemes and assistance contributed by the government for the improvement of entrepreneurial activities in Salem district. The study was carried out in entrepreneur societies in Salem district of Tamil Nadu. The study had population size of 214 out of which a sample size of 145 was realized using formula at 5% error tolerance and 95% level of confidence. Instrument used for data collection was primarily questionnaire cum interview schedule. The descriptive research design was adopted for the study. The findings indicate that need for independence and self-fulfillment will significantly motivate into entrepreneurship, financial constraint and government regulations are the significant challenges facing entrepreneurship development; and Job creation and poverty alleviation are the contribution of entrepreneurship development. The study however recommends that government, private sector and NGOs should organize empowerment programmes that are geared towards encouraging starting their own business. Entrepreneurs should learn to take advantage of their environment whether favorable or unfavorable because environment has the potential of pulling or pushing into entrepreneurship.

KEYWORDS: Entrepreneurship, Assessment, government schemes, Development and Contribution.

*** Research scholar, PRIMS, Periyar university, Salem**

1. INTRODUCTION:

Entrepreneurship Development Programmes (EDPs) in India:

A Historical Perspective

It will not be less than correct to say that India got the political freedom on 15th August 1947, but not the economic freedom. And attainment of economic freedom i.e., emancipation from poverty and unemployment was the biggest challenge before the country. The war for economic freedom started in 1950 in the form of planned development. Then, it was realized that the way to get rid of poverty and unemployment lies in the effective exploitation of hidden potential in the country. For this the policy makers started advocating the promotion and development of small- scale industries in the country. As a result, small – sector was recognized as employment- oriented sector during the early sixties.

The employment-oriented thinking for small sector underwent changes by the end of sixties and now small sector was recognized as an effective instrument to utilize the entrepreneurial potential remained hitherto dormant in the country.

Realizing the various problems faced by the entrepreneurs in establishing enterprises, the Government decided to offer promotional package to the entrepreneurs. Promotional package included financial help and incentives, infrastructural facilities, and technical and managerial guidance provided through various supporting organizations of the Central, State and local levels.

This experience made the planners and policy makers realize that facilities and incentives are, of course, necessary for establishing enterprises, but are not sufficient to solicit adequate response from the entrepreneurs. Hence, now it was realized that emphasis on human development is a necessary condition for entrepreneurship development. As such, the serious thinking on entrepreneurship development began from here.

Concerted efforts on entrepreneurship development in India started with the establishment of Small Industry Extension and Training Institute (SIET), now NISIET, in 1962 in Hyderabad.

SIET got an opportunity with support from Harvard University to do pioneering work in entrepreneurship development in India.

SIET in collaboration with Prof. David C. McClelland of Harvard University conducted 5-years' training and research programmes in Rajamundi, Kakinada and Vellur towns of Andhra Pradesh and Tamil Nadu. McClelland proved that, through proper education and training, the vital quality of an entrepreneur, which McClelland called 'need for achievement' (n' ach) can be developed. The fact remains that McClelland's this successful experiment proved to be a seed for entrepreneurship development in India which has by now become a movement as EDP (Entrepreneurship Development Programmes) in the country.

It is against this background now the Government and financial institutions started thinking to develop entrepreneurship in the country through training programmes. It was the Gujarat Industrial Investment Corporation (GIIC) which for the first time started a three-month training programme on entrepreneurship development in 1970.

This programme was designed to unleash the talent of potential entrepreneurs and some selected entrepreneurs. Special emphasis was given on three aspects:

- (i) Establishment of small-scale enterprises,
- (ii) Its management, and
- (iii) To earn profits out of it. By the latter half of 1970s', the news of GIIC's EDP spread to the other parts of the country also.

A major initiative to foster economic development in the North East India took place with the establishment of the North Eastern Council (NEC) in 1972. The main objective of the NEC was to promote economic development of the NER through inter-state plans and bring the NER to the mainstream of the country. This is a matter of great satisfaction that the NEC has since been seriously involved in its task of regional development. Two more significant efforts were initiated in 1973 with an objective to remove the economic backwardness of the region.

One, the establishment of the North Eastern Industrial and Technical Consultancy Organization, (NEITCO) to impart training on entrepreneurship development, and second, the establishment of

the Entrepreneurial Motivation Training Centers (EMTCs) in its six district headquarters of Assam.

