

Empowering Women: An Analysis of Needs and Preferences for Self-Discovery, Self-Esteem, and Positive Attitude Development Training

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ABSTRACT

Purpose: *This research investigates the essential role of education and skill development in empowering women, particularly in the coastal region of Mangalore, Karnataka, where traditional roles often intersect with modern aspirations. The study aims to identify and analyze the specific training needs and preferences of women in this region, laying the groundwork for effective, targeted training programs.*

Design/Methodology/Approach: *The study employs a mixed-method approach, combining qualitative and quantitative data collection techniques to assess the training needs and preferences of women in the coastal area of Mangalore. Surveys, interviews, and focus groups to gather insights into women's perceptions of self-discovery, self-esteem, and positive attitude development.*

Findings/Results: *In Mangalore's coastal region, where traditional roles and modern aspirations coexist, there is a significant demand for training programs that address women's specific needs. The findings highlight the necessity of tailored training programs that focus on self-discovery, self-esteem enhancement, and positive attitude development to support women's personal and professional growth.*

Originality/Value: *The insights gained from this research will inform the development of targeted training programs designed to empower women, improve their economic opportunities, and enhance their overall quality of life.*

Paper Type: *This paper presents the various approaches to empowering women through targeted training. It also includes a detailed training structure and a module that should be incorporated into training programs for women.*

Keywords: Empowerment, Women, training, sustainable development, Socio-economic, and skills.

1. INTRODUCTION :

In today's dynamic and evolving socio-economic landscape, the empowerment and skill development of women have become critical focal points for sustainable development and community well-being. Empowering women is not merely about providing them with opportunities but equipping them with the skills, self-awareness, and confidence necessary to thrive in a rapidly changing world. The coastal area of Mangalore, Karnataka, with its rich cultural heritage and growing urbanization, offers a distinctive setting where the intersection of tradition and modernity creates opportunities and challenges for women. Despite the region's economic growth and increased access to education, many women face barriers to full participation in socio-economic, and political life. These barriers often stem from deep-rooted societal norms, gender stereotypes, and a lack of access to resources and training tailored to women's unique needs [1]. In this context, understanding the needs and preferences of women for training programs focused on self-discovery, self-esteem, and positive attitude development is essential. Such programs can serve as powerful tools for personal and collective empowerment, enabling women to break free from the constraints of traditional roles and embrace their potential as leaders and change-

makers [2]. This study seeks to explore the specific needs of women for empowerment-focused training, examining how factors such as socio-economic background, education level, and cultural influences shape their preferences. By identifying these needs and preferences, this study aims to contribute to the design of more effective, culturally sensitive, and impactful training programs that can support women in their journey toward self-empowerment and holistic well-being.

2. REVIEW OF LITERATURE :

Women in Higher Education in India: Chanana's (2000) study provides a historical and sociocultural analysis of women's participation in higher education in India. It explores the systemic barriers and gender biases that have historically restricted women's access to higher education. Chanana highlights how these barriers have evolved and its impact on social reforms in improving educational opportunities for women. This study is significant in establishing a foundational understanding of the historical context of women's education in India, and it serves as a basis for later research on gender disparities in educational settings [1]. Mobility in Status of Women Evolutionary Phases towards Empowerment in India: MD, P (2018) study examines the progression of women's status in India, focusing on different phases of empowerment and socio-economic mobility. The research underscores the complexities of women's evolving roles and the interplay of various socio-economic factors in their empowerment journey. It provides a framework for understanding the multifaceted nature of women's status and empowerment over time, contributing to the broader discourse on gender equality and social change in India [2].

The Politics of Women's Education: Perspectives from Asia, Africa, and Latin America: Conway and Bourque's edited volume (1993) offers a comparative analysis of women's education across different regions, including Asia. The book discusses the political and social dynamics influencing women's access to education in diverse contexts. It provides valuable insights into how gender and educational policies intersect in various countries, offering a comparative perspective that enriches the understanding of women's education, challenges, and advancements [3]. The Routledge Handbook of Exclusion, Inequality, and Stigma in India: Vermais, N. M. P., & Srivastava, (2021) comprehensive handbook explores various dimensions of exclusion, inequality, and stigma in India. It includes discussions on how educational and social systems contribute to the marginalization of different groups, including women. The book is instrumental in understanding the broader socio-political context in which educational inequalities persist and highlights the systemic nature of discrimination and exclusion [4].

Role of the Private Sector in Indian Higher Education Tiwari, Anjum, and Khurana (2013) investigate the role of the private sector in Indian higher education, focusing on how private institutions impact educational access and quality. The study highlights both positive and negative aspects of privatization, including its effects on educational equity and affordability. This research adds to the discourse on the evolving landscape of higher education in India and its implications for students, particularly women [5]. Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty: Banerjee and Duflo's (2011) influential work offers an in-depth analysis of poverty and its impact on various facets of life, including education. Their examination of economic conditions and their effects on educational opportunities provides a broader context for understanding barriers to education for women. This book links economic theories to practical implications for women's empowerment and educational attainment [6].

The Quality of Work-Life and Job Satisfaction of Private Sector Employees: D'Mello, Monteiro, and Pinto (2018) focus on the quality of work-life and job satisfaction among private sector employees, which can be relevant for understanding gender disparities in employment conditions. While not directly focused on education, this study provides insights into the working conditions of women, which can indirectly affect their educational and professional outcomes [7]. A Study on Self-Esteem and Academic Performance Among Students: Noronha, L., Monteiro, M., & Pinto, N. (2018) This study explores the relationship between self-esteem and academic performance among students. It highlights the role of psychological factors in educational outcomes, offering insights into how self-esteem can influence academic success. This research is relevant for understanding the internal barriers that women might face in pursuing higher education [8].

