



A STUDY ON IMPACT OF RURAL ENTREPRENEURSHIP DEVELOPMENT PROGRAMME ON RURAL UNEMPLOYED PEOPLE OF WARANGAL DISTRICT

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ABSTRACT

Rural development is more than ever before connected to entrepreneurship. Institutions and individuals promoting rural development now see entrepreneurship as a strategic development intervention that could increase the rural development process. This paper is an attempt to find out the impact of Rural Entrepreneurship development programme conducted by Government to create awareness about the establishment of industry and Rural entrepreneurship that are beginning to deliver on the expected benefits of inclusive economic growth that helps in improving standard of living in rural areas in general and at the bottom of the pyramid in particular. Lack of education, financial problems, insufficient technical and conceptual ability it is too difficult for the rural entrepreneurs to establish an industries in the rural areas. Rural Entrepreneurship development programme is a unique programme started by the Indian government to promote agro based industries in the rural areas. The main intention to reduce the unemployment in rural sector as it became a big problem. The intention of this programme to reduce the migration of rural educated youth to urban and semi-urban areas, as development of villages and agro based industries are important for economic growth of the India as major people of India are depending on the rural sector or agriculture.

Keywords: Rural Entrepreneurship, agro based industry, technical, urban.

INTRODUCTION

Rural entrepreneurs are those who carry out entrepreneurial activities by establishing industrial and business units in the rural sector of the economy. In other words, establishing industrial and business units in the rural areas refers to rural entrepreneurship. In simple words, rural entrepreneurship implies entrepreneurship emerging in rural areas. Or, say, rural entrepreneurship implies rural industrialization. Thus, we can say, entrepreneurship precedes industrialization.

DEFINITION:

Rural industries and business organizations in rural areas generally associated with agriculture and allied activities to agriculture.

According to KVIC (Khadi and Village Industry Commission), "village industries or Rural industry means any industry located in rural areas, population of which does not exceed 10,000 or such other figure which produces any goods or renders any services with or without use of power and in which the fixed capital investment per head of an artisan or a worker does not exceed a thousand rupees".

The modified definition of rural industries has been given by Government of India in order to enlarge its scope. According to Government of India, "Any industry located in rural area, village or



town with a population of 20,000 and below and an investment of Rs. 3 crores in plant and machinery is classified as a village industry."

LITERATURE REVIEW

Prashpiscan (2010) the rural population constitutes a major segment in India. The livelihood strategies of this vast segment depend primarily on agriculture and allied activities. Growth in this agriculture sector has shown a declining trend during the last one decade. This has made a huge impact on the domestic production, employment, etc. These problems can be tackled, to a certain extent, by developing entrepreneurship in Rural India. This dissertation is concerned with the distinctive challenges and opportunities of developing entrepreneurship in rural locations, and also provides the necessary suggestions that can be used in this context.

Dr.Kalpana P. Nandanwar (2011) Rural entrepreneurship should not only set up enterprises in rural areas but should be also using rural produce as raw material and employing rural people in their production processes. Rural entrepreneurship is ,in essence, that entrepreneurship which ensures value addition to rural resources in rural areas engaging largely rural human **resources**. In other words, this means that finished products are produced in rural areas out of resources obtained in rural areas by largely rural people.

According to kriti chavda and Brijesh patel (2013).Rural entrepreneurship is nowadays a major opportunity for the people who migrate from rural areas or semi-urban areas to Urban areas. On the contrary it is also a fact that the majority of rural entrepreneurs is facing many problems due to non availability of primary amenities in rural areas, lack of education financial problems, insufficient technical availability it is too difficult for the rural entrepreneurs to establish industries in the rural areas.

The selection of a suitable form of ownership organization is an important entrepreneurial decision because it influences the success and growth of a business — e.g., it determines the decision of profits, the risk associated with business, and so on. As discussed earlier, the different forms of private ownership organization differ from each other in respect of division of profit, control, risk, legal formalities, flexibility, etc

OBJECTIVES

1. To find the importance of Rural entrepreneurship programme
2. To find the impact of Rural entrepreneurship programme training on the people
3. To know the impact of qualification on this programme

HYPOTHESES

H₁: There is no impact of educational qualification on entrepreneurship programme

H₂: There is no impact of rural entrepreneurship programme in establishment of industry

SCOPE OF THE STUDY

The study is confined to know the impact of rural entrepreneurship development programme implemented by the Government and how it helping the rural people is education is playing pivotal

role in the establishment of industry in the location it is concentrate the villages of Warangal district only.