Since EMTC was one of the oldest and noblest initiatives taken in the field of entrepreneurship development in the country, some mention about the same seems pertinent. The State Planning Board of the Government of Assam, under the dynamic leadership of the then Chief Minister, took the initiative in requesting SIET Institute, Hyderabad to be associated with training and research in the field of entrepreneurship development in Assam with specific focus on self – employment for the educated unemployed youth of the State (Mali 2000).

In response to it, the SIET Institute organized two training programmes for three weeks duration each in 1973, for the officers of Government of Assam One training programme was focused on entrepreneurship development for a selected band of officers from the departments of industry, agriculture, animal husbandry, public works and other departments and financial institutions of the Government of Assam.

The training programme included inputs like various methods and techniques of identification and development of prospective entrepreneurs, development of entrepreneurial personality, and identification of economic opportunities for setting up small-scale enterprises in the State.

Functional areas of management for establishing and operating small enterprises on sound lines were also included in the training programmes. Second the another simultaneous training was imparted to the another group of officers of the industries department to encourage people to establish small-scale industries, undertake industrial potential surveys, select growth centers, plan infrastructure facilities, and develop business profiles.

Integrated entrepreneurship development model and plan were evolved as a result of SIET's experience and realisation that entrepreneurship development is a multi-disciplinary task, and the long-range plan should be executed through well coordinated and orchestrated institutional support.

The integrated model of entrepreneurship development proposed by SIET included five main components, namely:

- (i) Local organization to initiate and support potential entrepreneurs till the break-even stage,
- (ii) Inter-disciplinary approach,
- (iii) Strong information support,
- (iv) Training as an important intervention for entrepreneurial development, monitoring and evaluation, and
- (v) Institutional financing.

Initially EMTCs were established in six centers in Assam under the State Planning Board, which were monitored by 26 officers trained by SIET in May 1973. The team in each centre consisted of multi – disciplinary talents. It is learnt that in 1979, after a comprehensive evaluation of the performance of EMTCs by SIET Institute, the programme was transferred from the State Planning Board to the Industries Department. Three more centers were added to the earlier six locations.

The nine EMTCs where the programme was being implemented were as follows: Mangaldoi (Darrang District), Silchar (Cachar District), Diphu (KarbiAnalong District), Jorhat (Jorhat District), Dhemaji (Dhemaji District), Kokrajhar (Kokrajhar District), in 1973, Dibrugarh (Dibrugarh District), Nalbari (Nalbari District) and Nagaon (Nagaon District), in 1979.

SIET and Small Industry Development Organisation (SIDO) through Small Industry Services Institute (SISI) and Industrial Development Bank of India (IDBI) and Technical Consultancy Organisations (TCOs) started organising EDPs.

The encouraging results of these efforts culminated to the establishment of Centre for Entrepreneurship Development (CED), Ahmedabad in 1979. Here, it is noteworthy that CED, Ahmedabad was the first centre of its kind wholly committed to the cause of entrepreneurship development.

Inspired and influenced by the success of CED, Ahmedabad; the national-level financial institutions such as IDBI, IFCI, ICICI and SBI with active support from the Gujarat Government sponsored a 'Nation Resource Organisation', called 'Entrepreneurship Development Institute of India (EDI)', Ahmedabad, in 1983.

This institute was entrusted with the responsibility of extension and institutionalization of entrepreneurship development activities in the country which the Institute has been discharging successfully.

Almost at the same time of establishment of EDI in 1983, the Government of India established 'National Institute for Entrepreneurship and Small Business Development' (NIESBUD) to coordinate entrepreneurship development activities in the country.

In course of time, some State Governments with the support from national level financial institutions established state-level Center for Entrepreneurship Development (CED) or Institute of Entrepreneurship Development (IED).

By now, the twelve States, viz., Bihar, Goa Gujrat, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Tamil Nadu, and Uttar Pradesh have established either CED or IED. EDPs in these states were conducted by the TCOs before the establishment of CEDs or IEDs. According to the study of NIESBUD, some 686 organisations are involved in conducting EDPs in the country which have imparted training to thousands of people by conducting hundreds of EDPs.