Empowered Narratives: Self-Advocacy, Resilience, and Strength in the Journey of Claiming Entitlements: Crasta and D'Mello's (2024) study provides narratives of resilience and self-advocacy

among women claiming entitlements. This work sheds light on personal experiences and strategies that women use to overcome systemic barriers, offering a qualitative perspective on empowerment that complements quantitative studies [9]. Women Empowerment for Inclusive Growth: Pradeep's book (2017) discusses women's empowerment in the context of inclusive growth in India. It examines various policies and programs aimed at improving women's socio-economic status and offers a detailed analysis of their effectiveness. This work is crucial for understanding the policy landscape and its impact on women's empowerment [10].

Gender and Education in India: The Challenge of Inclusive Development. This edited volume addresses the challenges and progress related to gender and education in India. It explores various dimensions of gender disparities and policy responses aimed at promoting inclusive development. The book contributes to a nuanced understanding of gender issues in education and the effectiveness of various interventions [11]. Impact of Family Environment on Marital Adjustment Among Employed and Unemployed Women in Malappuram District, Kerala: PV, A. H., & Noronha, L. (2020), study examines how family environment affects marital adjustment among women, which can have indirect implications for their educational and professional lives. The research provides insights into the personal and family dynamics that influence women's roles and opportunities [12].

A Study on Quality of Life Among Working Women with High Blood Pressure: Monteiro and D'Mello's (2016) research focuses on the quality of life of working women dealing with health issues, highlighting how work conditions impact health and overall well-being. This study adds to the understanding of how health factors intersect with women's work and educational experiences [13]. How Does Climate Change Adaptation Policy in India Consider Gender: Singh, Solomon, and Rao (2021) analyze how gender is considered in climate change adaptation policies in India. This study is relevant for understanding the intersection of gender, environmental policy, and socio-economic development, though it focuses more on policy aspects rather than direct educational impacts [14].

Empowering Lives Through Self-Help Groups: Stories of Resilience and Transformation: This research by Anil Crasta, D'Mello Laveena (2024). explores the role of self-help groups in empowering women and facilitating their socio-economic transformation. It provides valuable case studies and narratives that illustrate how collective action can lead to personal and community-level changes [15]. Manjrekar (2003) critiques the lack of emphasis on education within the women's movement in India, pointing out a historical struggle to secure educational rights for women [16]. Khokhar (2018) notes that while more women in Pakistan are entering academia, particularly in teaching roles, leadership positions remain scarce due to structural barriers that require further analysis [17]. Raju (2008) underscores the persistence of gender disparities in higher education access in India despite growing awareness, indicating a need for continuous efforts to bridge these gaps [18]. Similarly, Ghara (2016) emphasizes that education is a vital tool for women's empowerment but highlights the broad scope of the study, lacking a deeper look at cultural and economic obstacles impacting educational access [19].

Singh (2007) discusses gender disparity in Indian education, emphasizing that despite new policies aimed at promoting girls' education, access to higher education remains unequal, particularly for women from different socio-economic backgrounds [20]. Chanana (2007) investigates the impact of globalization on women's subject choices in Indian higher education, recognizing a rise in enrollment but also acknowledging the socio-economic hurdles that still limit opportunities for women, especially in rural areas [21]. John (2012) explores educational reforms and their insufficient impact on closing gender disparities, calling for more focused academic and activist efforts at the grassroots level to address these issues comprehensively [22]. Gautam (2015) presents insights into how socio-cultural factors limit the subject choices of women students in India, despite increased participation since 1947, highlighting the need for policy interventions to address these constraints effectively [23]. Chanana (2006), in another study, explores the influence of globalization on women's disciplinary choices, noting broader shifts in knowledge and labour markets but falling short of analyzing its impact on marginalized communities comprehensively [24].

Hill-Ellison (2012) examines the effects of absentee fathers on daughters, linking fatherlessness with poor self-esteem, negative attitudes, and diminished educational outcomes, Though the study's focus on a specific group limits broader applicability [25]. Taylor (2023) analyzes cultural influences on women's empowerment and decision-making, particularly in multicultural settings, but provides a

generalized framework without specific strategies for overcoming cultural barriers in different contexts [26]. Stone and Faletogo (2017) propose a collaborative project aimed at improving daughters' self-esteem through mother-centered interventions, though the small sample size restricts its broader relevance [27]. McLaughlin (2015) discusses the effectiveness of a workshop series focusing on women's professional and personal development, highlighting challenges in education and the workplace; however, the findings are limited to participants and lack community-wide implications [28]. Mehmood, Chong, and Hussain (2018) explore socio-economic and cultural challenges in higher education for women in Pakistan, stressing the urgent need for policy reforms to improve access, though their findings are heavily context-specific [29]. Similarly, Maqsood, Maqsood, and Raza (2012) identify cultural and family pressures as significant obstacles to higher education for women in Pakistan, but the study's narrow geographical focus raises questions about its generalizability to other developing regions. These studies collectively illustrate the complex landscape of women's education and empowerment, emphasizing the need for tailored solutions that address regional, socio-economic, and cultural variations [30].

3. IDENTIFYING THE RESEARCH GAP :

Despite the extensive literature on women's education, empowerment, and socio-economic factors, several gaps remain:

- (1) The analysis of women's education in higher education highlights several critical aspects where disparities and challenges continue to exist, revealing a gap between the current and desired status. Despite a significant increase in women's enrolment in higher education since independence, gender disparities persist, especially among rural and marginalized communities. Socio-cultural and economic barriers hinder access, and while the goal is to achieve equitable access across all socio-economic and geographic backgrounds, existing research does not sufficiently explore the impact of regional, economic, and caste-based disparities.
- (2) There is a need for more comprehensive studies on the effectiveness of policy interventions aimed at bridging these gaps. In terms of leadership and representation, while the number of women in higher education is growing, their representation in academic leadership roles remains low. Cultural barriers and insufficient institutional support continue to restrict women's advancement. The desired outcome is to see an increase in women's representation in leadership roles, supported by equitable structures that facilitate their professional growth.
- (3) However, there is a gap in research analysing the impact of institutional policies and gender biases on women's career progression in academia, highlighting the need for more in-depth studies. Subject choice is another critical area where gender disparities are evident.
- (4) Globalization has encouraged more women to pursue higher education, but their choices are often limited by socio-cultural expectations, leading to an overrepresentation in fields such as teaching and an underrepresentation in STEM and technical disciplines. The ideal scenario is one where women can freely choose their subjects without societal constraints, leading to greater diversity across all fields. However, research often fails to address the factors influencing women's subject choices and the strategies that could broaden these choices. There is a need to better understand the role of mentorship, policy interventions, and family influences in shaping subject selection.
- (5) Regarding policy implementation, there are numerous reforms and policies aimed at increasing women's participation in higher education. However, their implementation is inconsistent, particularly in rural and marginalized areas, resulting in an uneven impact. The desired state is for consistent and effective policy implementation that ensures equal opportunities for all women, especially those from underprivileged areas. A research gap exists in assessing the effectiveness of these policies and their outcomes, emphasizing the need for studies focusing on the barriers to successful implementation.
- (6) Lastly, while women's education is widely acknowledged as a crucial factor for empowerment and development, the emphasis often remains on enrolment statistics rather than the quality of education. The goal is to provide not only access but also quality education that empowers women, fosters economic independence, and promotes gender equality in both professional and social contexts.

