INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH

Applying Under Category	Category A
Broad Theme as per ICSSR list	Education and Skilling
Sub-Theme	Employment Generation, Skills Development
Area of Research	Gender and Employment: Exploring gender disparities in labor markets, including differences in employment rates, occupational segregation, wage gaps, and barriers to women's participation in the workforce. This could involve research on gender-sensitive policies, childcare support, maternity leave provisions, and initiatives to promote women's entrepreneurship.

I. Personal Information of the Principal Investigator (Project Coordinator)

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8. Name of the Department :	EDUCATION
9. Indicate your category :	Category:GEN, Gender: Female,Person with Benchmark Disability: No
10. Whether received any financial assistance from ICSSR	No
11. Whether received any assistance/project from any other institution e.g. UGC, ICAR, CSIR, ICPR, ICHR, etc. :	No
II. Whether awarded PhD ? :	Yes
III. Educational Qualifications	

Name of Degree	Name of the University	Year of Passing	% of marks	Disciplines
Master's	UNIVERSITY OF CALICUT	1989	60	SANSKRIT
M Phil	NIL			NIL
Ph D.	RASHTRIYA SANSKRIT SANSTHAN	2001	NA	SANSKRIT
Post-Doctoral	NIL		NA	NIL
Title of the Ph. D	RAGA KAVYA VIMARSA			

Salient features of your Ph.D. research work	Poetic criticism in Sanskrit, known as "Alankara Shastra," is a rich tradition that analyzes and evaluates poetry based on various literary devices and aesthetic principles. It encompasses several treatises such as Bharata's "Natya Shastra" and Anandavardhana's "Dhvanyaloka," which explore the emotional impact of poetic language and the use of figures of speech. In the realm of music, particularly in Indian classical music, there is a parallel tradition of aesthetic theory. Ragas (melodic frameworks) and talas (rhythmic cycles) are central to this tradition, with critical evaluation focusing

IV- Research Output of Principal Investigator (Project Coordinator)

(a). Experience

	No.	Brief Detail (Title and supporting Institution)
Projects Completed	1	DEVELOPING SKILLS OF WORD CREATION IN INDIAN LANGUAGES BHARATHEEYA BHASHA SAMITI
Ongoing projects, if any (with completion date)	0	NIL
Fellowships	0	NIL
Ph.D Guidance	0	NIL
M.Phil Guidance	0	NIL
Seminars/ Conferences/ Workshops	30	VARIOUS GOVERNMENTAL AND NON GOVERNMENTAL INSTITUTIONS SUCH AS NSS TRAINING COLLEGE OTTAPALAM SREE NARAYANA COLLEGE KOLLAM RATHINAM COLLEGE COIMPATORE IASE THRISSUR JAWAHAR COLLEGE PALAKKADAND VTB COLLEGE PALAKKAD

b. Participation in Research Projects (also mention under which capacity).

THE PROJECT WAS CARRIED OUT IN FOUR SPELLS THE FIRST SPELL WAS TLMS AND TUTELAGE WORKSHOP IN SANSKRIT THE SECOND ONE WAS ONE DAY NATIONAL SEMINAR ON DEVELOPING SKILLS IN WORD CREATION IN INDIAN LANGUAGES ORGANIZED BY BBS MINISTERY OF EDUCATION GOVERNMENT OF INDIA THIRD SPELL WAS AN OFFLINE PROGRAMME ON ART OF CLASSROOM ENLIGHTENMENT THROUGH EDIFICATION THE LAST SPELL WAS SANSKRIT WEAK CELEBRATION WITH COMPRISES A SERIES OF WEBINARS

c. Details of 5 best Research Papers/ Books/ Chapters (attach/submit hard copies):

Sl No.	Title of the publication	Name of the Journal / Publisher	Month, Year and Vol.	Scopus Indexed / UGC CARE listed? (Yes/No)
1.	EDUCATION OF CERIBRAL PALSY WITH MENTALLY RETARDED CHILDREN	NSS TRAINING COLLEGE OTTAPALAM	MARCH 2012 VOL.1	No
2.	EDUCATION AND SUSTAINABLE DEVELOPMENT IN SANSKRIT LITERARY WORKS	RATHINAM COLLEGE OF ARTS AND SCIENCE	APRIL 2022 VOL.1	No
3.	EFFICIENCY OF IMAGARY TECHNIQUE IN LEARNING SANSKRIT AMONG SECONDARY SCHOOL STUDENTS	SREE NARAYANA TRAINING COLLEGE NEDUNGANDA	JANUARY 2022 VOL.16	No
4.	DEEPENING AWARENESS ON THE PROGRESSIVE ACADEMIC FRAME WORK - NEP 2020	BHARATHEEYA VIDYA NIKETHAN COLLEGE OF TEACHER EDUCATION PALAKKAD	ARCHERS AND ELAVATORS PUBLISHING HOUSE	No
5.	ASSUAGEMENT OF MUSIC - A COALESCENCE OF GANDHARVA RAGAS AND SANSKRIT LITERATURE	IASE THRISSUR	MAY 2021 VOL.10 NO.2	No

d. Any other important Academic Achievement (approx. 100 words)

SUPERVISED 25 RESEARCH PAPERS ORGANIZED 20 SEMINARS INCLUDING REGIONAL NATIONAL AND INTERNATIONAL LEVEL AND ALSO ORGANIZED WEBINARS ON VARIOUS AREAS OF EDUCATION AND RESEARCH WORKED AS CO GUIDE IN CENTRAL SANSKRIT SANSTHAN UNDER DR RADHA T S	

V. Affiliation Details of the Principal Investigator (Project Coordinator) (Attach the certificate/ proof for the type of affiliating Institution :

Name of the affiliating institution

BHARATHEEYA VIDYA NIKETHAN COLLEGE OF TEACHER EDUCATION KALLEKKAD PALAKKAD

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Type of affiliating institution :	Affiliated College/Institution under UGC (2)F/12 (B)

VI. Details of Project Director { Co-Investigator (Co-PI)} (Minimum 4, Maximum 6 and attach CV as per given proforma, for Co-PI from the corporate sector, please fill up details separately, as per Serial VII below)

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VII. Details of Project Director/s { Co-Investigator (Co-PI)} from the Corporate Sector (Included in Minimum 4, Maximum 6)

a. Name	
b. Official Address for Communication with Pincode:	
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d. Date of Birth:	
e. Mother's Name :	
f. Father's Name :	
g. Name of the Company :	
h. Employee ID :	
i. Email ID :	
j. Mobile No. :	

k. Major Achievements/ Experience (maximum in 150 words)

l. Any Other information (maximum in 100 words)

VIII. Research Proposal details

(i) Title of the Project Proposal :

"Reaching the Unreached" - A Study on Women Empowerment Initiatives in Pirayiri Grama Panchayat, Palakkad, Kerala leading to Naree Sakthi Vikas

(ii) Total Grant expected for this study (in Rs.)	975000
(iii) Survey Population	2000
(iv) Sample Size	400
(v) Geographical Region Covered	PIRAYIRI GRAMA PANCHAYATH PALAKKAD
(vi) State(s) Under Study	KERALA

Declaration

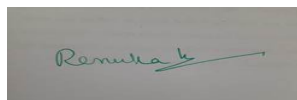|	
✔ **I hereby declare that:**	• I am not a defaulter of any previous ICSSR grant. • I have neither been subjected to any disciplinary action nor found guilty of any offence in my career. • The Research Proposal and its contents are entirely original as per the standard ethical practices and no AI generated proposal have been submitted to ICSSR. • I have not concealed any information in my application. If ICSSR finds any contrary information at any stage, it may cancel the study out rightly and/or impose any penalty as it deems fit.
Place :	KALLEKKAD
Declaration Date :	12/07/2024
Signature :	*Renuka k*

Annexure/Checklists

(✔) Forwarding letter from the Head of the affiliating Institution duly stamped and signed on the letter head .
(✔) Summary of Project Team .