2. Evaluating Entrepreneurship Development Programmes:

It is well recognised that the strategy of training potential entrepreneurs through EDPs constitutes an important policy instrument. Substantial amount of public resources are annually committed to train potential entrepreneurs. This justifies the need for systematic and comprehensive evaluation of EDPs. On the basis of such evaluations Chapter II 37 alone it is possible to identify the gaps and improve upon its performance. Such evaluation cannot be a onetime affair as EDP is a dynamic activity. EDPs should be subjected to continuous renewal

and restructuring to meet the ever changing requirements of the potential entrepreneurs and the policy environment. In the context of a developing economy like that of India, the use of scarce resources for any developmental activity should be justified in terms of the costs involved and benefits accruing from it. The credibility and sustainability of a developmental activity greatly depends upon the extent to which it achieves its stated objectives. All these reinforce the need for in-depth evaluation and introspection of the ED movement which has gained momentum over the last three decades.

3. Statement of the Problems

Entrepreneurs make a substantial contribution towards entrepreneurship development in India; however, the realization of these potential contributions has been flawed by a lot of challenges. Despite the potential contributions of entrepreneur towards entrepreneurship development, entrepreneurship in India has continued to perform below expectation and hence the expected role entrepreneurs will play towards Entrepreneurship development in India has been constrained by challenges entrepreneurs face in India such as Government regulations, gaining access to finance, lack of access to information technology, lack of access to control property, family dependence, restriction to family business with limited leadership role, which has been the cause of the failure of many entrepreneurship in India. The study focuses on assessing the contributions of entrepreneurship development in India.

4. Objectives of the study

1. To assess the entrepreneurship development schemes offered by government in Salem.
2. To ascertain the government assistance towards entrepreneurship development programme.
3. To evaluate the schemes and assistance contributed by the government for the improvement of entrepreneurial activities in Salem district.

5. Entrepreneur defined

According to Schumpeter (1954) being an entrepreneur is not a profession and entrepreneurs do not form a social class. This makes it very difficult to define an entrepreneur as a functional economic group or to classify one set of persons as entrepreneurs. Rather an entrepreneur can be seen as an element of the mechanism or agent of change. Boulton and Carland (1984) define an

entrepreneur as an individual who establishes and manages a business for the principal purpose of profit and growth. Bagby (1988) sees an entrepreneur as a person that utilizes the opportunity of instability, turbulence, lack and change to produce something new or modifies an existing one for profit motive. Gartner (1989) defines an entrepreneur as 194 someone who creates an organization. Pickle and Abrahamson (1990) see an entrepreneur as one who organizes and manages a business, undertakes and assumes the risks for the sake of profit. The entrepreneur evaluates perceived opportunities and strives to make the decisions that will enable the firm to realize sustained growth.

Definition of assessment:

The author defines assessment as “the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decision about how to improve learning.”

“Assessment is a kind of ‘action research’... to inform local practice.” A process of seeking “the best available indicators” to see if goals are being met. Includes field-specific and professional judgments about learning outcomes which are used to “inform departmental and institutional decisions.

Why do assessment?

To evaluate attainment of course goals, for every course we teach, we make decisions about what we want our students to know and be able to do by the end of the semester. Though we might not always formalize these goals by writing them down, we still make decisions about the curriculum, the instructional methods, and the assessment techniques we will employ. In terms of curriculum, we decide which topics to cover, and how they connect with previous and forthcoming topics. We also decide which instructional methods we will use to deliver the curriculum, be they lectures, group activities, readings, homework assignments, etc. Similarly, we decide what assessment techniques we will use (e.g., multiple-choice tests). Thus, the decisions we make reflect our goals for the course whether we state them or not. It is important, therefore, to formalize course goals while the course is still in its planning stage. The FLAG site includes a section on Aligning Goals CATs to assist with identifying course goals.

6. Review of literature:

A review of the available literature on women entrepreneurship development training programmes is presented herein below.

M. Botha, G.H. Nieman and J.J. Van Vuuren (2006), in their treatise titled ‘Evaluating the Women Entrepreneurship Training Programme; A South African Study’, state that lack of training and education noticed in South African entrepreneurs act as severe barrier, particularly for the weaker segments such as women. So the paper intends to introduce and evaluate the Women Entrepreneurship Programme (WEP) as a training intervention. The WEP was evaluated by measuring the skills transfer that took place and whether the participant’s business performances increased after the intervention. The sample consists of 180 women entrepreneurs, where 116 respondents form the experimental group and 64 respondents, the control group. Factor analysis is executed to confirm the validity and reliability of the measuring instruments used. The paper statistically proves that the WEP is not only effective in providing skills to women entrepreneurs and improving their business performance indicators but also in encouraging potential women entrepreneurs to start their own businesses and helping the established entrepreneurs to start multiple businesses.