METHOD OF DATA COLLECTION

Primary Data:

The primary data is collected from the people who are undergone the rural entrepreneurship development programme. A structured questionnaire is used for the data collection

Secondary Data

Secondary data is collected from the various published Journals and articles and rural entrepreneurship development programme officials.

Sample Size: 400 respondents were considered for the study

DATA ANALYSIS AND INTERPRETATION

1.1 Motivation to start the Business

			Motivation to start the Business					Total
			Very Low	Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	0	1	1	0	2
		%	0.0	0.0	50.0	50.0	0.0	100.0
	S.S.C	Count	1	30	47	54	35	167
		%	.6	18.0	28.1	32.3	21.0	100.0
	Plus two	Count	0	23	62	67	35	187
		%	0.0	12.3	33.2	35.8	18.7	100.0
	Degree	Count	1	8	16	10	9	44
		%	2.3	18.2	36.4	22.7	20.5	100.0
Total		Count	2	61	126	132	79	400
		%	.5	15.3	31.5	33.0	19.8	100.0

Source: Primary Data

The above table representing that from the tested scale i.e. Motivation to start the Business observed frequencies from each option, i.e. out of total 400 respondents regarding Nature of the Business; Trading 2 people service 141, Manufacturing 212, any other 45.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.166 ^a	12	.601

H₀: There is no significant relationship between Motivation to start the Business and choosing Rural Entrepreneurship Development Programme

H₁: There is a significant relationship between Motivation to start the Business and choosing Rural Entrepreneurship Development Programme

From the above table the P-value (0.601) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and motivation to start the Business after the training**

The table also inferred that, the all people regardless of educational qualification got motivated to start the business after the training.

1.2 Educational qualification: Confidence Level

			Confidence Level					Total
			Very Low	Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	0	0	1	1	2
		%	0.0	0.0	0.0	50.0	50.0	100.0
	S.S.C	Count	3	21	62	56	25	167
		%	1.8	12.6	37.1	33.5	15.0	100.0
	Plus two	Count	1	26	57	67	36	187
		%	.5	13.9	30.5	35.8	19.3	100.0
	Degree	Count	0	10	9	20	5	44
		%	0.0	22.7	20.5	45.5	11.4	100.0
Total		Count	4	57	128	144	67	400
		%	1.0	14.3	32.0	36.0	16.8	100.0

Source: Primary Data

The above table representing that from the tested scale i.e. Confidence level observed frequencies from each option, i.e. out of total 400 respondents regarding educational qualification 2 below SSC, 167 SSC level, 187 Plus two, 44 degree level. Among them below SSC 2 are having high and very high confidence level, SSC 3 (1.8%) very low, 21 (12.6%) low, 62 (37.1%) moderate, 56 (33.5%) high, 25 (15%) very high confidence level. plus two 26 (13.9%) low, 57 (30.5%) Moderate, 57 (35.8%) high 36 (19.3%) very high confident level. Degree level candidates 10 (22.7%) low, 9 (20.5%) moderate 20 (45.5%) high 5 (11.4%) very high level confidence.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.333 ^a	12	.345

From the above table the P-value (0.345) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and confidence level**.

The table also inferred that, the all people regardless of educational qualification have confidence level.

1.3 Educational qualification: Obtaining credit linkage

			Obtaining credit linkage					Total
			Very Low	Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	0	0	2	0	2
		%	0.0	0.0	0.0	100.0	0.0	100.0
	S.S.C	Count	2	21	65	60	19	167
		%	1.2	12.6	38.9	35.9	11.4	100.0
	Plus two	Count	1	30	63	62	31	187
		%	.5	16.0	33.7	33.2	16.6	100.0
	Degree	Count	0	12	7	19	6	44
		%	0.0	27.3	15.9	43.2	13.6	100.0
Total		Count	3	63	135	143	56	400
		%	.8	15.8	33.8	35.8	14.0	100.0

Source: Primary Data

The above table representing that from the tested scale i.e. obtaining credit linkage observed frequencies from each option, i.e. out of total 400 respondents regarding educational qualification 2 below SSC, 167 SSC level, 187 Plus two, 44 degree level. Among them below SSC 2 are having high, SSC 19 (11.4%) very low, 21 (12.6%) low, 65 (38.9) moderate, 60 (35.9%) high, 19 (11.4%) very high. plus two 31 (16.6%) low, 63 (33.7) Moderate, 62 (33.2%) high 31 (16.6%) very high. Degree level candidates 12 (27.3%) low, 7 (15.9%) moderate 19 (43.2%) high 5 (11.4%) very high response for obtaining credit linkage



Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.494 ^a	12	.132

H₀: There is no significant relationship between Educational qualification and obtaining credit linkage

H₁: There is a significant relationship between Educational qualification and obtaining credit linkage

From the above table the P-value (0.132) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and obtaining credit linkage**.

