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AN IN-DEPTH ANALYSIS OF THE EFFECTIVENESS OF WOMEN'S ENTERPRENEURSHIP TRAINING AND SKILL DEVELOPMENT PROGRAMS

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ABSTRACT
India has placed a significant emphasis on fostering entrepreneurship development throughout its various states, and a noteworthy trend has been the rise of women entrepreneurs operating from home, contributing to the advancement of gender equality. In response to this, there has been a surge in entrepreneurial training initiatives initiated by both governmental and non-governmental entities. This research aims to evaluate the effectiveness of one such training program designed for 200 women entrepreneurs. While previous studies have underscored the significance of entrepreneurship training programs, it is imperative to scrutinize their actual impact. The objective of this study is to assess the efficacy of a women's entrepreneurial training program, providing valuable insights for shaping future training endeavors. The t-test for independent samples, Mann Whitney test, McNemar test, and Wilcoxon rank test are used to gauge the acquired business skills of the trainees. The findings not only assess the immediate impact of the training program but also highlight potential areas for further research and enhancement in this domain.

Keywords: training, women entrepreneurs, Wilcoxon signed-rank test, McNemar test, and Mann-Whitney U test etc.

1. INTRODUCTION

Globally, entrepreneurship is recognized as a key solution to address issues such as unemployment, poverty, and sluggish economic growth. The establishment of new ventures and the expansion of existing businesses are pivotal elements contributing to the economic vitality of any nation. India, being no exception, actively fosters and encourages entrepreneurs. With the female population in India comprising approximately 48.42%, women's entrepreneurship has emerged as a significant driver in the development of the Indian economy. One effective strategy to boost entrepreneurial activity in a country is by offering entrepreneurial training and education to both potential and current women entrepreneurs. It is acknowledged that providing entrepreneurship training serves

as a practical approach to ignite entrepreneurial spirit among young individuals, equipping them with essential business knowledge and skills. Entrepreneurship training has proven effective in generating cognitive and motivational outcomes, resulting in an increase in the establishment of new businesses (Martin et al., 2013). Entrepreneurship stands out as a crucial factor for societal advancement. A global entrepreneurship survey with a gender focus, conducted by PC maker Dell and the Global Entrepreneurship and Development Institute in July 2013, revealed India's concerning position in the realm of women entrepreneurship. Among 17 nations assessed, India ranked 16th, only surpassing Uganda. Notably, Turkey, Morocco, and Egypt outperformed India in this regard. A special report on entrepreneurship training from the Global Entrepreneurship Monitor highlights a scarcity of research on entrepreneurship training, particularly in terms of assessing its effectiveness (Martinez et al., 2010). In a study examining the recent progress of women entrepreneurs in Asian developing nations, Tambunan (2009) concentrated on small and medium enterprises (SMEs) using data analysis and literature review. The research highlighted the substantial significance of SMEs, comprising over 95% of all firms in Asian developing countries. However, the study underscored challenges faced by women entrepreneurs, including low education levels, constrained capital, and cultural or religious barriers, contributing to their relatively low representation. Over the past few decades, the rise of women's entrepreneurship has been evident across various states in India. Consequently, both governmental and private entities frequently conduct training programs to foster the advancement of women entrepreneurs. These programs for women's entrepreneurship training and skill development aim to empower aspiring and established women entrepreneurs, providing support for the initiation, management, and expansion of their businesses (Sami & Roychowdhury, 2022).

The above observations highlight a noticeable growth in research on entrepreneurship education and training. However, a significant gap exists in the evaluation of the effectiveness of such training interventions, which is surprising considering the potential costs in terms of time and money for both participants and sponsors. Many training initiatives may not align with the actual needs of entrepreneurs. Therefore, the objective of this paper is to evaluate the effectiveness of Women Entrepreneurship Programme (WEP) and outlines the evaluation process for this training intervention.

This study seeks to investigate the factors influencing the impact of training programs on micro and small enterprises, as perceived by women entrepreneurs in West Bengal. The research model

hypothesizes a causal relationship between the effectiveness of training programs and the level of success achieved by these businesses. The study aims to measure the efficacy of training . The anticipated outcome is that such training initiatives will not only inspire women to secure meaningful employment for themselves and others but will also aid them in overcoming business challenges to establish productive, sustainable, and innovative ventures. The model, formulated as the foundation for entrepreneurship programs in West Bengal, is assessed based on various track outcomes.