Blossom Christina Roque and V. Ramanujam (2011) in their article, ‘Omani Women Entrepreneurship and SME’s in Oman –Challenges and Opportunities’, state that the women entrepreneurs of Oman have many problems to overcome in establishing their businesses. Some of these are common to all entrepreneurs and some are specific to women. Women now have greater access to the various spheres of life, be it political, educational or economic. Training and entrepreneurial development programmes will help to provide abilities such as skills for SME development, financial management, marketing, personal interaction, human resources promotion and other important business and life requirements. In this regard a well - designed training and study curriculum would be a good tool to cater to the needs of all entrepreneurs and provide easy access for all those people who would like to take advantage of it. Promotion programmes should reach the women playing dual roles - domestic duties as well as entrepreneurialism.

G.S. Pranjyothi and T.M. Sujatha (1991) in an article 'Entrepreneurship Development among Rural Women', talked about the various activities done by women and about various rural development programmes initiated by the government and many other agencies of Karnataka. In recent past, considerable success has been achieved in developing the human capital resource through one such organisation that is TECSOK, Technical Consultancy Services Organization of Karnataka. It had organized stimulatory and supportive activities to bring women outside home and to motivate them to be entrepreneurs. The training course content was designed to cover the various activities connected to reeling aspect which is included different stages from the purchase of raw materials to the sale of finished silk at silk exchange. All the sessions were dealt with practical training. During practical training, groups were formed with team leaders to see that all the participants get equal experience rotation wise. After training, a thorough and regular follow up extended by the TECSOK, helped in obtaining financial assistance for a few projects.

Tara. S. Nair (1996) in her work titled, 'Entrepreneurship Training for Women in the Indian Rural Sector; A Review of Approaches and Strategies', found that initiatives in terms of increasing both intellectual and physical resources directed to the cause of research and action in the field women's development were largely policy induced and devoid of any clear focus or strategy. The author suggests that any intervention strategy with the professed objective of reaching out to women be it in the realm of creation of awareness, skill training or accessing financial resources has to recognize the strategic needs of rural women such as availability of drinking water in the vicinity, child care facilities, and easy access to health and education centers. The training programmes should take into account the opportunity structure existing in the society {cooperative (equal sharing of household work and development benefits by men and women) conflicts} and its effect on women's skill acquisition and specialization It has been observed that the formal system, with its highly standardized approach and bureaucratic machinery has not been able to appreciate the extraeconomic dimensions of women's development. Another An Analysis of Women Entrepreneurship Development Programmes in the State of Kerala 43 suggestion is to follow the group approach both for income generation and awareness creation. The author advocates for the integration of gender as a critical parameter in the policies and programmes devised in the government as well as non- government sectors.

S.K. Dhameja (2004) in his study tries to find out the entrepreneurial performance and problems of women in business in north-western India. 175 women entrepreneurs who had established

their enterprises during the time frame of 1982 to 1996 and were employing 5 or more in their respective enterprises were interviewed personally. The study has spotted some of the peculiar problems of women entrepreneurs, which need to be addressed by the responsible agencies in the right earnest. Some of the sample respondents are of the opinion that training centers should provide training to prospective women entrepreneurs, free of cost and Entrepreneurship Development Programmes (EDPs) should be more practice - oriented. Inculcation of self-confidence amongst women that they can also run a business should be one of the prime objectives of these programmes.

KiranjotSidhu and SukjeetKaur (2006) in their study projects the crucial role entrepreneurial training can play in making the ventures initiated by these self - motivated women self - sustaining. The study identifies the concern areas of these women who are in business and proposes what kind of entrepreneurial training will be ideal. Entrepreneurship is recommended as the only solution to the growing unemployment among the rural youth. This is more beneficial for women in rural areas as it will enable them to add to the family income while sparing them time to attend to their farm, home and livestock centered tasks. Rural women possess abundant resources to take up an enterprise. They have the benefit of easy availability of farm and livestock based raw material. Hence they can effectively undertake both production and processing oriented enterprises. What they need is awareness, motivation, technical skill and support from family government and other agencies. With the proper backing of these factors they can strengthen their capacities thereby making substantial contributions to the family income and national productivity.