1.4 Educational qualification: Obtaining statutory clearances

			Obtaining statutory clearances				Total
			Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	1	1	0	2
		%	0.0	50.0	50.0	0.0	100.0
	S.S.C	Count	36	68	44	19	167
		%	21.6	40.7	26.3	11.4	100.0
	Plus two	Count	31	79	51	26	187
		%	16.6	42.2	27.3	13.9	100.0
	Degree	Count	9	17	10	8	44
		%	20.5	38.6	22.7	18.2	100.0
Total		Count	76	165	106	53	400
		%	19.0	41.3	26.5	13.3	100.0

Source: Primary Data

The above table representing that from the tested scale i.e., obtaining statutory clearances for the project.2 are below SSC, 167 SSC, 187 plus two, 44 degree level.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.019 ^a	9	.910

H₀: There is no significant relationship between Educational qualification and obtaining statutory clearances

H₁: There is a significant relationship between Educational qualification and obtaining statutory clearances

From the above table the P-value (0.910) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and obtaining statutory clearances**

1.5 Educational qualification: Able to think and Act

			Able to think and Act				Total
			Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	0	0	2	2
		%	0.0	0.0	0.0	100.0	100.0
	S.S.C	Count	15	42	72	38	167
		%	9.0	25.1	43.1	22.8	100.0
	Plus two	Count	21	46	74	46	187
		%	11.2	24.6	39.6	24.6	100.0
	Degree	Count	3	13	14	14	44
		%	6.8	29.5	31.8	31.8	100.0
Total		Count	39	101	160	100	400
		%	9.8	25.3	40.0	25.0	100.0

Source: Primary Data

The above table representing that from the tested scale i.e. able to think and actl observed frequencies from each option, i.e. out of total 400 respondents regarding educational qualification 2 below SSC, 167 SSC level, 187 Plus two, 44 degree level. Among them below SSC 2 are having very high confidence level, SSC 15 (9%) low, 42 (35.1%) moderate, 72 (43.1%) high, 38 (22.8%) very high confidence level. plus two 21 (11.2%) low, 46 (24.6) Moderate, 74 (39.6%) high 46 (24.6%) very high confident level. Degree level candidates 3 (6.8%) low, 13 (29.5%) moderate 14 (31.8%) high 145 (31.8%) very high level confidence.

H₀: There is no significant relationship between educational qualification and Able to think and Act after the training

H₁: There is a significant relationship between educational qualification and Able to think and Act after the training

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.579 ^a	9	.386

From the above table the P-value (0.386) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and Able to think and Act after the training**

1.6 Educational qualification: Ready to take risk with tolerance for failure

			Ready to take risk with tolerance for failure				Total
			Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	0	1	1	2
		%	0.0	0.0	50.0	50.0	100.0
	S.S.C	Count	55	64	42	6	167
		%	32.9	38.3	25.1	3.6	100.0
	Plus two	Count	65	76	39	7	187
		%	34.8	40.6	20.9	3.7	100.0
	Degree	Count	15	17	11	1	44
		%	34.1	38.6	25.0	2.3	100.0
Total		Count	135	157	93	15	400
		%	33.8	39.3	23.3	3.8	100.0

Source: Primary Data

The above table representing that from the tested scale i.e. ready to take risk with tolerance for failure observed frequencies from each option, i.e. out of total 400 respondents regarding educational qualification 2 below SSC, 167 SSC level, 187 Plus two, 44 degree level. .

H₀: There is no significant relationship between educational qualification and Ready to take risk with tolerance for failure

H₁: There is a significant relationship between educational qualification and Ready to take risk with tolerance for failure

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.753 ^a	9	.098

From the above table the P-value (0.098) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and Ready to take risk with tolerance for failure**

1.7 Educational qualification: Take challenges and new opportunities

			Take challenges and New opportunities				Total
			Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	1	0	1	0	2
		%	50.0	0.0	50.0	0.0	100.0
	S.S.C	Count	35	76	51	5	167
		%	21.0	45.5	30.5	3.0	100.0
	Plus two	Count	45	85	43	14	187
		%	24.1	45.5	23.0	7.5	100.0
	Degree	Count	13	17	14	0	44
		%	29.5	38.6	31.8	0.0	100.0
Total		Count	94	178	109	19	400
		%	23.5	44.5	27.3	4.8	100.0