The structure of the research paper unfolds as follows: the subsequent section presents an in-depth exploration of relevant literature on training and assesses the effectiveness of the training model, laying the groundwork for a contextual research approach and identifying research gaps. The third section outlines the training model, while the fourth section delves into the methodology employed for data analysis. Following this, the results of the data analysis are detailed in the fifth section. The paper concludes with a discussion in the sixth section, and the seventh section outlines limitations and proposes future directions for research.

2. LITERATURE AND RESEARCH GAP

The present research provides a brief literature review on women's entrepreneurship training intervention.

Over the last two decades, there have been extensive studies and research has been done in the context of women entrepreneurs. Entrepreneurship may be defined as the technique of both innovation and as well as exploiting the opportunities through efforts and perseverance along with undertaking financial, psychological, and social risks related to business to earn profit, self-satisfaction, and independence. (Hisrich & Drnovsek, 2002). Researchers have recognized entrepreneurship as a crucial driver to economic, social, cultural, and environmental development (Civera and Meoli, 2023; Ozkazanc-Pan and Clark Muntean, 2021). Entrepreneurship success is also acknowledged as a crucial phenomenon, that is ascertained by several factors viz., economic, demographic, personality, innovation, financial assistance, and training factor. Of all the factors training is the crucial factor for promoting entrepreneurship among potential and established women entrepreneurs.

According to the findings of the sixth economic census in 2014, a mere 14% of women in India are engaged in running or owning businesses. Various justifications support the promotion of entrepreneurship, particularly through the implementation of well-designed and organized training programs. Some research supported that, women do not strongly perceive themselves, entrepreneurs, as men do and hence it has been ascribed as male-gendered (Nwobilor et al., 2023; Akter & Nishat, 2023). Recent studies have argued that women who strive to push the glass ceiling in the workplace have reasonably craved their way to the entrepreneurship path (Khan et al., 2021).

Gupta (2018) identified that enhanced confidence, knowledge, access to entrepreneurship training, household support, and active participation in networks were key contributors to the heightened business success of female entrepreneurs.

The considerable failure rate among women-owned businesses is a notable concern. According to a report from the Organisation for Economic Co-operation and Development (OECD), women entrepreneurs experience an annual turnover rate of approximately thirty two percent (OECD, 2021). This implies that one in three women entrepreneurs encountered failure within the initial year. Several factors contribute to the elevated failure rate of women entrepreneurs, including insufficient access to finance, with training playing a pivotal role in the challenges faced by women entrepreneurs. Akter and Nishat (2023) explored challenges faced by women entrepreneurs in an emerging economy, revealing issues like limited finance access, cultural barriers, and gender stereotypes. Despite obstacles, women showed resilience with strong self-belief, passion for their businesses, and robust support networks.

The findings suggested that both internal factors, such as the desire for achievement, risk-taking, and self-confidence, and external factors, encompassing economic and socio-cultural aspects, exerted a positive and notable impact on the success of enterprises owned by women. Okoli, Adebajo, and Aniekwe (2023) recognized various significant constraints, such as insufficient knowledge about financial access, networking skills, and challenges in maintaining work life balance.

The current study emphasizes the need for well-designed women entrepreneurship training programs to bridge this gap. The study focuses on evaluating the significance and effectiveness of such training programs for both potential and existing women entrepreneurs. Despite the numerous women entrepreneurship training programs conducted by both state and central governments, there

is a shortage of research evaluating the effectiveness of these programs in nurturing entrepreneurship among both potential and existing women entrepreneurs. In light of the aforementioned literature, the research objective is to investigate the impact of training programs on the performance of women entrepreneurs in West Bengal. Therefore, this study aims to assess the efficacy of the women entrepreneurship training and development program in West Bengal. The study measures the performance perceptions of women entrepreneurs both before and after the training program. Additionally, it evaluates whether the participants believe that the training program has assisted them in overcoming business challenges and equipped them with the latest technologies. Building on these studies, descriptive research was used to ascertain the effectiveness of entrepreneurship training that would improve entrepreneurial competencies and comprehend the impact of training intervention on entrepreneurial knowledge and skill.