7. Data Analysis and Interpretation:

7.1 Chi-square Tests:

Table 7.1 Chi-Square Tests				
awareness of Govt schemes and Policies		Value	df	Asymp. Sig. (2-sided)
Fully aware	Pearson Chi-Square	14.450 ^a	6	.025
	Likelihood Ratio	19.274	6	.004

	Linear-by-Linear Association	7.462	1	.006
	N of Valid Cases	17		
Not fully aware	Pearson Chi-Square	12.800 ^b	6	.046
	Likelihood Ratio	16.613	6	.011
	Linear-by-Linear Association	9.140	1	.003
	N of Valid Cases	16		
Not aware	Pearson Chi-Square	11.680 ^c	9	.232
	Likelihood Ratio	13.013	9	.162
	Linear-by-Linear Association	.216	1	.642
	N of Valid Cases	17		

While these measures give some sense of the strength of the association, they do not, in general, have an intuitive interpretation. To develop a clearer sense of this, look at the directional measures. Symmetric measures are reported separately for customers who did and did not have contact with a store representative.

These measures are based on the chi-square statistic. Phi is the ratio of the chi-square statistic to the weighted total number of observations. It is the most "optimistic" of the symmetric measures, and unlike most association measures, does not have a theoretical upper bound when either of the variables has more than two categories.

Cramer's V is a rescaling of phi so that its maximum possible value is always 1. As the number of rows and columns increases, Cramer's V becomes more conservative with respect to phi. The contingency coefficient takes values between 0 and $\sqrt{(k-1)/k}$, where k = the number of rows or columns, whichever is smaller. It becomes more conservative with respect to phi as the associations between the variables become stronger.

While the chi-square test is useful for determining whether there is a relationship, it doesn't tell you the strength of the relationship. Symmetric measures attempt to quantify this.

It is noted from the table 7.1 that the p value is greater than 0.01 for Awareness of government schemes and policies, Age & educational qualification the results are significant at 1 %. From the analysis it is concluded that there is significant association was found between Awareness of government schemes, policies, Age & educational qualification to the Opinion about fully aware and not fully aware of government policies.

7.2 The correspondence Analysis:

Table 7.2.1 correspondence Analysis

Row Profiles				
Educational Qualification	Satisfaction level			
	Low	Medium	High	Active Margin
Illiterate	.667	.333	.000	1.000
School level	.727	.273	.000	1.000
Diploma	.833	.167	.000	1.000
Graduate	.500	.500	.000	1.000
Post Graduate	.000	.000	.000	.000
Mass	.740	.260	.000	

The correspondence table shows the distribution of satisfaction level for five education qualification. The rows of the correspondence table represent the education qualification. The columns represent the satisfaction level.

The marginal row totals show that the entrepreneurs satisfaction level, both educational qualification. Looking at the column totals, you can see that there are different from low satisfaction level and education.

Here the illiterate, school level, diploma qualified entrepreneurs are satisfied at low level and the degree hold entrepreneurs are neutrally satisfied. While comparing the educational qualification with satisfaction level the overall mass results mentioned low level of satisfaction is greater than the medium and high satisfaction level.

Table 7.2.2 correspondence Analysis

Column Profiles				
Educational Qualification	Satisfaction level			
	Low	Medium	High	Mass
Illiterate	.108	.154	.000	.120
School leve	.432	.462	.000	.440
Diploma	.405	.231	.000	.360
Graduate	.054	.154	.000	.080
Post Graduate	.000	.000	.000	.000
Active Margin	1.000	1.000	.000	

The total inertia is defined as the weighted sum of all squared distances to the origin divided by the total over all cells, where the weights are the masses. Rows with a small mass influence the inertia only when they are far from the centroid. Rows with a large mass influence the total inertia, even when they are located close to the centroid. The same applies to columns.

Table 7.2.3 correspondence Analysis

Summary							
Dimen sion	Singular Value	Inertia	Chi Square	Sig.	Proportion of Inertia		Confidence Singular Value
					Accounted for	Cumulative	Standard Deviation
1	.210	.044			1.000	1.000	.146

Summary							
Dimension	Singular Value	Inertia	Chi Square	Sig.	Proportion of Inertia		Confidence Singular Value
					Accounted for	Cumulative	Standard Deviation
1	.210	.044			1.000	1.000	.146
Total		.044	2.199	.974 ^a	1.000	1.000	
a. 8 degrees of freedom							

Ideally, we want a correspondence analysis solution that represents the relationship between the row and column variables in as few dimensions as possible. But it is frequently useful to look at the maximum number of dimensions to see the relative contribution of each dimension. The maximum number of dimensions for a correspondence analysis solution equals the number of active rows minus 1 or the number of active columns minus 1, whichever is less. An active row or column is one for which a distinct set of scores is found. Supplementary rows or columns are not active. In the present example, the maximum number of dimensions is $\min(5,4) - 1 = 3$.