However, research needs to delve deeper into the quality of education, examining the relevance of curricula, pedagogical practices, and their long-term impact on women's empowerment.

4. OBJECTIVES :

- (1) To Assess Training Needs: Identify the skill gaps and barriers that women face in accessing training.
- (2) Understand Training Preferences: Explore the different types of training programs, including content, delivery methods, and duration.
- (3) Design Effective Training Programs: Design tailored training programs based on the needs and preferences identified.

5. RESEARCH METHODOLOGY :

To achieve the objectives of assessing training needs, understanding training preferences, and designing effective training programs for women, the research employs a mixed-methods approach, integrating quantitative and qualitative data collection to assess women's training needs and preferences. A structured survey is administered using stratified random sampling to gather quantitative data from a diverse sample of women, ensuring representation across demographics. In-depth interviews and focus group discussions, conducted through purposive sampling, provide qualitative insights into the barriers and preferences women face. Quantitative data is analyzed using statistical methods, while thematic analysis is applied to qualitative data. To ensure validity and reliability, the survey and interview guides are pre-tested through a pilot study. Ethical standards, including informed consent and confidentiality, are upheld throughout the research.

6. IMPORTANCE OF WOMEN'S EMPOWERMENT :

6.1 Economic Benefits: It will increase workforce participation, especially the women who are more likely to join the workforce, boosting household incomes and overall economic growth. When women are empowered often, they become entrepreneurs, creating jobs and fostering innovation within their communities. This may reduce poverty and tend to reinvest their earnings into their families and communities.

6.2 Social Benefits: When women are empowered their family health and education also improve. Empowered women prioritize the health and education of their children, leading to better outcomes for the next generation. It also helps to address and reduce systemic gender inequalities, promoting a more just and equitable society [3]. When women are empowered, they gain respect and recognition within their families and communities, leading to greater social inclusion and participation.

6.3 Political Benefits: Empowered women are more likely to participate in political processes, advocate for their rights, and influence policy decisions. It encourages women to take on leadership roles ensures diverse perspectives in decision-making processes and fosters more inclusive governance [4].

6.4 Psychological Benefits: It will boost their Self-Esteem and Confidence by developing a stronger sense of self-worth and confidence in their abilities. Accessing education, training, and employment opportunities allows women to achieve personal goals and aspirations, leading to a more fulfilling life [5,6].

6.5 Community and Global Benefits: Empowerment leads to sustainable Development by promoting environmental stewardship, community resilience, and sustainable practices. Gender equality and women's empowerment are linked to global peace and security, as they reduce violence and promote stability.

7. IMPORTANCE OF TRAINING FOR WOMEN :

Training and skill development are crucial for enhancing the socio-economic status of women. Training for women is essential for individual growth, economic development, social progress, and gender equality. Providing training in areas such as vocational skills, entrepreneurship, digital literacy, and health education can empower women to become self-reliant, improve their economic prospects, and contribute meaningfully to society.[5]. Such initiatives also help in bridging the gender gap in various sectors and promote inclusive growth. Training will help in gaining Economic empowerment by getting employment opportunities. Training equips women with the skills needed to secure jobs, improving their financial independence and economic stability.[6]. Skills training can enable women to start and manage their businesses, fostering entrepreneurship and economic growth. It also helps in Skill development, both professional skills and soft skills. Training provides women with specific professional skills (e.g., IT, healthcare, education), making them more competitive in the job market. It

also enhances soft skills such as communication, leadership, and problem-solving, which are essential for career advancement. Training also enhances education and knowledge; it is lifelong learning and health and wellbeing. [6].

8. UNDERSTAND TRAINING PREFERENCES :

It is important to consider several factors that influence the effectiveness of the training program, including the type of content, delivery methods, and duration. Here's a breakdown of these elements:

8.1 Content of Training Programs: *Technical Skills:* Focuses on specific skills related to a particular job or industry, such as software training, machinery operation, or IT skills. *Soft Skills:* Includes interpersonal skills, communication, leadership, teamwork, time management, and problem-solving. *Compliance Training:* Covers legal and policy-related topics like workplace safety, anti-harassment, and industry regulations.[7]. *Product Knowledge:* Educates employees about the company's products or services, ensuring they can effectively communicate their benefits to clients or customers. *Onboarding/Orientation:* Introduces new hires to company culture, policies, and procedures, helping them integrate smoothly into the organization. *Leadership and Management:* Focuses on developing skills needed for leading teams, strategic planning, decision-making, and organizational management.[8]. *Diversity and Inclusion:* Promotes understanding and appreciation of diversity in the workplace, fostering an inclusive environment.[9]. *Digital Literacy:* Involves training on modern digital tools, software, and internet safety, especially relevant in remote work settings.