Source: Primary Data

H₀: There is no significant relationship between educational qualification and Take challenges and new opportunities

H₁: There is a significant relationship between educational qualification and Take challenges and new opportunities

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.913 ^a	9	.218

From the above table the P-value (0.218) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and Take challenges and new opportunities**

1.8 Educational qualification: Commitment Level to Work

			Commitment Level to Work				Total
			Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	1	0	1	0	2
		%	50.0	0.0	50.0	0.0	100.0
	S.S.C	Count	46	68	49	4	167
		%	27.5	40.7	29.3	2.4	100.0
	Plus two	Count	59	80	39	9	187
		%	31.6	42.8	20.9	4.8	100.0
	Degree	Count	13	12	19	0	44
		%	29.5	27.3	43.2	0.0	100.0
Total		Count	119	160	108	13	400
		%	29.8	40.0	27.0	3.3	100.0

Source: Primary Data

H₀: There is no significant relationship between educational qualification and Commitment Level to Work after the training

H₁: There is a significant relationship between educational qualification and Commitment Level to Work after the training

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.607 ^a	9	.102

From the above table the P-value (0.102) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and Commitment Level to Work after the training**

1.9 Educational qualification: Leadership and Motivational Skills

			Leadership and Motivational Skills				Total
			Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	1	1	0	2
		%	0.0	50.0	50.0	0.0	100.0
	S.S.C	Count	23	76	55	13	167
		%	13.8	45.5	32.9	7.8	100.0
	Plus two	Count	22	94	60	11	187
		%	11.8	50.3	32.1	5.9	100.0
	Degree	Count	2	19	19	4	44
		%	4.5	43.2	43.2	9.1	100.0
Total		Count	47	190	135	28	400
		%	11.8	47.5	33.8	7.0	100.0

Source: Primary Data

H₀: There is no significant relationship between educational qualification and Leadership and Motivational Skills after the training

H₁: There is a significant relationship between educational qualification and Leadership and Motivational Skills after the training

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.774 ^a	9	.762

From the above table the P-value (0.102) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and Leadership and Motivational Skills after the training**

1.10 Educational qualification: Making Important Decisions by yourselves at work place

			Making Important Decisions by yourselves at work place				Total
			Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	1	1	0	2
		%	0.0	50.0	50.0	0.0	100.0
	S.S.C	Count	54	77	34	2	167
		%	32.3	46.1	20.4	1.2	100.0
	Plus two	Count	54	90	38	5	187
		%	28.9	48.1	20.3	2.7	100.0
	Degree	Count	15	23	5	1	44
		%	34.1	52.3	11.4	2.3	100.0
Total		Count	123	191	78	8	400
		%	30.8	47.8	19.5	2.0	100.0

Source: Primary Data

H₀: There is no significant relationship between educational qualification and Making Important Decisions by your selves at work place after the training

H₁: There is a significant relationship between educational qualification and Making Important Decisions by your selves at work place after the training

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.009 ^a	9	.834

From the above table the P-value (0.834) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and Leadership and Making Important Decisions by your selves at work place after the training**

1.11 Educational qualification: To Come up with Fresh Ideas

			To Come up with Fresh Ideas				Total
			Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	1	1	0	2
		%	0.0	50.0	50.0	0.0	100.0
	S.S.C	Count	44	74	48	1	167
		%	26.3	44.3	28.7	.6	100.0
	Plus two	Count	52	82	49	4	187
		%	27.8	43.9	26.2	2.1	100.0
	Degree	Count	10	18	16	0	44
		%	22.7	40.9	36.4	0.0	100.0
Total		Count	106	175	114	5	400
		%	26.5	43.8	28.5	1.3	100.0

Source: Primary Data

H₀: There is no significant relationship between educational qualifications and to come up with Fresh Ideas after the training

H₁: There is a significant relationship between educational qualifications and to come up with Fresh Ideas after the training

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.953 ^a	9	.838

From the above table the P-value (0.838) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and Leadership and to come up with Fresh Ideas after the training**

1.12 Educational qualification: Interest in the latest innovation

			Interest in the latest innovation				Total
			Very Low	Low	Moderate	High	
Educational qualification	Below S.S.C	Count	0	0	2	0	2
		%	0.0	0.0	100.0	0.0	100.0
	S.S.C	Count	0	53	75	39	167
		%	0.0	31.7	44.9	23.4	100.0
	Plus two	Count	1	84	62	40	187
		%	.5	44.9	33.2	21.4	100.0
	Degree	Count	0	23	18	3	44
		%	0.0	52.3	40.9	6.8	100.0
Total		Count	1	160	157	82	400
		%	.3	40.0	39.3	20.5	100.0