BHARATHEEYA VIDYA NIKETHAN

College of Teacher Education

Affiliated to University of Calicut, Accredited by NAAC

"ഭാരതീയം"

VISION – VIKSIT BHARAT @ 2K47

BHARATHEEYA VIDYA NIKETHAN
College of Teacher Education
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VISION – VIKSIT BHARAT @ 2K47

NATIONAL SEMINAR ON

"EMPOWERED WOMEN, EMPOWERED NATION: PATHWAYS THROUGH POLICY, TECHNOLOGY AND CULTURE"

11TH & 12TH MARCH 2025

Organized by

BHARATHEEYA VIDYA NIKETHAN COLLEGE OF TEACHER EDUCATION, KALLEKKAD, PALAKKAD

ACKNOWLEDGEMENT

This is a collection of selected articles presented by researchers, students and experts in the two- day seminar prior to the development of the project submitted to ICSSR. The observations and visions of the articles acted as impetus for developing the project " EMPOWERED WOMEN, EMPOWERED NATION: PATHWAYS THROUGH POLICY, TECHNOLOGY AND CULTURE ". The articles presented and discussed in the seminar have not been published in any authentic publication

Dr. Renuka P.C.V.   **Dr. Ramachandran T.S.**
Principal   **Chief Coordinator**

Preface

The national seminar titled "Empowered Women, Empowered Nation – Pathways through Policy, Technology and Culture", organized by Bharatheeya Vidyanikethan College of Teacher Education on March 11th & 12th 2025, as part of the ICSSR project "Reaching the Unreached – A Study on Women Empowerment Initiatives in Pirayiri Grama Panchayat, Palakkad, Kerala, leading to Nari Shakti Vikas" was highly meaningful and impactful.

The keynote presentations across both days, along with the diverse papers presented by research scholars, faculty members, and students, were of commendable quality. As India strides towards the goal of Viksit Bharat @2047, the greatest contribution to the nation's socio-cultural and economic progress will undoubtedly be the advancement achieved by its women. Initiatives like this project and seminar serve as significant platforms for empowering Indian women and catalyzing holistic national development.

Dr.Renuka P.C.V.
Principal

Mental Health, Emotional Wellbeing and Empowerment of Women in Palakkad District, Kerala

Dr. Renuka P. C. V
Principal
Bharatheeya Vidya Nikethan
College of Teacher Education, Kallekkad

Abstract

A woman is a comprehensive cultural, health, and economic indicator of a society. In Kerala, women are at the forefront of literacy, especially in the Palakkad district. Therefore, their mental and physical well-being is of great significance. Although many efforts and provisions exist in Kerala for the upliftment of women, even educated and employed women often have to overcome numerous challenges such as gender discrimination, emotional stress, and domestic violence. These kinds of mental pressures adversely affect their physical and mental health, which in turn impacts their own and the nation's socio-economic status. Such issues are more prevalent in geographically remote areas like those found in the Palakkad district. Through this paper, I aim to identify such issues and reflect on the possible ways to overcome such issues.

Definition of Keywords

Mental Health :- psychological and emotional stability

Well being:- state of being healthy and happy

Empowerment:- The process of gaining freedom and power

Introduction

Considering literacy, women in Kerala are in the forefront. Among the districts in Kerala, Palakkad stands out in terms of women's educational advancement. Women's presence is also evident in the socio-cultural sphere of the district. However, despite educational progress, achieving socio economic upliftment remains a challenge. This reality is particularly noticeable in Palakkad, with the major contributing factor being the lack of mental and emotional instability and suitable employment opportunities.

Objectives

1. To assess the mental health status of women from different socio-economic backgrounds in Palakkad district.
2. To understand the impact of socio-economic interventions on women's mental health.
3. To evaluate the socio-cultural and economic contexts related to women's mental health and empowerment.
4. To identify the efforts made by families, communities, and other social agencies in protecting and promoting women's mental health and empowerment.
5. To explore mental health programmes necessary for women's empowerment.

Scope of the Study

The study aims to understand the mental health status of women in the rural areas of Palakkad district. It also seeks to contribute towards their empowerment by assessing factors such as age group, occupation, and socio-economic status. Through such a study, it becomes possible to identify the needs of women workers in rural settings, as well as women belonging to other priority groups. The findings can help in providing appropriate support to those affected by social injustices such as domestic violence, thereby enabling their empowerment and improving their socio-economic and cultural status.

Review of Related Literature

➢ Mental health of women in Kerala- The need for a gender perspective :-M. EAPEN
➢ Gender disparity in prevalence of Mental Health issues in Kerala :-K. RAHNA

Hypothesis

Women with high emotional stability are more likely to exhibit strong decision-making abilities in life and actively contribute to national development.

Strong family and social support positively influence women's mental health and enhance their empowerment.

Content

Women empowerment does not merely imply economic, political, or cultural upliftment—it also encompasses the improvement of their mental, physical, and overall health environment. It can be said without doubt that a nation's development becomes truly complete only when women's participation in its social, cultural, and economic processes increases. Therefore, mental health and hygiene are of great importance. For fulfilling the concept of Vikasith Bharath women have to gain self-confidence and attain self-sufficiency, they must be mentally content and emotionally stable.

Due to the differences in lifestyles between urban and rural areas, the conditions for maintaining mental health and living in a healthy environment are often not as readily available in rural areas as they are in urban areas.

Although people in remote villages may receive vocational education and have opportunities to work, it is a reality that women working in many sectors are often unable to improve their socio-cultural and economic status. In addition to all this, the fact that many women are not aware of mental and physical health, emotional well-being, and women empowerment is also a major reason for the lack of emotional well-being and proper mental health care.

The following is a study conducted in Palakkad district focusing on this aspect:

- ➢ There is a pressing need to establish more healthcare centers in Palakkad district to protect and promote women's mental health.
- ➢ Counseling services must be made widely available.
- ➢ Efforts should be made to maintain a more women-friendly atmosphere in workplaces.
- ➢ Services for mental health development must be integrated into maternal and reproductive health services.
- ➢ Emotional literacy programs should be implemented at the ward level.
- ➢ Opportunities to help women identify and take care of themselves must be ensured in each ward of every panchayat.
- ➢ Alongside adult literacy, special attention should be given to offering women soft skill development programs, including education in arts and literature.
- ➢ Exclusive training centers for skill development, including digital literacy, must be established and utilized effectively.
- ➢ Training to enhance leadership qualities among women is also essential.