The effectiveness of the women entrepreneurship training was evaluated across four levels of criteria which has been presented in Table 1.

Table 1. Training evaluation level

Evaluation Level	Focus	Evaluation Method	Time of Assessment
Engagement and Satisfaction	Trainees' satisfaction and engagement	After training survey	After training
Knowledge Acquisition and Attitude	Knowledge acquisition, attitude modification, skill development	Before and after learning assessments	After training six month

Source: Author's contribution

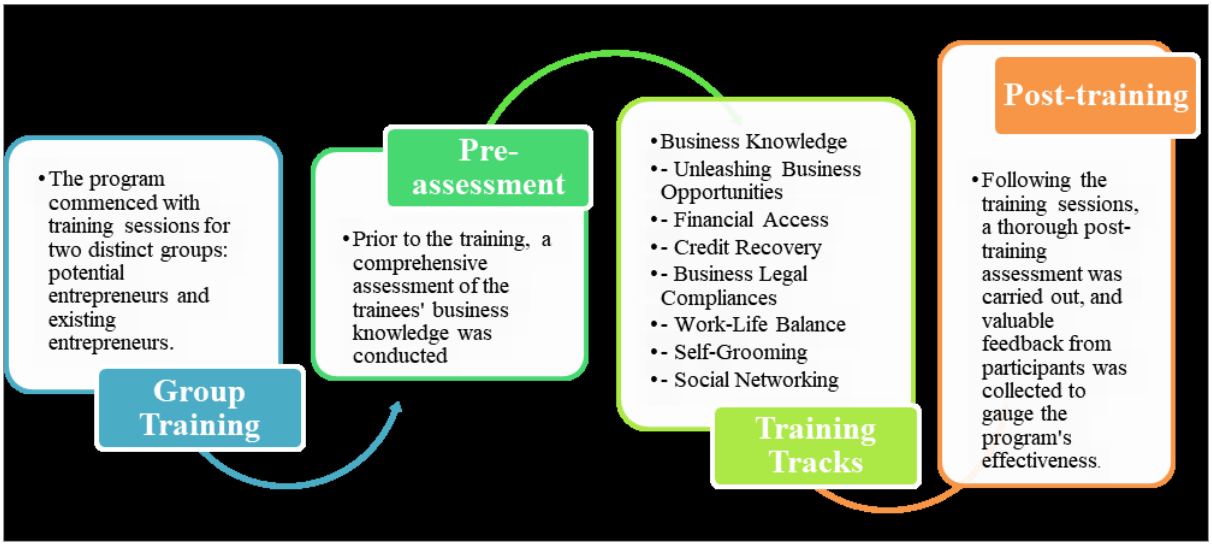
This multi-level evaluation approach provides a comprehensive understanding of the program's impact, ranging from immediate reactions to long-term business outcomes. Evaluating trainees' data at each level offers a more comprehensive understanding of the training program's effectiveness, making the Kirkpatrick model a valuable measurement tool.

Women entrepreneurship training model

In this section, a detailed blueprint of the entrepreneurship training program is outlined. The program aims to boost the ownership share of women entrepreneurs in micro and small enterprises in West Bengal. It is noteworthy that there are no demographic constraints, allowing women of all ages (including those above 18) and educational backgrounds (with no minimum criteria) to participate. The study predominantly includes entrepreneurs overseeing registered businesses. Additionally, a graphical representation of the different training phases is provided for a clearer understanding of the training module.

The entrepreneurship training program in West Bengal incorporates a diverse array of training methodologies, including factory visits, case studies, interactive sessions based on real-life experiences, discussions on entrepreneurs' projects, idea pitching, and traditional lecture methods. This varied approach ensures that participants receive a well-rounded and practical learning experience, tailored to the specific context of entrepreneurship in West Bengal.

Figure 1. Illustrates the various phases of women's entrepreneurship training programs



Source: *Author's contribution*

3. RESEARCH METHODOLOGY

The research methodology employs a quasi-experimental design, incorporating statistical techniques such as the Wilcoxon signed-rank test, Mann-Whitney U test, , and Mc Nemar test to

assess the business knowledge acquired by the trainees. The study population includes 200 women trainees.