8.2 Delivery Methods: *Instructor-Led Training (ILT):* Traditional classroom-style training led by an instructor. It allows for real-time interaction, Q&A sessions, and hands-on activities. *E-Learning:* Online courses that can be self-paced or scheduled. These are flexible, accessible from anywhere, and often include multimedia elements like videos, quizzes, and interactive modules. *Blended Learning:* Combines ILT with e-learning, providing a mix of in-person and online training sessions. It offers the benefits of both methods, with the flexibility of e-learning and the engagement of face-to-face interaction. *Workshops and Seminars:* Short, focused sessions that are interactive and collaborative. These are ideal for intensive learning on specific topics. *On-the-Job Training (OJT):* Hands-on training where employees learn by doing, often under the guidance of a mentor or supervisor. It's practical and directly applicable to the job. *Webinars:* Online seminars or presentations, often live but sometimes recorded. They allow for a wide reach and are useful for training on specific topics. *Microlearning:* Short, bite-sized learning modules focusing on one specific topic or skill at a time. These are ideal for quick refreshers or for learning on the go. *Simulations and Role-Playing:* Practical exercises that mimic real-life scenarios, especially useful in training for customer service, sales, and management.

8.3 Duration of Training Programs: *Short-Term Training:* Typically lasts a few hours to a couple of days. Ideal for workshops, seminars, or focused training on a specific skill. *Medium-Term Training:* Ranges from a week to a few months. This duration is often used for more in-depth programs, such as leadership development courses or comprehensive technical training. *Long-Term Training:* Spans several months to a year or more. These programs are often continuous professional development courses, degree programs, or apprenticeships that cover a broad range of skills and knowledge areas. *On-Demand Training:* Flexible, ongoing training that employees can access whenever they need it. This approach is often used for e-learning modules and microlearning sessions. *Seasonal Training:* Conducted periodically, often linked to specific business needs, such as peak seasons, product launches, or compliance updates [10,13].

8.4 Personalization and Customization: *Tailored Training:* Customizing the content and delivery method to match the specific needs of the organization or individual employees. This can be based on job roles, career goals, or specific skill gaps. *Adaptive Learning:* Using technology to adjust the training content in real-time based on the learner's progress and performance [11,14].

8.5 Assessment and Feedback: *Pre-Assessment:* Evaluate the current skill level of participants before the training begins to tailor the content accordingly. *Ongoing Assessment:* Regular quizzes, assignments, and activities during the training to ensure participants are absorbing the material [12,15].

Post-Training Assessment: Tests or evaluations after the training to measure the effectiveness and knowledge retention. *Feedback Mechanisms:* Collecting feedback from participants to improve future training programs. This can be done through surveys, interviews, or focus groups. Understanding these aspects will help in designing or choosing the most effective training programs that align with the needs and preferences of the participants.[16]

9. EFFECTIVE TRAINING PROGRAMS :

Table 1: Personal Development Training Framework

Training Focus	Key Objectives	Methods/Activities	Expected Outcomes
Self-Discovery	Increase self-awareness	Personality assessments	Enhanced understanding of personal strengths, values, and motivations.
	Identify personal strengths and values	Reflective journaling	Improved decision-making and personal goals.
	Clarify personal goals and aspirations	Group discussions	Greater clarity in personal and professional paths.
Self-Esteem	Build confidence in personal abilities	Positive affirmations and self-talk techniques	Increased self-worth and confidence.
	Develop a healthy self-image	Role-playing and feedback	Reduction in self-doubt and negative self-perception.
	Overcome negative self-perceptions	Confidence-building exercises	Improved resilience in facing challenges.
Positive Attitude Development	Foster a positive mindset	Cognitive restructuring	Adoption of a more optimistic and proactive outlook.
	Enhance emotional resilience	Gratitude journaling	Improved stress management and coping mechanisms.
	Cultivate optimism and proactive behavior	Group activities focused on positive interactions	Better interpersonal relationships.
		Mindfulness and meditation exercises	Enhanced overall well-being and job satisfaction.

The training program for women can effectively be organized under three heads: self-discovery, self-esteem, and positive attitude development. The major objectives of effective training programs are: To facilitate self-discovery and self-awareness among women; To enhance self-esteem and confidence; To develop and maintain a positive attitude towards oneself and others; and to equip participants with tools and strategies for personal and professional growth.

9.1 Introduction to Self-Discovery

This session is to understand the concept of Self-Discovery. Self-discovery is gaining a deeper understanding of one's identity, including one's values, beliefs, emotions, desires, strengths, and weaknesses. It involves a conscious effort to explore who you are at your core, what drives you, and how you perceive the world around you. This process is continuous and evolves as you encounter new experiences and insights.

Importance of Self-Discovery: Personal Growth: Self-discovery is fundamental to personal growth and development. By understanding yourself better, you can make informed decisions that align with your true self, leading to a more authentic and fulfilling life. Clarity of Purpose: Knowing who you are and what you value helps you define your life's purpose. It provides clarity and direction, making it easier to set goals and pursue a path that resonates with your inner self. Improved Relationships: Understanding your own needs, boundaries, and communication style enhances your relationships with others. It allows you to connect more deeply and authentically with people, leading to healthier and

more fulfilling relationships. Resilience and Coping: Self-discovery empowers you to handle challenges more effectively. By being in tune with your emotions and strengths, you can navigate difficulties with greater resilience and adapt to change more easily. Increased Self-Esteem and Confidence: As you gain a better understanding of your strengths and achievements, your self-esteem and confidence grow. Self-discovery fosters self-acceptance, reducing self-doubt and promoting a positive self-image. Empowerment and Autonomy: Self-discovery leads to a sense of empowerment and autonomy. It allows you to take control of your life, make choices that reflect your true desires, and live in alignment with your authentic self.

Guided Exercises for Self-Discovery: Journaling: The purpose of a journal is to be a powerful tool for self-reflection and exploration. It helps you process thoughts, emotions, and experiences, providing insights into your inner world.

- **Activity:** Write about your daily experiences, emotions, and reactions. Reflect on why you felt a certain way or responded to situations as you did. Use prompts like "What are my core values?" or "What are my biggest fears?" to dig deeper into specific aspects of yourself. Reflect on past experiences that have shaped who you are today. Consider how those experiences influence your current beliefs and behaviours. **Reflection:** the purpose: Reflection involves taking time to think deeply about your experiences, thoughts, and actions. It helps you identify patterns, understand your motivations, and gain clarity on your values and goals.
- **Activity:** Set aside quiet time each day or week to reflect on recent events and how they made you feel. Ask yourself questions like, "What did I learn about myself today?" or "How did I handle challenges, and what can I do differently next time?" Consider how your actions align with your values. Are you living in a way that reflects what truly matters to you?