- Entrepreneurship should be encouraged, and necessary startup opportunities must be provided to improve the social and cultural status of women.
- It is crucial to eliminate domestic violence and gender discrimination.
- Legal literacy for women must be given due importance.
- Although Kudumbashree, Jagratha Samithi, and ASHA workers currently exist for the mental and physical health care of women, efforts must be made to utilize them more effectively.
- Introducing dedicated mental health policies for women is critically important, and increased reservation for women in local governance should also be ensured.

Methodology

Research Design:
The study follows a survey and interview-based research design, conducted among 50 participants.

Sampling:
A stratified random sampling method was employed. The sample consists of women aged 20 to 45 years, residing in Ward 1 of Pirayiri Grama Panchayath, Palakkad District, Kerala.

Tools:
Data collection was carried out using the following standardized tool
1. Emotional Well Being Scale, Standardized General Health Questionnaire (GHQ-10)

Analysis and Findings

Emotional stability refers to the ability to recognize, understand, express, and regulate one's emotions effectively.

When analyzing the context of Palakkad district, it is observed that although women, especially in urban areas, have access to higher education, there is still a pressing need to implement structured programs aimed at developing social skills and sociability.

Furthermore, a high prevalence of anxiety, depression, and stress is noted among homemakers as well as working women who juggle responsibilities at home and at the workplace. To address this, awareness classes must be organized, and both families and communities should provide the necessary mental and emotional support.

Women in nuclear families, particularly those who are employed, tend to experience higher levels of stress related to household responsibilities. In such cases, active involvement and support from their families is crucial.

Since mental health, emotional intelligence, and empowerment are key areas that women need to understand and strengthen, it is essential that each district implements awareness programs and supportive initiatives. Such efforts will help women maintain mental and physical well-being and enable them to contribute meaningfully to the development of the society

Conclusion

At present, women in Kerala,especially in the Palakkad district,face numerous challenges that affect their mental health and self-reliance. These challenges include domestic violence, workplace pressure, and gender-based marginalization. Overcoming these hurdles requires focused support to help women achieve a dignified social, cultural, and economic status.

Among the key stakeholders in this effort, local administrations hold a critical role. They must proactively organize and implement various programmes,particularly those focused on skill development to empower women. Equally important is the strong support from families, communities, and society at large. Such collective efforts are essential for the upliftment of women and for realizing the vision of a progressive and inclusive India.

Reference

Empowering women, navigating work environment challenges with mental toughness
by Prabha Subrahmanian
Women's empowerment and mental health -A Scoping Review
Women empowerment and health -A Narrative by
N A Bandara
Women empowerment in India A critical analysis
by S. Singh

Women Entrepreneurs in Palakkad District: A Study on Challenges, Support Systems, and Success Stories

PRIYA M

RESEARCH SCHOLAR

BHARATH INSTITUTE OF HIGHER EDUCATION

AND RESEARCH CHENNAI

Abstract

This study explores the landscape of women entrepreneurship in Palakkad district, Kerala. It focuses on the diverse challenges women face in their entrepreneurial journey, the existing support mechanisms, and the factors behind their success. By adopting both quantitative and qualitative research methods, the paper highlights the role of local networks like Kudumbashree, microfinance schemes, and training programs in shaping women's economic empowerment. The findings offer policy insights to strengthen the entrepreneurial ecosystem for women in semi-urban and rural settings.

Keywords

Women empowerment, entrepreneurship, Palakkad, gender bias, microfinance, Kudumbashree, MSMEs

1. Introduction

Women-led entrepreneurship in Palakkad reflects a dynamic shift in gender roles and economic participation. Despite Kerala's socio-educational advancements, structural barriers still inhibit many women from realizing their full entrepreneurial potential. This paper investigates how women overcome these barriers, leverage support systems, and build successful ventures, often amidst systemic and societal challenges.

2. Aim of the Study

- To examine the obstacles faced by women entrepreneurs in Palakkad.
- To evaluate the support systems available and their effectiveness.
- To analyze success factors and growth enablers in women-led ventures.

3. Scope

The study concentrates on women entrepreneurs in both urban and rural Palakkad, covering various industries including food, textiles, handicrafts, and services. It encompasses micro to small-scale enterprises operating for at least two years.

4. Hypotheses

- H1: Women entrepreneurs in Palakkad face unique and compounded challenges that affect business growth.

- H2: Access to targeted support systems significantly enhances entrepreneurial success for women in the district.

5. Research Design and Methodology

- Approach: Mixed-methods
- Tools: Survey (150 respondents), in-depth interviews (20 participants)
- Sampling: Purposive sampling across taluks of Palakkad
- Analysis: Descriptive statistics for survey data; thematic coding for qualitative interviews

6. Literature Review

Prior research underscores the gender-specific hurdles in entrepreneurship, such as capital access, family duties, and inadequate training. Works like D'Cruz (ESS Working Paper) and studies on Kudumbashree illustrate both the constraints and the transformative role of collective support. Emerging literature also identifies digital platforms and self-help groups as new-age growth channels for rural women.

7. Need and Significance

As women's economic participation becomes central to Kerala's inclusive development goals, this research provides a timely evaluation of the grassroots-level entrepreneurial experience in Palakkad. The insights will aid policymakers, NGOs, and community leaders in tailoring more effective empowerment initiatives.

8. Data Analysis and Interpretation

Key Challenges Identified:

- Inadequate Capital: 68%
- Family Obligations: 55%
- Lack of Business Training: 47%
- Limited Market Access: 42%
- Gender-based Stereotypes: 38%

Support Systems Impact:

- Kudumbashree: 72%
- Microfinance: 65%
- Govt. Training Schemes: 58%

9. Findings

- Financial barriers and familial expectations dominate women's concerns.
- Collective empowerment structures (e.g., SHGs) significantly improve confidence and resources.
- Many successful entrepreneurs attribute growth to a combination of microfinance, peer learning, and government backing.
- Entrepreneurial resilience, adaptability, and localized strategies are common traits among successful women.

10. Conclusion

The journey of women entrepreneurs in Palakkad is marked by struggle and innovation. While institutional and societal barriers persist, supportive frameworks like Kudumbashree are reshaping opportunities for women. There is a pressing need for integrated programs that combine financial literacy, mentorship, and social support to sustain and scale women-led enterprises.

References

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- Iqbal, U. P., Kuriakose, A., & Joseph, E. (2024). Rural Women Entrepreneurs in Kerala. International Journal of Business Innovation.

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CONTINUING EDUCATION AMONG WOMEN IN PALAKKAD DISTRICT, KERALA: CURRENT STATUS AND SOCIO-ECONOMIC IMPLICATIONS

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Abstract

This research paper delves into the current status of continuing education among women in Palakkad district, Kerala, emphasizing its socio-economic implications. Drawing upon a mixed-methods approach that includes district-level educational statistics, institutional reports, and qualitative interviews with stakeholders, the study highlights both progress and persistent challenges. Findings suggest a high enrolment of women in arts and commerce courses, largely driven by institutional support and government initiatives. However, socio-cultural norms, financial constraints, and limited vocational opportunities continue to impede equitable access. The study underscores the transformative potential of continuing education in empowering women and provides targeted policy recommendations to improve participation and outcomes.