The study employs a quantitative research design for inferential results, utilizing a structured questionnaire to gather data from 135 existing women entrepreneurs and 65 potential entrepreneurs in West Bengal. The before training questionnaire was administered on the first day of the program, and responses were collected on the same day. The after training questionnaire was distributed via email, with responses collected six months later. The questionnaire comprises four sections: the first covers demographic profiles, the second addresses business profiles (including business success, applicable to existing entrepreneurs), the third contains pre-training questions, and the fourth includes post-training questions. Responses are measured on a five-point scale, ranging from poor to splendid for business success and from waste of time to very helpful for training.

4. DATA ANALYSIS: RESULT AND DISCUSSION

This section presents and elucidates the research findings, providing an in-depth analysis of the data. The discussion segment interprets the results, contributing to the overarching significance of the research.

Demographic profile of the women trainees

The training program encompassed a total of 200 participants, with 135 (67.5%) classified as existing entrepreneurs and 65 as potential women entrepreneurs, constituting 32.5% of the population. The dataset was bifurcated into two segments, namely women entrepreneurs and potential entrepreneurs. This division was undertaken to meticulously examine the data, derive pertinent and precise results, and ascertain whether entrepreneurship training is efficacious exclusively for existing entrepreneurs or if it equally benefits potential entrepreneurs in augmenting the share of women entrepreneurs in the economy.

Table 2. Demographic profile of the potential women entrepreneur's trainees

Age

Variable	Frequency	Percentage (%)
18-27	43	66.15
28-37	15	23.07
38-47	5	7.69
48 and above	2	3.08

Status

Variable	Frequency	Percentage (%)
Single	28	43.08
Widowed	3	4.62
Divorced	7	10.77

Education

Variable	Frequency	Percentage (%)
Matriculation	7	10.77
Graduate	41	63.08
Post graduate	10	15.38
MBA/ other	5	7.69

Source: *Author's contribution*

The demographic profile of potential women entrepreneurs trainees reveals a diverse cohort in terms of age, marital status, and educational background. A significant portion, constituting 66.15%, falls within the 18-27 age range, showcasing a younger demographic eager to embark on entrepreneurial endeavours. In terms of marital status, there is a balanced distribution, with 41.53% being married, 43.08% single, and a smaller percentage either widowed (4.62%) or divorced (10.77%). The educational composition is notable, with the majority having a graduate degree (63.08%), followed by postgraduates (15.38%), and a smaller percentage with education below matriculation or matriculation levels. This diverse educational background indicates a range of skills and knowledge among potential women entrepreneurs. These detailed demographic insights provide a comprehensive understanding of the trainee group, essential for tailoring effective entrepreneurship training programs that cater to their varied needs and experiences.

Table 3. Business profile of the women entrepreneurs (trainees)

Age

Variable	Frequency	Percentage (%)
18-27	37	27.41
28-37	44	32.59
38-47	42	31.11
48 above	12	8.89

Status

Variable	Frequency	Percentage (%)
Married	109	80.74
Single	19	14.07
Widowed	2	1.48
Divorced	5	3.70

Education

Variable	Frequency	Percentage (%)
Below Matriculation	3	2.22
Matriculation	8	5.93
Graduate	58	42.96
Post graduate	47	34.81
MBA/ other	19	14.07

Entrepreneurial Background

Variable	Frequency	Percentage (%)
Attendee of Women's Entrepreneurship Training Programs	37	27.41
Never attended such programs	98	72.59

Existing Women Entrepreneurs (Additional Characteristics)

Business Structure

Variable	Frequency	Percentage (%)
Sole Proprietorship	59.00	43.70
Partnership	38.00	28.15
Private Limited Company	38.00	28.15

Years in Business

Variable	Frequency	Percentage (%)
1-5 years	68.00	50.37
6-10 years	39.00	28.89
11-15 years	28.00	20.74

Annual Turnover (Rs. Lakh)

Variable	Frequency	Percentage (%)
0.5-1.5 lakh	73.00	54.07
1.5-2.5 lakh	36.00	26.67
5-10 lakh	21.00	15.56
Above 10 lakh	5.00	3.70