Self-Assessment Tools (SWOT Analysis): the purpose: A SWOT Analysis is a strategic tool traditionally used in business but can be adapted for personal self-discovery. It helps you identify your internal strengths and weaknesses and external opportunities and threats.

- **Activity:** Strengths: List your strengths, such as skills, talents, and positive traits. Consider what you excel at and what others recognize you for.

Weaknesses: Identify areas where you struggle or feel less confident. Consider aspects of your personality, habits, or skills that you would like to improve.

Opportunities: Look at external factors that could help you grow or succeed. These might include personal relationships, educational opportunities, or new experiences.

Threats: Consider external challenges or obstacles that could hinder your progress. These might include societal expectations, financial constraints, or other people's opinions.

Reflection: Analyze the results of your SWOT analysis. How can you leverage your strengths to overcome weaknesses? How can you capitalize on opportunities while mitigating threats?

Self-discovery is a journey that requires time, patience, and self-compassion. By engaging in practices like journaling, reflection, and self-assessment, you can gain a deeper understanding of who you are, what you want from life, and how to align your actions with your true self. This understanding is the foundation for personal growth, empowerment, and a more fulfilling life.

Identifying Core Values and Beliefs: Core values are fundamental principles or standards that guide an individual's behaviour and decision-making. They represent what is truly important to a person. Beliefs are convictions or acceptances that certain things are true or real. They often form the basis for how we interpret our experiences and how we respond to different situations. The importance is to understand your core values and beliefs to help you make consistent, authentic decisions and align your actions with your true self. It influences your relationships, career choices, and overall life satisfaction.

Activity-Value Clarification Exercise: Instructions:

- Provide participants with a list of common values.
- Ask them to select the top 10 values that resonate most with them.
- Next, ask them to narrow down their list to the top 5 and then to their top 3 core values.
- For each of the top 3 values, participants should write a brief explanation of why each value is important to them and how it manifests in their daily lives.

Activity-Belief Exploration Exercise: Instructions:

- Ask participants to think about a belief that strongly influences their life (e.g., “I must always be perfect,” “Family comes first,” etc.).
- Have them write down where this belief might have originated (family, culture, personal experiences).
- Encourage participants to reflect on whether this belief is still serving them well or if it’s something they might want to reassess.

Activity- Understanding the Impact of Values and Beliefs on Behaviour

Discussion: How do your core values and beliefs influence your everyday decisions and actions? For example, if “honesty” is a core value, how does it shape your interactions at work or home?

Real-Life Examples: Share scenarios where conflicting values or beliefs might cause internal dilemmas (e.g., valuing both family and career, but struggling to balance both).

Reflection: Participants reflect on moments in their lives where their values or beliefs led them to make difficult decisions. What was the outcome? How did it feel to align (or not align) their actions with their values?

Activity- Group Discussion and Sharing Personal Experiences

Group Sharing of Core Values and Beliefs: Activity: In small groups, participants share their top 3 core values and one belief that has significantly influenced their life.

Discussion Prompts: Why did you choose these values as your top 3? How have these values guided your decisions or actions in challenging situations? Has there ever been a time when your values conflicted with each other or with societal expectations? How did you handle it?

Group Reflection: What common values or beliefs emerged in the group? How do these shared values help create a sense of community?

Activity- Exploring Value Conflicts and Resolution

Activity: Present hypothetical scenarios where values might conflict (e.g., a situation where honesty might hurt someone’s feelings). Ask groups to discuss how they would navigate the situation while staying true to their values.

Group Feedback: Groups share their solutions and the reasoning behind them. Discuss different perspectives and the importance of compromise or prioritization when values conflict.

Personal Action Plan: Activity: Each participant creates a personal action plan to live more authentically according to their core values and beliefs.

Instructions:

- Identify areas in life (e.g., work, relationships, personal growth) where you want to align your actions more closely with your values.
- Set specific, actionable goals that reflect your values (e.g., if “health” is a value, commit to a regular exercise routine).
- Reflect on potential obstacles (e.g., time constraints, conflicting values) and how to overcome them.

Conclusion and Group Reflection: Wrap-Up Discussion: How has this process of identifying and sharing your core values and beliefs impacted your self-awareness? What changes do you plan to make in your life as a result of this training? Encouragement: Participants are encouraged to revisit their values regularly and adjust their action plans as they grow and evolve.

9.2 Self-Esteem: Exploring Personal Identity:

Who Am I?: Exploring personal identity, roles, and life experiences. Exercise: Life mapping and timeline creation. The objectives are to facilitate an exploration of personal identity, roles, and significant life experiences. To help participants understand how their identity has been shaped by their experiences and roles. To provide tools for self-reflection and personal growth through life mapping and timeline creation.

Personal Identity: Personal identity refers to the unique combination of characteristics, roles, experiences, beliefs, and values that define who we are. It encompasses our sense of self, how we perceive ourselves, and how we believe others perceive us.

Importance of Exploring Identity: Understanding your identity is crucial for personal growth, self-acceptance, and living an authentic life. It helps you make choices that align with who you truly are and provides a sense of direction and purpose.

Discussion: Facilitator-led discussion on the different aspects that contribute to personal identity, such as culture, family, career, education, relationships, and personal experiences. Participants share brief thoughts on what they believe defines them (e.g., “I am a mother,” “I am an artist,” “I am a survivor,” etc.).

Exploring Personal Roles and Life Experiences: Discussion on Roles: Participants explore the various roles they play in life (e.g., daughter, mother, professional, friend) and how these roles contribute to their sense of identity. The facilitator asks participants which roles are most significant to them and why.