The first dimension displays as much of the inertia (a measure of the variation in the data) as possible, the second is orthogonal to the first and displays as much of the remaining inertia as possible, and so on. The singular values can be interpreted as the correlation between the row and column scores. They are analogous to the Pearson correlation coefficient (r) in correlation analysis. For each dimension, the singular value squared (eigenvalue) equals the inertia and thus is another measure of the importance of that dimension.

Assuming that the table to be analyzed is a frequency table and that the data are a random sample from an unknown population, the cell frequencies follow a multinomial distribution. From this, it is possible to compute the standard deviations and correlations of the singular values, row scores, and column scores.

In a one-dimensional correspondence analysis solution, here we can compute a confidence interval for each score in the population. If the standard deviation is large, correspondence analysis is very uncertain of the location of the point in the population. On the other hand, if the standard deviation is small, then the correspondence analysis is fairly certain that this point is located very close to the point given by the solution.

Table 7.2.4 correspondence AnalysisTable

7.2.5 correspondence Analysis

Confidence Row Points	
Educational Qualification	Standard Deviation in Dimension
	1
Illiterate	.120
School leve	.036
Diploma	.149
Graduate	.379
Post Graduate	.

7.3 Scatter/Dot example of Association between the satisfaction level, Evaluation and Age, educational Qualification:

Confidence Column Points	
Satisfact ion level	Standard Deviation in Dimension
	1
Low	.091
Medium	.249
High	.

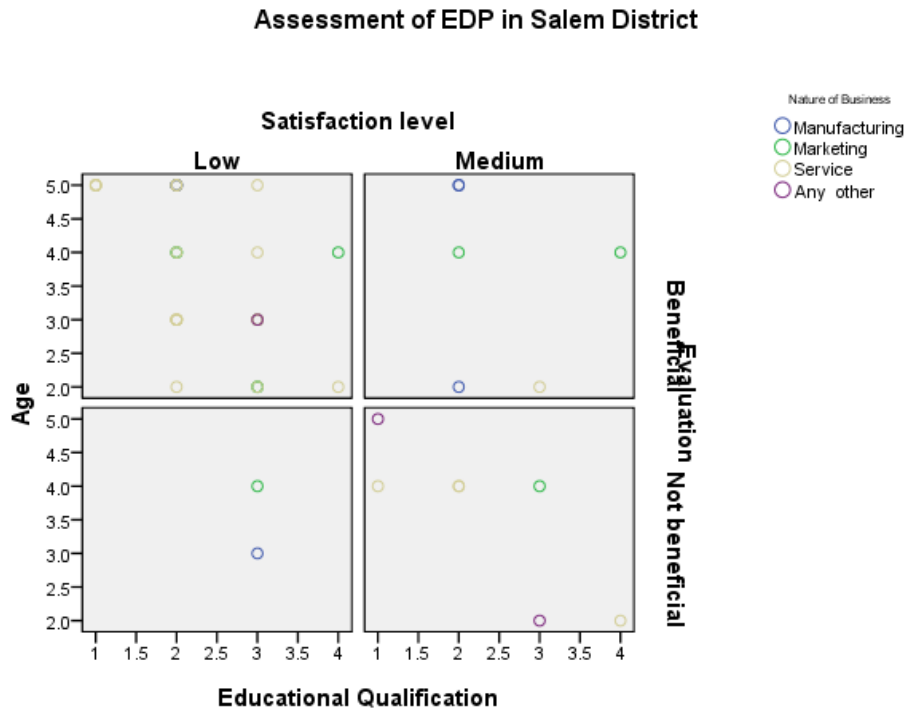


Fig. 7.3.1 Association between the satisfaction level, Evaluation and Age, educational Qualification

Their relative positions as points in the four dimensional space indicate the similarities and differences among them with respect to the Age and Educational Qualification. Geometrically a particular satisfaction level and Evaluation of EDP will tend to a position in its space corresponding to the Age and educational Qualification prominent in that satisfaction level and Evaluation of EDP. Similarly, given the display of satisfaction level and Evaluation of EDP, a particular Age and Educational Qualification will tend along the principal axes in the direction of the satisfaction level and Evaluation, that are relatively substantial in that category. So it can be said that the satisfaction level and Evaluation II is dominant in the Age and Educational Qualification.