Business Sector

Variable	Frequency	Percentage (%)
Manufacturing	63.00	46.67
Trading	28.00	20.74
Service	44.00	32.59

Source: *Author's contribution*

The table 3 provides a detailed demographic and entrepreneurial profile of the women entrepreneurs participating in the training program. In terms of age distribution, the majority falls within the 28-37 age range (32.59%), followed by those aged 38-47 (31.11%), indicating a relatively balanced representation across age groups. The marital status of the participants shows a substantial percentage of married women (80.74%), while smaller percentages are either single

(14.07%), widowed (1.48%), or divorced (3.70%). Regarding educational backgrounds, a significant portion holds a graduate degree (42.96%), with postgraduates (34.81%) and those with MBA/other qualifications (14.07%) also well-represented. Notably, 27.41% of the participants had previously attended women's entrepreneurship training programs, suggesting a mix of experienced and first-time trainees.

For existing women entrepreneurs, the entrepreneurial background reveals that the majority operate as sole proprietors (43.70%), followed by partnerships (28.15%) and private limited companies (28.15%). In terms of business tenure, a substantial number have been in business for 1-5 years (50.37%). The annual turnover distribution shows that a significant portion earns between 0.5-1.5 lakh (54.07%). The diverse business sectors represented include manufacturing (46.67%), trading (20.74%), and service (32.59%), showcasing a broad spectrum of entrepreneurial ventures. These insights provide a comprehensive understanding of the participants, crucial for tailoring effective training interventions that cater to their varied entrepreneurial experiences and backgrounds.

Assessing the efficacy of the entrepreneurship training program: Trainees' perception of the learning experience.

To assessed the trainees satisfaction, feedback forms were distributed post-training, covering aspects such as training tracks, facilitators, and the overall program environment. Responses from all two hundred participants were collected using a five-point Likert scale (ranging from "not at all satisfied" to "extremely satisfied").

Table 4. The descriptive statistics on reaction of all the trainees

Variables	**Assessing the Degree of Learning Experience**									
	Not at all satisfied		*Slightly satisfied*		*Neutral*		*Very satisfied*		*Extremely satisfied*	
	N	%	*N*	%	*N*	%	*N*	%	*N*	%
Adequacy of time allocated for the training program	0	0.00	0	0.00	5	2.5	85	42.5	62	31
Effectiveness of training methods in producing desired results	0	0.00	5	2.5	6	3	72	36	117	58.5
Expertise of trainers in their respective fields	0	0.00	4	2	13	6.5	57	28.5	90	45

Quality of interaction between trainers and trainees	0	0.00	0	0.0	19	9.5	48	24	133	66.5
Adequacy of infrastructure for the training program	0	0.00	3	1.5	29	14.5	54	27	114	57
Effectiveness of the training in meeting the needs of business activities	0	0.00	5	2.5	17	8.5	47	23.5	62	31

Source: *Author's contribution*

The table presents the assessment of the learning experience among all trainees based on various aspects of the training program. Notably, 42.5% of participants found the time allocated for the training program to be very satisfying, emphasizing its adequacy. Regarding the effectiveness of training methods, 58.5% expressed extreme satisfaction, indicating that the methods yielded the desired results. Moreover, the expertise of trainers received positive feedback, with 45% being extremely satisfied. The quality of interaction between trainers and trainees was well-received, as 66.5% expressed extreme satisfaction. Adequacy of infrastructure garnered positive responses, with 57% expressing extreme satisfaction. Lastly, the effectiveness of training in meeting the needs of business activities was affirmed by 31% of participants, indicating overall satisfaction with the program's impact on their entrepreneurial pursuits.

The Wilcoxon signed-rank test is utilized to assess the statistical significance of the difference in business skills and knowledge before ("pre") and after ("post") participating in the training programs.

Table 5 presents the results of the Wilcoxon signed-rank test, which was conducted to measure the differences in business knowledge before and after the training program for both existing and potential entrepreneurs. The variables included in the table are the number of participants (N), the mean score before training, the standard deviation before training, the mean score after training, the standard deviation after training, and the significance value (P-value).

For existing entrepreneurs, the mean score before training was 49.211 with a standard deviation of 18.236, while the mean score after training was 47.534 with a standard deviation of 5.662. The Wilcoxon signed-rank test yielded a significant P-value of 0.00, indicating that there is a statistically significant difference in business knowledge before and after the training for existing entrepreneurs.