Exercise - Life Mapping: Instructions:

- Participants create a “life map” on a large sheet of paper, representing the different roles they play and the key experiences that have shaped them.
- They start by placing themselves at the center of the map and then branching out to different roles they identify with (e.g., “daughter,” “professional,” “friend”).
- Under each role, participants list significant experiences, challenges, and achievements that have influenced that aspect of their identity.
- Encourage participants to use different colors, symbols, or drawings to represent emotions or important themes.

Reflection: After creating their life maps, participants take a few moments to reflect on what they see. What roles stand out? Are there any surprises? How do the different parts of their life map connect?

Exercise - Timeline Creation: Instructions:

- Participants create a timeline of their life, marking significant events, transitions, and milestones that have shaped their identity.
- The timeline starts from birth and extends to the present day. Participants can include personal achievements, challenges, changes in roles, and key moments of growth or transformation.
- Encourage participants to think about how these events have influenced their current sense of self. For example, how did a particular job change, relationship, or challenge impact who they are today?

Reflection: After completing the timeline, participants are encouraged to reflect on patterns or recurring themes. What were the major turning points? How have they evolved over time?

Sharing and Group Discussion: Group Sharing: Participants share their life maps and timelines in small groups or with the larger group, discussing the key roles and experiences that have shaped their identity. Encourage participants to share how they feel about the different roles they play and how these roles intersect or conflict with each other.

Discussion Prompts: How have your roles and experiences influenced your sense of identity? Are there any roles or experiences you feel particularly proud of? Why? Have any roles or experiences been particularly challenging? How have they shaped you?

Facilitator’s Input: Discuss the concept of fluid identity—how our sense of self can change over time as we grow, encounter new experiences, and take on new roles. Emphasize that understanding and accepting these changes is a key part of personal growth.

Personal Reflection and Action Planning: Activity: Personal Reflection: Participants spend time journaling about their life map and timeline. They can reflect on questions like: What roles or experiences are most central to my identity? Are there any aspects of my identity I want to explore further or develop more fully? How can I better align my current life with my true sense of self?

Personal Action Plan: Participants create an action plan for the next steps in their journey of self-discovery. This might include:

- Setting goals to explore or strengthen certain aspects of their identity (e.g., taking up a hobby that reflects their passions, seeking out experiences that align with their values).
- Planning to reduce the influence of roles or experiences that no longer serve them (e.g., letting go of past regrets, redefining roles that feel restrictive).
- Identifying resources or support systems that can help them in this process.

Closing Discussion: The Facilitator leads a discussion on the importance of self-compassion in the process of identity exploration. Emphasize that personal identity is complex and ever-evolving, and that it’s okay to embrace the journey of self-discovery with openness and curiosity.

Understanding Strengths and Weaknesses:

This module will help in understanding Strengths and Weaknesses" - A Path to Personal Growth. The objectives are to help participants identify their personal strengths and areas for growth. To cultivate a strengths-based mindset that focuses on leveraging strengths while acknowledging and addressing weaknesses. and to build confidence and self-awareness through affirmations and peer feedback.

Introduction to Strengths and Weaknesses: Strengths are Natural talents, skills, and positive qualities that come easily to you and help you achieve your goals. Weaknesses: Areas where you may struggle, need improvement, or lack confidence. These can be skills, habits, or traits that challenge you.

Importance of Understanding Strengths and Weaknesses: Recognizing your strengths helps you maximize your potential and build confidence. Understanding your weaknesses allows you to identify areas for growth and create a balanced, realistic self-image.

Discussion: Facilitator-led discussion on how recognizing both strengths and weaknesses contributes to personal growth and self-improvement. Encourage participants to think about how their strengths have helped them overcome challenges and how understanding their weaknesses has led to personal development.

Identifying Personal Strengths: Instructions:

- Distribute a worksheet with a list of common strengths (e.g., creativity, empathy, resilience, leadership, communication).
- Participants are asked to review the list and identify 5-7 strengths they believe they possess.
- For each strength, participants should write down a specific example or situation where they demonstrated that strength.
- Encourage participants to think about both personal and professional contexts when identifying their strengths.

Exercise- Personal Strengths Affirmations: Instructions:

- Participants write a positive affirmation for each of the strengths they identified. For example, if they identified "resilience" as a strength, the affirmation could be "I am resilient and can handle challenges with grace."
- Participants are encouraged to keep these affirmations somewhere visible and read them daily to reinforce a positive mindset.

Reflection: After completing the exercise, participants reflect on how acknowledging their strengths makes them feel. How can these strengths be used more intentionally in their daily lives?

Identifying Areas for Growth: Identifying Weaknesses and Growth Opportunities: Instructions:

- Ask participants to identify 2-3 weaknesses or areas for growth.
- For each identified weakness, participants write down one small, actionable step they can take to improve or manage this area. For example, if "public speaking" is a weakness, a step could be "Practice speaking in front of a mirror for 5 minutes every day."
- Encourage participants to view these weaknesses not as flaws, but as opportunities for personal development.

Group Reflection: Participants discuss how it felt to acknowledge their weaknesses and how they can approach these areas with a growth mindset. The facilitator emphasizes the importance of self-compassion and viewing weaknesses as a natural part of the human experience.

Strengths-Based Activities: Peer Feedback Circle: Instructions:

- Participants form small groups or pairs.
- Each participant takes a turn sharing the strengths they identified earlier.
- Group members provide positive feedback, highlighting additional strengths they have observed in the person and sharing specific examples if possible.
- After everyone has received feedback, participants reflect on how it feels to receive positive reinforcement from others and what new strengths they may have discovered about themselves.

Strengths-Based Goal Setting: Instructions:

- Participants set a personal or professional goal that leverages one or more of their identified strengths.
- The goal should be specific, measurable, achievable, relevant, and time-bound (SMART).
- Participants outline the steps they will take to achieve this goal and identify any potential obstacles they might face.

- Encourage participants to think about how they can use their strengths to overcome these obstacles and stay motivated.

Group Sharing: Participants share their strengths-based goals with the group. They can also discuss how they plan to use their strengths to achieve these goals and what support they might need from others.