Introduction

Continuing education, defined as any learning activity undertaken after formal education, has emerged as a critical component in promoting lifelong learning, personal growth, and economic advancement. For women, especially in semi-urban and rural areas, it serves as a gateway to empowerment and improved quality of life. Kerala, known for its high literacy rate and progressive social indicators, offers a fertile ground for studying the dynamics of women's continuing education. Palakkad district, characterized by its unique blend of urban and rural communities, provides an insightful microcosm for examining these dynamics.

Women in Kerala have historically enjoyed better access to education compared to other Indian states. However, despite the overall progress, gaps remain, particularly in non-traditional disciplines and vocational training. The emphasis on formal education often side-lines adult and continuing education programs, which are crucial for skill enhancement, second-chance learning, and socio-economic mobility. This study focuses on women in Palakkad district, aiming to uncover the existing landscape of continuing education and its broader implications.

REVIEW OF LITERATURE

Several studies have highlighted the transformative power of continuing education for women. According to UNESCO (2018), adult and continuing education significantly improves women's socio-economic status and civic participation. In the Indian context, Sharma (2015) observed that women's participation in continuing education was closely linked to factors such as economic background, family support, and prior educational attainment.

In Kerala, George (2020) noted that while the state leads in female literacy, participation in post-literacy and skill-based programs among women remains inconsistent. The Kerala State Literacy Mission has initiated programs such as "Aksharasree" and "Samagra Shiksha," but their penetration and effectiveness vary across districts.

These studies underscore the need for region-specific investigations to understand ground realities and inform targeted interventions.

Extensive literature has examined the role of education in women's empowerment, with particular attention to higher education and vocational training. Studies by the Kerala State Planning Board and the Department of Collegiate Education have consistently shown a steady rise in female enrolment in tertiary education. According to the All Kerala Higher Education Survey 2021-22, women account for nearly 60% of college enrolments, with a notable presence in arts and commerce streams.

Nevertheless, regional disparities persist. Rural women, in particular, face multiple barriers to participation in continuing education. Social expectations, early marriages, and household responsibilities often deter them from pursuing further studies. Researchers like Nair (2019) and Krishnan (2021) have highlighted how gendered roles and limited mobility restrict educational choices. Additionally, the lack of alignment between educational offerings and labour market needs creates a disconnect that hampers economic empowerment.

Theoretical frameworks such as the Capability Approach (Sen, 1999) and Social Capital Theory (Putnam, 2000) provide valuable insights. The former emphasizes the expansion of individual freedoms through education, while the latter stresses the importance of networks and community support. Both are pertinent when analysing the impact of continuing education on women in a socially stratified context like Palakkad.

RESEARCH GAP

While national and state-level studies provide broad insights, there is a lack of focused research on continuing education among women in Palakkad district

- The actual level of participation in continuing education.
- The barriers faced by women in accessing such programs.
- The tangible socio-economic outcomes of participation.

This study seeks to address these gaps by examining both the status and implications of continuing education specifically for women in this district.

STATEMENT OF THE PROBLEM

Despite Kerala's achievements in education, many women in Palakkad district remain excluded from continuing education programs due to socio-economic, cultural, and infrastructural barriers. Understanding the extent of their participation and the socio-economic benefits or limitations that result from such education is essential for policy and practice. This study aims to explore these dynamics to recommend actionable strategies.

Research Objectives:

1. To assess the current status of continuing education among women in Palakkad district.
2. To identify socio-economic and cultural factors influencing women's participation.
3. To analyse the impact of continuing education on women's personal and professional lives.
4. To suggest policy and community-level recommendations for improving access and outcomes.

HYPOTHESES OF THE STUDY

- There is no significant relationship between socio-economic status and participation in continuing education among women.
- Continuing education has no significant impact on the income or employment status of women in Palakkad district.
- There is a significant relationship between socio-economic status and participation in continuing education among women.

- Continuing education positively impacts the income or employment status of women in Palakkad district.

METHODOLOGY

This study employed a mixed-methods approach, integrating both quantitative and qualitative data. Quantitative data were collected from district-level educational statistics, institutional records from five colleges in Palakkad, and government databases. Qualitative data were obtained through semi-structured interviews with 25 stakeholders, including female students, educators, community leaders, and policymakers.

The colleges selected for the study represented both urban and rural settings, ensuring a comprehensive view. Participants were selected through purposive sampling, focusing on diversity in age, socio-economic background, and educational level. Interview transcripts were analysed thematically to identify recurring patterns, challenges, and success stories.

DATA ANALYSIS AND FINDINGS

Enrolment Trends: The data indicate a significant presence of women in undergraduate and certificate-level continuing education programs. Mercy College, a prominent women's college in Palakkad, reports over 75% female enrolment in its arts and commerce programs. The preference for these streams is attributed to their accessibility, societal acceptance, and the perceived ease of balancing them with domestic responsibilities.

Institutional and Government Support: Government schemes like the Women's Development Corporation's skill training initiatives and the Pradhan Mantri Kaushal Vikas Yojana have positively influenced enrolment rates. Many colleges offer flexible schedules, online courses, and support services such as childcare and transportation. These efforts have helped mitigate some of the barriers faced by women.

Socio-Cultural Barriers: Despite institutional efforts, socio-cultural factors remain a formidable obstacle. Traditional gender roles, the prioritization of male education, and societal stigma around late or second-chance education discourage many women from pursuing further studies. Interviews revealed that early marriage and childcare responsibilities often lead women to drop out or opt for part-time learning options.

Economic Challenges: Financial limitations were frequently cited as a primary barrier. Even with scholarships, many women from economically weaker sections find it difficult to afford tuition, transportation, and study materials. This issue is particularly acute in rural households, where educational spending is often skewed in favour of sons.

Impact on Personal and Professional Lives: Participants who completed continuing education programs reported increased self-confidence, better decision-making capabilities, and improved job prospects. Several women noted that education had enabled them to start small businesses, secure government jobs, or assist children with schoolwork. These benefits extended beyond the individual to positively influence family dynamics and community engagement.

DISCUSSION

The findings confirm that while Kerala's educational infrastructure supports women's continuing education, deep-seated cultural and economic issues continue to impede equitable access. The positive outcomes among participants underscore the transformative power of education. However, a more nuanced approach that addresses both structural and attitudinal barriers is necessary.

Digital learning platforms offer a promising avenue, especially in bridging the urban-rural divide. Yet, digital literacy and access remain inconsistent. Similarly, while vocational training programs exist, their relevance to local labour markets needs assessment and redesign. There is also a need for greater collaboration between educational institutions, employers, and community organizations to create sustainable pathways for women's education and employment.

CONCLUSION

Continuing education among women in Palakkad district presents a mixed landscape of progress and persistent challenges. While institutional support and policy initiatives have increased enrolment, socio-cultural norms and financial constraints continue to limit participation. Nevertheless, the socio-economic benefits observed among participants highlight the untapped potential of continuing education as a tool for empowerment. Targeted interventions at the policy, institutional, and community levels are essential to make continuing education more inclusive, accessible, and impactful.