Similarly, for potential entrepreneurs, the mean score before training was 35.231 with a standard deviation of 15.175, and the mean score after training was 48.125 with a standard deviation of 8.452. The P-value was also found to be 0.00, suggesting a statistically significant difference in business knowledge before and after the training for potential entrepreneurs.

In summary, the results from the Wilcoxon signed-rank test confirm that both existing and potential entrepreneurs experienced a significant improvement in their business knowledge after participating in the training program. The P-values being less than 0.05 indicate a high level of confidence in the observed differences.

The findings underscore the noteworthy impact of the training program, revealing a significant increase in business skills and knowledge post-training. This indicates a successful acquisition of comprehensive business skills by the trainees, empowering them to adeptly design improved business plans and execute their business activities with greater precision and practicality.

Table 5. Wilcoxon signed-rank test measures differences in business knowledge before and after training

Variable	***N***	**Before-training**		**After-training**		**Sig value**
		Mean	Sd	Mean	Sd	P-value
Existing entrepreneurs	135	49.211	18.236	47.534	5.662	0.00
Potential entrepreneurs	65	35.231	15.175	48.125	8.452	0.00

Source: *Author's contribution*

The results affirm the effectiveness of the training program in enhancing the business skills and knowledge of both potential and existing women entrepreneurs. This, in turn, is poised to empower women, enabling them to take confident and informed strides in their business ventures.

Mann-Whitney U test: *Measuring the significant difference between the potential and existing women entrepreneurs before and after training program*

The table presents the results of the Mann-Whitney U test comparing the before and after training scores between existing and potential women entrepreneurs. Before the training, the mean rank for existing entrepreneurs was 35.13, while for potential entrepreneurs, it was 24.17. The Mann-Whitney U test yielded a Z-value of 1.483, with a significance level of .032. This indicates a significant difference in the pre-training scores between the two groups, suggesting that existing

entrepreneurs had a higher mean rank than potential entrepreneurs before undergoing the training program.

However, after the training, the mean rank for existing entrepreneurs decreased to 33.15, and for potential entrepreneurs, it was 23.82. The Mann-Whitney U test for after training scores resulted in a Z-value of 0.467, with a significance level of .340. This implies that there is no significant difference in the post-training scores between existing and potential entrepreneurs.

In summary, the Mann-Whitney U test indicates a significant difference in the before training scores, suggesting that existing entrepreneurs had higher scores before the training program. However, there is no significant difference in the post-training scores, implying that both groups achieved similar levels of business skills and knowledge after undergoing the training program.

Table 6. Mann-Whitney U test results

Training	Type of Entrepreneurs	*N*	Mean Rank	*Z*	Sig
Before training	Existing entrepreneur	135	35.13	1.686	.032
	Potential entrepreneur	65	24.17		
	Total	200			
After training	Existing entrepreneur	135	33.15	.467	.340
	Potential entrepreneur	65	23.82		
	Total	200			

Source: *Author's contribution*

Based on the findings in Table 4, it can be concluded that the women's entrepreneurship program was effective for both potential and existing entrepreneurs. The elimination of the difference in business skills and knowledge across these types of entrepreneurs suggests that the training program positively impacted both groups, bringing them to a similar level of proficiency.

McNemar test: Measuring the effectiveness of women's entrepreneurship training

McNemar's test is utilized for paired sample tests with two possible outcomes, specifically designed for 2x2 data. Unlike the chi-square test of independence, McNemar's test focuses on repeated measures and assesses significant changes in a dichotomous variable, examining consistency in responses across two variables. The study employed McNemar's test to evaluate the effectiveness of women's entrepreneurship training programs on both potential and existing entrepreneurs. Participants were asked specific questions related to their confidence in starting or

growing a business after the training program, providing insights into the program's impact. The results aim to determine the overall effectiveness of such training initiatives and their potential scalability for a broader population of women entrepreneurs in the state.