Personal Reflection and Action Planning: Personal Reflection:

- Participants spend time journaling about their experience in the session. They can reflect on questions like:
- What new strengths have I discovered about myself?
- How can I use my strengths more effectively in my daily life?
- What specific steps will I take to address my areas for growth?
- How will I continue to cultivate a strengths-based mindset?

Action Plan: Participants create a personal action plan for the next steps in leveraging their strengths and addressing their weaknesses. The action plan should include:

- Strengths they will focus on.
- Steps to take for personal growth.
- A timeline for achieving their goals.
- A plan for ongoing reflection and adjustment as needed.

Building Self-Esteem and Understanding Self-Esteem:

Building a Healthy Sense of Self-Worth training main objectives are: To provide a clear understanding of what self-esteem is and why it is essential for personal well-being; To debunk common myths about self-esteem and clarify the realities; and to encourage participants to reflect on their self-esteem and identify ways to enhance it.

Introduction to Self-Esteem: Self-esteem is the overall sense of respect, value, and confidence a person has in themselves. It reflects how much a person appreciates and likes themselves, including their abilities, limitations, and worth as a human being.

Importance of Self-Esteem: High self-esteem is linked to better mental health, resilience, and overall well-being. It influences how we interact with others, handle challenges, and make decisions. Conversely, low self-esteem can lead to self-doubt, anxiety, and negative life outcomes.

Discussion: Facilitator-led discussion on how self-esteem affects various aspects of life, such as relationships, career, personal growth, and mental health. Participants are encouraged to share their thoughts or experiences regarding self-esteem and how it has impacted their lives.

Myths and Realities of Self-Esteem: The Common Myths about Self-Esteem are; Myth 1: High Self-Esteem Equals Arrogance: Reality: True self-esteem is a balanced sense of self-worth without comparing oneself to others. It involves humility and respect for others. Myth 2: Self-Esteem Comes from Success and Approval: Reality: Self-esteem is internal and should not be solely dependent on external validation or achievements. It comes from self-acceptance and self-compassion. Myth 3: Self-Esteem is Fixed and Unchangeable: Reality: Self-esteem can be developed and strengthened over time through self-reflection, positive experiences, and personal growth. Myth 4: People with High Self-Esteem are Always Confident: Reality: Even those with high self-esteem can experience doubts or insecurities. The key difference is their ability to recover and maintain a positive self-view.

Assessing Personal Self-Esteem: Self-Esteem Assessment-Instructions:

- Distribute a self-esteem assessment questionnaire, which includes questions about how participants view themselves, how they react to criticism, and how they feel about their abilities and appearance.
- Participants take 10-15 minutes to complete the assessment individually.
- After completing the assessment, participants review their results and reflect on their current level of self-esteem.

Group Reflection: Participants discuss how they felt during the assessment. Did the results surprise them? What did they learn about their self-esteem? The facilitator guides a discussion on the importance of self-awareness in building self-esteem.

Sharing Experiences: Participants share personal stories or experiences that have impacted their self-esteem, both positively and negatively. This activity fosters a supportive environment and helps participants see commonalities in their experiences.

Building and Enhancing Self-Esteem Strategies for Building Self-Esteem:

- Positive Self-Talk: Replacing negative thoughts with affirming and encouraging messages.
- Setting Realistic Goals: Creating achievable goals that align with personal values and strengths.
- Self-Compassion: Treating oneself with kindness and understanding, especially during failures or setbacks.
- Acknowledging Accomplishments: Recognizing and celebrating successes, no matter how small.
- Surrounding Yourself with Supportive People: Building relationships with those who uplift and encourage rather than criticize or belittle.

Self-Esteem Affirmations: Instructions:

- Participants write down three positive affirmations that reflect their strengths, values, or positive qualities.
- They are encouraged to say these affirmations out loud to themselves, reinforcing the positive message.
- Participants can keep these affirmations in a place where they will see them regularly (e.g., on a mirror, or in a journal) to remind them of their worth and potential.

Strength Sharing: In small groups, participants share one thing they admire about themselves and one thing they admire about another group member. This exercise helps reinforce positive self-perception and builds a supportive group dynamic. **Personal Reflection and Action Planning** **Personal Reflection:** Participants spend time journaling about their experiences in the session. They can reflect on questions like:

- How has my understanding of self-esteem changed?
- What are some of the myths I need to let go of?
- How can I begin to build a stronger sense of self-worth?

Action Plan: Participants create an action plan to enhance their self-esteem, which might include: Practicing daily affirmations, Setting and working toward a small, achievable goal, engaging in positive self-talk, and seeking out supportive relationships and environments.

Enhancing Self-Confidence: Setting Realistic Goals-SMART goal setting for personal and professional growth and Vision board creation. **Objective:** To equip participants with the skills to set realistic and achievable goals, fostering both personal and professional growth. **Activity:** Brief discussion on the importance of goal setting. And Share examples of successful goal achievement.

Understanding SMART Goals: The SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound). **Activity:** Participants identify one personal and one professional goal and draft them using the SMART criteria. Group discussion to refine and clarify goals.

Vision Board Creation: **Content:** Introduction to vision boards as a visual tool for motivation and focus. **Activity:** Participants create their vision boards using magazines, printouts, or digital tools. Share and discuss the vision boards in small groups.

Assertiveness Training: Understanding assertiveness vs. aggression. Role-playing exercises to practice assertive communication. The objective of this training is to help participants understand the difference between assertiveness and aggression and to develop skills for assertive communication through practical exercises. **Content:** Explanation of assertiveness and its importance in personal and professional contexts. Distinguishing between assertiveness, passivity, and aggression. **Activity:** Group discussion on personal experiences related to assertiveness and aggression.

Understanding Assertiveness vs. Aggression: **Content:** Detailed comparison of assertive and aggressive behavior using examples. Discuss the consequences of each behavior type on relationships and self-esteem. **Activity:** Participants share examples from their own lives where they were assertive or aggressive, followed by group analysis.

Role-Playing Exercises: **Activity:** Workplace Communication: Participants role-play a scenario where they need to assertively communicate a need or boundary at work. Group feedback on the effectiveness of the communication.