RECOMMENDATIONS

1. Launch comprehensive awareness campaigns to reshape societal attitudes towards women's continuing education.
2. Expand access to vocational and digital learning programs tailored to local employment needs.
3. Provide targeted financial aid, including travel stipends and learning material subsidies.
4. Establish mentorship programs and peer support networks to encourage retention and success.
5. Promote partnerships between educational institutions, local industries, and NGOs for practical training and job placement.

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Empowering Women A Study on The Impact of Kudumbashree Initiatives in Palakkad District

Presented by

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Abstract

This research paper explores how Kudumbashree, a women-centered poverty eradication program in Kerala, has helped empower women in the Palakkad district. The study looks closely at different projects and activities run by Kudumbashree and examines how these have changed the lives of women, especially those from poor and marginalized communities. It finds that these initiatives have helped women earn their own income, become more active in their communities, and take on leadership roles in local governance. Overall, Kudumbashree has played a key role in improving the economic, social, and political status of women in Palakkad, contributing to their overall empowerment.

Key words

Kudumbashree: A program started by the Kerala government in 1998 to reduce poverty and help women grow economically, socially, and politically through local community groups.

Women Empowerment: Helping women become financially independent, respected in society, and active in decision-making, so they can improve their lives**.**

Poverty Eradication: Taking steps to remove poverty by giving people better access to money, education, health services, and job opportunities.

Introduction

Kudumbashree, which translates to "prosperity of the family," is a unique and powerful program launched by the Government of Kerala in 1998. Its main goals are to eliminate poverty and empower women by helping them become financially independent and socially active. Kudumbashree works through a well-organized, three-level structure: at the base are Neighborhood Groups (NHGs) where women from local communities come together; these groups are connected to Area Development Societies (ADSs) at the ward level, and finally to Community Development Societies (CDSs) at the panchayat or municipal level. This structure ensures that decisions are made from the grassroots and that women have a voice at every stage.

Today, Kudumbashree has grown into one of the largest women's organizations in the world, with more than 48 lakh (4.8 million) women actively participating across Kerala.

In the Palakkad district—a region known for its cultural diversity and mixed economic conditions—Kudumbashree has launched several important programs. These initiatives have focused on improving women's lives by offering them opportunities for employment, education, health awareness, and leadership development. Through these efforts, the Kudumbashree mission has become a major force for social change in the district, especially for women from economically and socially disadvantaged backgrounds.

Hypotheses

1. Kudumbashree initiatives have significantly contributed to the economic empowerment of women in the Palakkad district.

2. Kudumbashree has enhanced the social participation and leadership roles of women in Palakkad's rural and tribal communities.

3. Kudumbashree's activities have facilitated increased political awareness and participation of women in local governance in Palakkad.

4. Women from marginalized communities (SC/ST/BPL) in Palakkad have shown higher levels of empowerment through targeted Kudumbashree programs compared to those not involved in the mission.

Methodology

The study employs a qualitative approach, analyzing data from official Kudumbashree reports, academic journals, and news articles. It focuses on specific initiatives implemented in Palakkad district, assessing their impact on women's economic, social, and political empowerment.

Review of Literature

Economic Empowerment: Kudumbashree helps women in Palakkad access small loans and start businesses like tailoring, food processing, and farming, boosting their financial independence (Eapen & Kodoth, 2002; Kumar, 2015).

Social Empowerment: The program also encourages women to lead community projects, such as health and anti-drug campaigns, raising their visibility and social status (Saradamoni, 2003; Devika & Thampi, 2007).

Political Empowerment: Kudumbashree has increased women's participation in local governance, with many in Palakkad actively involved in panchayats and decision-making (Isaac & Franke, 2000).

Focus on Marginalized Groups: The program focuses on women from SC, ST, and BPL groups, offering programs to reduce social and economic inequalities (Anitha & Venu, 2018).

Challenges and Critiques: Despite its success, Kudumbashree faces challenges like limited market access, lack of advanced skills, and poor infrastructure in tribal areas. Experts recommend more investment in skills and infrastructure (John, 2012; Ravindran, 2016).

Overall, Kudumbashree has been effective in empowering women in Palakkad, but ongoing support is needed to address challenges and ensure lasting impact.

Objectives of the Study

1. To understand how Kudumbashree helps women in Palakkad become financially independent.
2. To study how Kudumbashree improves health, education, and fights drug abuse in the community.
3. To find out how Kudumbashree supports women's involvement in politics and local decision-making.

4. To see how Kudumbashree benefits women from poor and marginalized groups like SC, ST, and BPL families.
5. To identify the problems faced by women in Kudumbashree and suggest ways to make the program better.

Need and Significant

1. Even after many years of development, poverty and gender inequality are still big problems in India.
2. Kudumbashree is a successful women-led program that helps reduce poverty and empower women at the local level.
3. Palakkad, with its mix of communities and economic challenges, is a good place to study how such programs can empower women.
4. This study helps us understand how government programs can bring real change to women's lives, especially in rural and tribal areas.
5. The results can help policymakers, NGOs, and others who want to improve or start similar programs in other places.

Initiatives and Their Impact

1. Mahila Mithra Microfinance Scheme

The Mahila Mithra Microfinance Scheme is a special program introduced in the tribal regions of Agali, Sholayur, and Puthur in the Palakkad district. This scheme is designed to support women who belong to Scheduled Castes (SC), Scheduled Tribes (ST), and Below Poverty Line (BPL) families—groups that often face social and economic disadvantages.

Through this scheme, women are given easy access to small loans or financial support, especially for starting or improving agricultural activities such as farming, livestock rearing, or related businesses. This financial help allows them to earn their own income and support their families.

One of the main goals of the scheme is to help women deal with urgent money needs without falling into debt traps or depending on moneylenders. By giving them the resources to start their own work, the program encourages self-reliance, builds confidence, and helps women work towards a sustainable and secure livelihood in the long term.

2. Livelihood Opportunities in Parambikulam

As part of the Scheduled Caste Sustainable Development Project, Kudumbashree launched a valuable program to improve the lives of tribal women living in Parambikulam, a remote area in the Palakkad district. The project focused on setting up mini flour mill units, which are now owned and operated by local tribal women.

These flour mills give the women a steady way to earn an income by grinding wheat, rice, and other grains into flour, which they can sell in nearby markets. This not only creates job opportunities in a region with very few employment options but also allows the women to work close to their homes.

Beyond just providing jobs, this initiative helps women become more independent and self-sufficient. It teaches them how to run a business, manage finances, and take leadership in their community. By encouraging economic independence, the project plays a big role in empowering tribal women and helping them improve their standard of living. It also shows how community-based enterprises can uplift marginalized groups and bring positive change in rural areas.

3. Santhwanam Volunteer Programme

The Santhwanam Volunteer Programme is a health-focused initiative by Kudumbashree that has made a positive impact in various parts of Palakkad district. The main goal of this program is to improve basic healthcare services in local communities, especially in rural and tribal areas where access to health facilities is limited.

Under this program, women are selected and trained to become health volunteers. They are given medical kits with essential tools to check blood pressure, blood sugar levels, and other basic health indicators. These volunteers are also connected to local health institutions, such as primary health centers and hospitals, so they can help bridge the gap between the community and professional healthcare services.