Source: Primary Data

H₀: There is no significant relationship between educational qualifications and Interest in the latest innovation after the training

H₁: There is a significant relationship between educational qualifications and Interest in the latest innovation after the training

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.786 ^a	9	.038

From the above table the P-value (0.038) is more than the significance level (0.05), we reject the null hypothesis. Thus, we conclude that there is a relationship **between educational qualification and Interest in the latest innovation after the training**

1.13 Educational qualification: Ability to manage change and have become change oriented

			Ability to manage change and have become change oriented				Total
			Low	Moderate	High	Very High	
Educational qualification	Below S.S.C	Count	0	0	2	0	2
		%	0.0	0.0	100.0	0.0	100.0
	S.S.C	Count	27	44	70	26	167
		%	16.2	26.3	41.9	15.6	100.0
	Plus two	Count	23	49	81	34	187
		%	12.3	26.2	43.3	18.2	100.0
	Degree	Count	9	6	18	11	44
		%	20.5	13.6	40.9	25.0	100.0
Total		Count	59	99	171	71	400
		%	14.8	24.8	42.8	17.8	100.0

Source: Primary Data

H₀: There is no significant relationship between educational qualifications and Ability to manage change and have become change oriented after the training

H₁: There is a significant relationship between educational qualifications and Ability to manage change and have become change oriented after the training

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.012 ^a	9	.436

From the above table the P-value (0.436) is more than the significance level (0.05), we accept the null hypothesis. Thus, we conclude that there is no relationship **between educational qualification and Ability to manage change and have become change oriented after the training**

FINDINGS CONCLUSION AND RECOMMENDATIONS

FINDINGS

1. P-value (0.601) is more than the significance level (0.05), there is no relationship between educational qualification and motivation to start the Business after the training
2. P-value (0.345) is more than the significance level (0.05), is no relationship between educational qualification and confidence level.



3. P-value (0.132) is more than the significance level (0.05), there is no relationship between educational qualification and obtaining credit linkage.
4. the P-value (0.910) is more than the significance level (0.05) there is no relationship between educational qualification and obtaining statutory clearances
5. the P-value (0.386) is more than the significance level (0.05) is no relationship between educational qualification and Able to think and Act after the training
6. P-value (0.098) is more than the significance level (0.05), is no relationship between educational qualification and Ready to take risk with tolerance for failure
7. the P-value (0.218) is more than the significance level (0.05), is no relationship between educational qualification and Take challenges and new opportunities
8. the P-value (0.102) is more than the significance level (0.05), that there is no relationship between educational qualification and Commitment Level to Work after the training
9. the P-value (0.102) is more than the significance level (0.05) that there is no relationship between educational qualification and Leadership and Motivational Skills after the training
10. P-value (0.834) is more than the significance level (0.05) there is no relationship between educational qualification and Leadership and Making Important Decisions by your selves at work place after the training
11. The P-value (0.838) is more than the significance level (0.05) there is a relationship between educational qualification and Interest in the latest innovation after the training
12. the P-value (0.038) is more than the significance level (0.05) there is a relationship between educational qualification and Interest in the latest innovation after the training
13. The P-value (0.436) is more than the significance level (0.05), there is no relationship between educational qualification and Ability to manage change and have become change oriented after the training

CONCLUSION

The broad conclusions of the study that emerged from the findings are as follows

Rural entrepreneurship development programme helping educated people to take bold action on starting the new venture.

The study reveals that the confident level is increased; they mentally ready to take risk with tolerance for failure with rural entrepreneurship development program

The development programme making to take changes and new opportunities, leadership and motivational skills are improving after the training.

It shows the latest innovation techniques are following, shortage of funds for expansion are not influencing in choosing the Rural Entrepreneurship development programme.

The study shows that the gender discrimination is not playing a pivotal role in rural entrepreneur development programme.



RECOMMENDATIONS

1. Rural Entrepreneurship Development Programme is very much helpful for the rural educated community and creating ideas to start their own enterprise.
2. Government should take measure to attend the more number to the programme and create awareness among them the importance of the programme.
3. There is a high competition from the supermarkets and other organized outlets, they have to take measures to overcome the competition.
4. The rural and other banks should encourage Rural Entrepreneurship by giving financial assistance with less interest.
5. Government should encourage Entrepreneurship by reserving certain industries are products to these programme.

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