Personal Boundaries: Participants role-play a scenario involving a personal boundary (e.g., with family or friends). Discussion on how the scenario was handled and alternative approaches.

Handling Conflict: Participants role-play a conflict situation, practicing assertive language and behavior to resolve the issue constructively.

Assertiveness Techniques: Content: Introduction to key assertiveness techniques: "I" statements (e.g., "I feel... when... because..."); Broken record technique (calm repetition of the point); Agreeing assertively (acknowledging criticism while maintaining one's stance); Discussion on when and how to use these techniques effectively.

Activity: Practice using "I" statements in pairs, focusing on expressing needs or boundaries.

Reflection and Group Sharing: Activity: Participants reflect on the role-playing exercises and techniques learned. Open discussion on how they felt during the role-plays and what they found challenging or rewarding.

9.3 Developing a Positive Attitude:

The Power of Positive Thinking: the objective of the training is to understand the impact of attitude on success and well-being. And the Techniques for cultivating a positive mindset (e.g., gratitude journaling, mindfulness). Content: Overview of positive thinking and its importance in personal and professional life. Discuss the connection between attitude, success, and well-being. Activity: A group discussion on how attitude has influenced participants' past experiences and outcomes.

Understanding the Impact of Attitude: Content: Explanation of how a positive attitude can enhance resilience, motivation, and overall well-being. Case studies of individuals who achieved success through positive thinking. Activity: Participants reflect on a situation where a positive or negative attitude significantly affected the outcome, sharing insights in pairs or small groups.

Techniques for Cultivating a Positive Mindset: Content: Introduction to various techniques for developing and maintaining a positive mindset:

Gratitude Journaling - The practice of regularly writing down things you are grateful for.

Mindfulness Meditation - Techniques for staying present and aware of the current moment, reducing stress and negative thoughts.

Positive Affirmations - The use of positive statements to challenge and overcome self-sabotaging and negative thoughts.

Visualization - Imagining successful outcomes to reinforce a positive attitude.

10. CHALLENGES AND RECOMMENDATIONS :

10.1 Challenges:

Empowering women through training and skill development in the coastal area of Mangalore faces several challenges that need to be addressed for successful implementation: Cultural and Social Barriers: The traditional Roles deeply ingrained gender roles and expectations can hinder women from pursuing training opportunities, particularly in male-dominated fields. Family Resistance from family members, especially in conservative communities, may oppose women participating in training programs, fearing it could disrupt traditional family structures. Accessibility Issues: The coastal and rural areas may have limited access to training centers, making it difficult for women to attend regular sessions. Lack of reliable and affordable transportation options can prevent women from accessing training opportunities. Economic Constraints: Many women may be financially dependent on their families, making it difficult for them to afford training programs or take time off from their daily responsibilities. Women may lack the necessary resources like, internet access or computers, to participate in online training programs. Educational Gaps: Low literacy rates in some areas can limit women's ability to engage with certain types of training, particularly those that require reading or computer skills. Some women may lack foundational skills, such as numeracy or basic literacy, essential for participating in more advanced training programs. Awareness and Motivation: Women may not be aware of available training programs or the benefits they can offer. Women who have faced long-standing socio-economic challenges may feel demotivated or skeptical about the benefits of training, leading to low participation rates. Quality and Relevance of Training: Training programs that will not align with local needs or job market demands may fail to provide women with relevant skills. A shortage of qualified and sensitive trainers can result in ineffective training that does not fully empower participants.

10.2 Recommendation:

To address the challenges identified, the following recommendations are proposed: Addressing Cultural and Social Barriers: Conduct awareness campaigns involving community leaders, families, and men to

emphasize the importance of women's empowerment through training. Design training programs that respect cultural norms while subtly challenging restrictive gender roles, helping women gain support from their families. Enhancing Accessibility: Establish mobile training centers that can travel to remote areas, ensuring that women who cannot travel long distances can still access training. Provide or subsidize transportation for women to attend training sessions, making it easier for them to participate regularly. Economic Support: Offer scholarships, grants, or subsidies to women from low-income families to cover the costs of training programs. Implement flexible payment plans or allow women to pay for training in instalments to reduce the financial burden. Bridging Educational Gaps: Introduce basic literacy and numeracy courses as a prerequisite for more advanced training, ensuring that all participants have the necessary foundational skills. Develop training materials that are accessible to women with different educational backgrounds, using visual aids and simple language where necessary. Increasing Awareness and Motivation: Organize outreach programs in local communities to inform women about the available training opportunities and their benefits. Establish mentorship programs where women who have completed training can mentor others, providing motivation and guidance. Improving Training Quality and Relevance: Design training programs based on current market demands and job opportunities, ensuring that the skills women acquire are relevant. Invest in training trainers, ensuring they are not only skilled but also sensitive to the specific needs and challenges faced by the women.

11. CONCLUSION :

Empowering women through targeted education and skill development is essential for fostering inclusive and sustainable development, particularly in the coastal area of Mangalore, Karnataka. This region, where traditional roles and modern aspirations intersect, presents unique challenges and opportunities in promoting women's empowerment. This research has highlighted the importance of understanding the specific training needs and preferences of women in this context, emphasizing that tailored training programs can significantly enhance their skills, economic prospects, and overall well-being. The identified challenges, such as cultural and social barriers, accessibility issues, economic constraints, educational gaps, lack of awareness, and the quality and relevance of training, must be systematically addressed to create an enabling environment for women to thrive. The recommendations provided focus on community engagement, enhancing accessibility, offering financial support, bridging educational gaps, increasing awareness, and improving the quality and relevance of training programs. By adopting these strategies, stakeholders can ensure that women in Mangalore acquire essential skills while also achieving holistic empowerment across economic, social, political, and psychological dimensions. This empowerment will not only enhance their personal lives but also drive broader societal progress, leading to a more just, equitable, and sustainable community. Through continuous effort and collaboration, the vision of a more empowered and inclusive society can be realized, where women play a central role in driving economic growth, social progress, and sustainable development.

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