In Palakkad, this program is especially valuable because many parts of the district are remote or underserved. The Santhwanam volunteers not only help monitor the health of people in their neighborhoods but also spread awareness about hygiene, nutrition, disease prevention, and the importance of regular check-ups.

Moreover, this initiative gives women in Palakkad an opportunity to be socially active and take on leadership roles in promoting public health. It empowers them with knowledge and confidence while also helping their communities live healthier lives.

4. 'Namath Usr' Anti-Drug Campaign

The 'Namath Usr' (which means *"Our Dawn"*) is a special anti-drug awareness campaign launched by the Kudumbashree Mission in the Palakkad district, specifically aimed at helping tribal villages that are facing serious issues related to drug and substance abuse.

This campaign includes a variety of awareness programs, counseling sessions, and community-based activities that educate people—especially the youth—about the dangers of drug use. It also encourages open discussions within families and villages to break the silence around addiction.

A key feature of the campaign in Palakkad is the active involvement of women from Kudumbashree units. These women take on leadership roles by organizing events, conducting house visits, and collaborating with local health workers and schools. Through their participation, they help in creating safer, healthier, and drug-free communities.

By giving women these important responsibilities, the campaign not only fights addiction but also empowers women in Palakkad to be agents of social change. It strengthens their role in community development, encourages them to speak up on social issues, and builds unity in the fight against drug abuse in some of the district's most vulnerable areas.

Outcomes and Analysis

1. Economic Empowerment.

In the Palakkad district, Kudumbashree has played a major role in promoting economic empowerment among women, especially those from low-income and marginalized communities. One of the key ways this has been achieved is through microfinance programs and small-scale enterprises led by women.

Kudumbashree encourages women to form Neighborhood Groups (NHGs) where they regularly save small amounts of money. These savings form the basis of a thrift and credit system, allowing

women to take out internal loans when they face financial emergencies or want to start a small business.

In Palakkad, many women have used these loans to invest in income-generating activities such as tailoring, vegetable farming, food processing, and running small shops. These initiatives help them earn their own income, contribute to their families, and become more financially independent.

The success of these programs has not only improved the economic stability of thousands of households in Palakkad but has also given women the confidence to manage money, make decisions, and explore new opportunities for growth. Kudumbashree's efforts have thus created a strong foundation for long-term financial empowerment among women in the district.

2. Social Empowerment

In Palakkad district, Kudumbashree has made a strong impact not just on women's economic lives, but also on their social empowerment. Through active participation in various Kudumbashree programs, women in Palakkad have gained confidence, become more aware of their rights, and earned greater respect and recognition in their communities.

Women have taken leading roles in important community-based activities, including health awareness programs, educational support, and anti-drug campaigns such as the *'Namath Usr'* initiative in tribal villages. By stepping into these roles, women have become more visible and influential in their local societies.

For example, in many rural and tribal parts of Palakkad, women volunteers under Kudumbashree's Santhwanam health initiative have helped improve community health by conducting health checks and spreading awareness. Similarly, in campaigns against drug abuse and in promoting education, women have become key change-makers.

These efforts have not only improved the quality of life in their communities but have also elevated the social status of women. They are now seen as leaders, decision-makers, and role models, breaking traditional barriers and contributing meaningfully to the overall well-being of society in Palakkad.

3. Political Empowerment

In Palakkad district, Kudumbashree has played a crucial role in enhancing political empowerment for women, helping them gain a stronger presence in local governance and community decision- making. Through Kudumbashree's programs, women are not only trained in leadership skills but are also encouraged to take on active roles in shaping policies that directly affect their lives and communities.

Women in Palakkad have increasingly participated in panchayat elections, joining local governing bodies such as village councils and municipalities. Through their involvement in these bodies,

women can now influence policy decisions on issues like education, health, sanitation, and social welfare,

which directly impact their families and communities.

Kudumbashree's focus on building leadership qualities, organizing women into self-help groups (SHGs), and involving them in various community development activities has prepared women to step into political roles with confidence. As a result, more women in Palakkad are serving as elected representatives in local government, holding positions of power and making key decisions for their communities.

Through this process, women have not only gained a voice in political matters but have also become role models for future generations in Palakkad, inspiring other women to engage with the political system and advocate for their rights and needs.

Challenges and Recommendations

Challenges:

1. **Limited Access to Markets:** Many women-led enterprises in Palakkad, especially in rural and tribal areas, face difficulties in accessing larger markets for their products. This limits their ability to scale up and achieve long-term financial stability.

2. **Need for Advanced Training:** While Kudumbashree has provided basic skills and knowledge, there is a need for more advanced training in areas like entrepreneurship, digital skills, and advanced agricultural techniques. This will help women compete in the modern economy and adapt to changing market demands.

3. **Infrastructural Constraints:** In certain areas of Palakkad, especially in tribal and remote regions, the lack of adequate infrastructure—such as transportation, electricity, and storage facilities—presents a challenge for scaling women-led enterprises and improving the overall effectiveness of their activities.

Recommendations:

1. **Market Linkages**: To address the issue of limited market access, it is essential to create stronger connections between women-led businesses and larger, more profitable markets. This can be done through platforms, collaborations, and partnerships that connect local producers in Palakkad to wholesale distributors, retail chains, and e-commerce platforms.

2. **Skill Development:** There should be advanced skill development programs tailored to the needs of women in Palakkad. These programs should focus on business management, digital literacy, and modern farming techniques to help women take their initiatives to the next level and adapt to new opportunities in the market.

3. **Infrastructure Support:** The government and local authorities should invest in improving the infrastructure in rural and tribal areas of Palakkad, including better transport networks,

reliable electricity, and storage facilities. These improvements will allow women to scale their businesses, reduce losses, and improve efficiency.

Conclusion

The findings of the study support the proposed hypotheses. Kudumbashree has indeed led to tangible economic empowerment for women in Palakkad, as evidenced by increased income, self- employment, and financial independence (supporting H1). The social empowerment of women is also evident through their active roles in health initiatives and community campaigns, affirming H2. Furthermore, increased involvement in local self-governance and political decision-making confirms H3. Finally, women from marginalized communities have significantly benefited from focused programs like Mahila Mithra and livelihood schemes in tribal areas, validating H4. Thus, Kudumbashree stands out as a successful model of inclusive, women-centric development, though it requires continued support in terms of market access, skill development, and infrastructure to sustain and deepen its impact.

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Strategies for Breaking Barriers for Realizing Nari Shakti Vikas

Presented by

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Abstract

This paper examines the challenges women face on their path to empowerment and suggests ways to overcome them, aiming to achieve Nari Shakti Vikas. It focuses on the barriers women face in areas like society, economy, culture, politics, and institutions, which prevent them from fully participating in and benefiting from society. The paper offers practical solutions to these problems, such as better education, more economic opportunities, legal rights, and social reforms. It also stresses the need for systemic changes, such as better policies and programs, to ensure women have equal opportunities. By tackling these issues and supporting women's empowerment, the paper demonstrates how we can build a fairer, more inclusive society where everyone, regardless of gender, can contribute to and benefit from progress.