Table 6. Results of McNemar test for testing the effectiveness of the training program

Potential entrepreneurs					Existing entrepreneurs				
Before training	After training		Total	Sig.	Before training	After training		Total	Sig.
	Yes	No				Yes	No		
Yes	49	6	55	.021	Yes	77	15	92	.000
No	6	9	15		No	35	8	43	
Total	55	15	65		Total	112	23	135	

Source: Author's contribution

The table represents the results of the McNemar test conducted on both potential and existing entrepreneurs before and after the training program. In the case of potential entrepreneurs, before the training, 49 participants were confident (Yes) about starting a business, while 6 were not (No). After the training, the number of confident participants increased to 55, and those not confident decreased to 9. The McNemar test showed a significant difference ($p = 0.021$), indicating a positive impact on the confidence of potential entrepreneurs.

For existing entrepreneurs, before the training, 77 participants were confident (Yes) about their business growth, while 15 were not (No). After the training, the number of confident participants increased to 92, and those not confident decreased to 8. The Mc Nemar test revealed a highly significant difference ($p = 0.000$), indicating a substantial positive impact on the confidence of existing entrepreneurs. These results suggest that the training program had a positive effect on boosting the confidence of both potential and existing entrepreneurs in their business endeavors.

5. CONCLUSION AND DISCUSSION

In conclusion, the study aimed to assess the effectiveness of an entrepreneurship training program for both potential and existing women entrepreneurs. The findings derived from various analyses provide valuable insights into the impact of the training program on participants.

Firstly, the trainees' perceptions of the learning experience were evaluated through a comprehensive feedback mechanism. The results revealed a high level of satisfaction across

different aspects of the training program, including the adequacy of time allocation, effectiveness of training methods, expertise of trainers, quality of interaction, adequacy of infrastructure, and effectiveness in meeting business needs. The positive feedback from the trainees underscores the success of the program in delivering a satisfactory learning experience.

Secondly, the Wilcoxon signed-rank test was employed to measure the statistical significance of the difference in business skills and knowledge before and after the training program. The results indicated a substantial improvement in business skills and knowledge for both existing and potential entrepreneurs. The statistically significant differences observed post-training affirm the program's effectiveness in enhancing participants' business capabilities.

Additionally, the Mann-Whitney U test compared the pre- and post-training scores between existing and potential entrepreneurs. The test revealed a significant difference in pre-training scores, suggesting that existing entrepreneurs had a higher mean rank before the training. However, no significant difference was observed in post-training scores, indicating that both groups achieved similar levels of business skills and knowledge after undergoing the training.

Finally, McNemar's test assessed the effectiveness of the training by examining changes in participants' confidence levels before and after the program. The results demonstrated a significant positive impact on the confidence of both potential and existing entrepreneurs, reinforcing the success of the training program in instilling confidence and motivation.

In summary, the study provides robust evidence supporting the efficacy of the entrepreneurship training program. The positive feedback, coupled with statistically significant improvements in business skills, knowledge, and confidence levels, suggests that the program has effectively empowered women entrepreneurs. These findings not only validate the success of the current training initiative but also underscore the potential scalability of such programs for a broader population of women entrepreneurs. The study encourages continued efforts to promote women's entrepreneurship by offering impactful and tailored training programs that address the diverse needs of both potential and existing entrepreneurs. The study focused on the role of training in enhancing the skills and knowledge of existing as well as potential women entrepreneurs. This study attempts to analyse and evaluate the effectiveness of women's entrepreneurship training programs from distinct standpoints so that based on the existing training model, a better training model may be developed.

The study has certain limitations that should be considered when interpreting the findings. The sample size, while sufficient for the study's scope, may not be fully representative of the diverse population of women entrepreneurs, limiting the generalizability of the results. Additionally, reliance on self-reported data introduces the possibility of social desirability bias, impacting the accuracy of responses. The short-term focus of the evaluation and the absence of a control group also constrain the study's ability to draw conclusions about the long-term and causal impacts of the entrepreneurship training program. Despite these limitations, the study suggests several avenues for future research. Conducting a longitudinal study, incorporating more diverse samples, implementing controlled experiments, and exploring the integration of technology in training are areas that could enhance the depth and breadth of our understanding of the effectiveness of entrepreneurship training programs for women. Addressing these aspects in future research endeavors could provide more robust insights for policymakers, educators, and practitioners involved in women's entrepreneurship initiatives.

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