It can be concluded from the analysis that

- i. Differences among the satisfaction level and evaluation regarding the respondents age and educational qualification are significant i.e. some age and educational qualification are dominant in certain satisfaction level and evaluation

ii. Most of the respondents in a particular age and educational seem to have a common satisfaction level and evaluation irrespective of other demographic and socio-economic characteristics.

7.4 Scatterplot 3 Dimensional example of Association between the Residence and Awareness of Government Schemes and Policies and Opinion about the present EDP training:

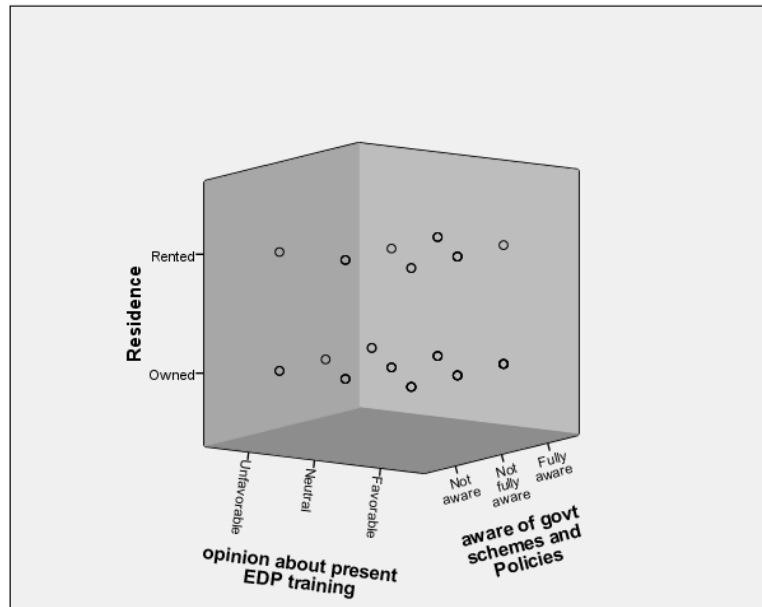


Fig. 7.4.1 Association between the satisfaction level, Evaluation and Age, educational Qualification

Their relative positions as points in the two dimensional space indicate the similarities and differences among them with respect to the Residence. Geometrically a particular type of satisfaction will tend to a position in its space corresponding to the Residence prominent in that Opinion about present EDP training and Awareness of government schemes and policies. Similarly, given the display of Opinion about present EDP training and Awareness of government schemes and policies, a particular Residence will tend along the principal axes in the direction of the Opinion about present EDP training and Awareness of government schemes and policies, that are relatively substantial in that category. So it can be said that the Opinion about present EDP training and Awareness of government schemes and policies II is dominant in the Residence.

It can be concluded from the analysis that

iii. Differences among the Opinion about present EDP training and Awareness of government schemes and policies regarding the respondents Residence are significant i.e. some Residence are dominant in certain Opinion about present EDP training and Awareness of government schemes and policies

iv. Most of the respondents in a particular Residence seem to have a common Opinion about present EDP training and Awareness of government schemes and policies irrespective of other demographic and socio-economic characteristics.

Conclusion

Entrepreneurship establish the most viable and veritable vehicle for self- sustaining industrial development. Although their numbers are small, men and women 203 entrepreneurs have contributed, in no small way, to the economic growth of India. The assistances of entrepreneurs in today entrepreneurship development cannot be underestimated. Their contributions mostly are in the areas of job creation, poverty alleviation, economic growth and financial sustainability. Entrepreneurs face a lot of challenges which may discourage them from going into business, yet they are being motivated to start their own businesses. This study discussed the assessment of EDP programs and its cause and effect of the entrepreneurs in Salem district of Tamil Nadu. Here the researcher mainly discussed about the demographic factors with the independent variable of satisfaction level, opinion about present EDP training, Government schemes and policies, etc., while looking overall performance of EDP training programs are helps to develop and encouraging to establishing the new business in Salem district through that standard of living also improve and towards it leads to useful their day to day livelihood needs. So automatically improve the growth of entrepreneurial actives in Salem district, it's also increasing our nation's economic development.

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