Keywords

1. **Nari Shakti Vikas:** Women's Empowerment and Development
2. **Empowerment:** The process of enhancing individuals' or groups' ability to make decisions and take actions that lead to positive outcomes. In this context, it specifically refers to giving women control over their lives and enabling their full participation in society.
3. **Barriers:** Challenges that block people from reaching their goals or accessing equal opportunities. For women, these include social, economic, cultural, political, or institutional issues that limit their progress and participation.

Introduction

The concept of Nari Shakti Vikas, or women's empowerment and development, is crucial for achieving gender equality and creating a more inclusive society. Women play a vital role in the social, political, and economic development of any nation, but they often face numerous obstacles that prevent them from fully participating

and reaching their potential. These challenges are not just social but are deeply rooted in cultural traditions, gender-based norms, and a lack of infrastructure and resources.

For true Nari Shakti Vikas to be realized, we need a clear plan to address and remove these barriers. This involves creating policies and programs that encourage women's active involvement in all aspects of life, from the family to the workplace and governance. This paper aims to explore these

barriers in detail and suggest practical strategies to overcome them. It also proposes ways to create a strong foundation for women's empowerment, not just in India, but globally.

Objectives

1. To enhance women's participation in education and vocational training programs
2. To promote economic empowerment through financial inclusion
3. To establish and enforce gender-sensitive laws and policies
4. To eliminate gender-based violence and ensure safety in all spaces
5. To challenge and change socio-cultural barriers
6. To support women's health and mental well-being

Hypothesis

Hypothesis 1: Providing girls and women with access to quality education and vocational skill development programs will significantly increase their participation in the formal labor market and entrepreneurship.

Hypothesis 2: Facilitating financial inclusion through access to credit, land ownership rights, and business incentives will improve women's economic independence and decision-making power within households.

Hypothesis 3: Implementation of gender-sensitive legislation, coupled with public safety initiatives and awareness campaigns, will reduce instances of gender-based violence and increase women's mobility and public participation.

Methods of Study

This study employed a qualitative approach. Thematic analysis helped identify five main barriers: socio-cultural, economic, political-institutional, educational, and safety-related. A comparative policy analysis was conducted to explore successful global practices and how they apply to the Indian context. Case studies and reports from NGOs and women's rights groups were reviewed to understand real-life challenges and the effects of different empowerment efforts.

Literature Review

Women's empowerment, or Nari Shakti Vikas, has been widely studied across fields like sociology, economics, and gender studies. Researchers highlight several barriers to women's progress, including socio-cultural norms that confine women to household roles (Kabeer, 1999; Sen, 2001), economic challenges like the gender pay gap and lack of asset ownership (World Bank, 2012; Duflo, 2012), and political underrepresentation and workplace discrimination (Chattopadhyay & Duflo, 2004). Educational inequality remains a major issue, especially in rural and low-income areas (UNESCO, 2020), while gender-based violence creates unsafe environments that limit

women's participation in society (UN Women, 2015). To address these issues, scholars suggest improving access to education and skill training, particularly in STEM (OECD, 2018), promoting financial inclusion through microfinance and property rights (Pitt & Khandker, 1998), and enforcing gender-sensitive policies and laws (Rao & Kelleher, 2005). Cultural change through awareness campaigns and involving men and boys is also essential (Flood, 2011). The literature recommends a combined approach that includes education, economic support, legal reforms, and social awareness to truly empower women.

Strategies for Breaking Barriers for Realizing Nari Shakti Vikas

Barriers to Nari Shakti Vikas

1. Socio-Cultural Barriers

In many societies, traditional gender roles and cultural expectations limit women's opportunities by confining them to household responsibilities. Women are often expected to prioritize caring for the family and managing the home, which restricts their ability to pursue education, careers, and public life. These expectations can make it difficult for women to follow their personal dreams or advance in their development. In some communities, women's aspirations are seen as secondary to their family duties, meaning they are not encouraged or supported in seeking personal or professional growth. As a result, many women miss out on opportunities that could help them build careers, gain education, or contribute to society outside the home. This cycle of limiting women's roles based on cultural traditions prevents them from reaching their full potential and harms overall social progress.

2. Economic Barriers

Women often face economic challenges that limit their opportunities to succeed financially. One of the most common issues is the gender pay gap, where women earn less than men for the same work. In addition, women frequently have limited access to credit (like loans) and financial resources, making it harder for them to start

businesses or manage personal finances.

Another significant barrier is that women often don't own as much property or assets as men, which further restricts their financial independence. These economic challenges stop women from fully participating in entrepreneurial activities, making important decisions, or gaining financial independence. Without the ability to control their own finances, women struggle to improve their quality of life or invest in opportunities that could help them succeed in the long run.

3. Political and Institutional Barriers

Although there has been progress in women's political participation, they are still underrepresented in important positions like political offices and decision-making roles. This means that women often have less influence on the decisions that affect their lives and communities.

Additionally, women face institutional barriers that make it harder for them to assert their rights. For example, workplace discrimination can prevent women from getting equal opportunities or promotions, and many women also struggle with limited access to resources and legal support that would help them defend their rights. Moreover, bureaucratic red tape—the complex rules and procedures in government or organizations— can make it difficult for women to navigate systems and get the help they need. These political and institutional barriers create an environment where women's voices are often ignored, and they find it harder to pursue opportunities or fight for their rights.

4. Educational Barriers

In many regions, access to quality education is still a major challenge for women. While more girls are enrolling in schools than in the past, several barriers still prevent them from receiving a good education. Societal norms, such as the belief that a woman's place is in the home, and poverty are two key factors that stop girls from attending school, particularly in rural areas where resources are scarce. In some communities, families may prioritize educating boys over girls, leading to fewer opportunities for girls to attend school or continue their education. Additionally, the cost of schooling, including school fees, uniforms, and materials, can be too high for many families, especially in poorer areas. Without access to education, women are less likely to gain the skills and knowledge needed for economic independence, career opportunities, and social mobility.

5. Violence and Safety Barriers

Gender-based violence (such as domestic violence, sexual harassment, and abuse) and a general lack of safety in public spaces are significant obstacles to women's progress. Women often fear for their physical and emotional safety, which prevents them from fully participating in important areas of life, such as education, work, and social activities. When women feel unsafe, whether at home or in public, they may avoid going to

school, working outside the home, or even engaging in social events. This fear limits their opportunities and growth, as it becomes harder for them to access education, contribute to the economy, or build meaningful relationships. Without the freedom to move safely and confidently in society, women cannot fully reach their potential or lead fulfilling lives.

Strategies to Break Barriers for Nari Shakti Vikas

1. Promoting Education and Skill Development

To overcome social and educational barriers, it's important to provide girls and women equal access to education. This includes improving the quality of schools, especially in rural areas, and encouraging girls to study subjects like Science, Technology,

Engineering, and Math (STEM). Women should also have opportunities to learn practical skills through training programs in areas like entrepreneurship, digital literacy, and

financial management. These skills will help them find better jobs and take active roles in the workforce.

2. Economic Empowerment and Financial Inclusion

A major challenge to women's empowerment is the lack of economic opportunities. To address this, women should have easy access to loans, financial education, and business training. Support can also include giving incentives to women-run businesses, allowing land ownership, and removing rules that make it hard for women to start or grow businesses. These steps will help women participate more fully in the economy.

3. Legislative Reforms and Policy Interventions

Governments should create and enforce laws and policies that protect women's rights and enable them to fully participate in society. This includes ensuring women's legal rights in areas such as property, inheritance, and employment. Setting gender quotas in politics can also help more women become leaders and engage in decision-making.

4. Combating Violence and Ensuring Safety

Ending violence against women is crucial for enabling them to live freely and equally. This includes strengthening laws against domestic violence, harassment, and trafficking, and ensuring these laws are enforced. Governments should also create safe public spaces, establish helplines, and run awareness campaigns. Community policing and public education can help reduce the acceptance of violence against women.

5. Shifting Social Norms and Cultural Perspectives

To empower women, we need to change traditional beliefs that limit their roles in society. This can be achieved through media campaigns, community programs, and education that support gender equality. It's also important to involve men and boys in these efforts, teaching respect and equality in schools to create a more supportive and fair society.

6. Strengthening Women's Health and Well-being

Good health is essential for women's empowerment. Women need access to reproductive health care, mental health support, and family planning services. Programs that focus on

maternal health and sanitation will help women stay healthy, enabling them to focus on personal goals and career growth.

Conclusion

Breaking the barriers to Nari Shakti Vikas requires a strong, long-term approach that addresses the root causes of gender inequality. The three main strategies—education and skill development, financial inclusion, and gender-sensitive laws—directly tackle the challenges women face in various areas such as society, economy, politics, education, and safety. Providing women with equal access to quality education and training helps them build careers and become independent. Economic support, such as loans and property rights, increases their freedom and decision-making power. At the same time, fair laws, safe spaces, and efforts to change traditional thinking are essential so women can live and work without fear.

These actions not only help women grow but also support overall societal progress. Empowering women is not just about fairness; it is essential for a country's sustainable and inclusive development.

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HOLISTIC EDUCATION AND WOMEN EMPOWERMENT

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Abstract

This study explores the role of holistic education in empowering women by enhancing their personal, social, emotional, and professional development. It highlights how education builds self-confidence, leadership skills, and decision- making abilities in women, helping them become active contributors to society. The paper examines government initiatives, social changes,

and challenges that influence women's empowerment through education in India. It concludes that while significant progress has been made, ongoing efforts are needed to address safety concerns and societal attitudes to ensure inclusive growth and gender equality.

Keyword

1. **Holistic education** :A comprehensive approach to teaching where educators seek to address the emotional, social, ethical, and academic needs of students in an integrated learning format.
2. **Women empowerment** : The process by which women gain control over their lives, decisions, and resources, ultimately leading to greater agency and equality.

Introduction

Education is a powerful tool that can improve the lives of women and help them grow in many areas.

It gives them knowledge, skills, and confidence to make better decisions and become active members of society. In India, the role of women has changed over time, and education has played a key part in this progress. The government and society have taken several steps to support women's education and empowerment, leading to positive changes, especially in recent years.

Objectives of the study

1. To analyze how education contributes to the enhancement of personality development, self-confidence, and leadership capabilities.
2. To examine the role of education in empowering women through the provision of knowledge, skills, and opportunities for personal and professional development
3. To evaluate the impact of education on societal transformation and overall social advancement.

Scope of the study

1. To examine the role of education in empowering women across various fields of life.
2. To highlight how education helps in developing leadership qualities among women.
3. To understand how education builds self- confidence in women.
4. To explore the contribution of education in enhancing various personal and professional skills.
5. To study the fundamental functions of education in the overall development of women.

Hypothesis

Holistic education significantly contributes to women's empowerment by enhancing self- awareness, life skills, emotional intelligence, and leadership capacities.

Methodology

Comparative analysis

Review of literature

1. Educational thoughts and practices , Gender , School and society creating an inclusive school – Revised edition 2024 by Dr. K Sivarajan , Dr Noushad P P , Dr Aseel Abdul Wahid
2. Aval maari pakshe - Mathrubhumi paper editorial 2025 by Reji R Nair

Need and significance

- To promote equal opportunities for women through quality education.
- To help women grow in all aspects – mentally, emotionally, socially, and spiritually.
- To encourage women's participation in leadership, decision-making, and nation- building.

- To reduce gender inequality through awareness and skill development.
- To support women in becoming confident and independent individuals.

Analysis

Education plays an important role in
improving lives of women at all levels. It helps them gain knowledge, build confidence, and develop skills needed for work and leadership. Educated women are more likely to make informed decisions about their health, family, and future. Education also opens up better job opportunities and allows women to contribute more to society. Overall, it is a key factor in the progress and empowerment of women.

1. Historical Perspective on Women's Roles

In earlier times, societal norms predominantly confined women to domestic responsibilities, such as managing household chores and raising children. These roles were often viewed as their primary, if not sole, contributions to society. However, over time, there has been a growing recognition of the importance of women's
education and economic independence as pivotal factors in societal progress and development.

2. Government Initiatives Promoting Women's Education

Recognizing the transformative power of education, the Indian government has implemented various schemes to promote women's education. Initiatives like the 'Beti Bachao, Beti Padhao' campaign have aimed to change societal attitudes towards girls' education. Additionally, scholarship
programs and reservation policies have been introduced to encourage female enrollment in educational institutions. For instance, the Kanyashree Prakalpa scheme in West Bengal provides financial incentives to girls to continue their education and delay marriage. (Business Today, Wikipedia)

3. Impact of Education on Women's Empowerment

Education has played a crucial role in empowering women, enabling them to participate actively in various fields, including those traditionally dominated by men. It has provided women with the skills and confidence to pursue careers, achieve financial independence, and contribute
meaningfully to the economy. According to the Economic Survey 2024, women's participation in India's labor force has increased to 37%, up from 23.3% in 2017-18, indicating significant progress in women's economic empowerment. (Business Today)

4. Societal Attitudes and Challenges

Despite these advancements, challenges persist. Societal attitudes and safety concerns continue to hinder

women's full

participation in the workforce. A report by The Guardian highlighted that incidents of violence against women, such as the tragic case of a young doctor's rape and murder in Kolkata, deter women from engaging in professional activities. Such incidents underscore the need for systemic changes to ensure women's safety and equal opportunities. (The Times of India, The Guardian)

5.   Positive Trends in Rural Education Aspirations

Encouragingly, recent surveys indicate a positive shift in attitudes towards girls' education, especially in rural areas. A pan-India survey conducted by the Development Intelligence Unit revealed that 78% of parents in rural India aspire to educate their daughters up to graduation and beyond, reflecting a growing commitment to gender- neutral education. (The Economic Times)

In conclusion, while significant strides have been made in promoting women's education and empowerment in India, ongoing efforts are essential to address persistent challenges. By continuing to implement supportive policies, ensuring safety, and fostering inclusive societal attitudes, India can further advance women's roles in education and the workforce, contributing to holistic societal development.

Findings and interpretations

1.   Education provides women with the knowledge, skills, and confidence to make informed decisions and pursue leadership and career opportunities.

2.   Programs like *Beti Bachao, Beti Padhao* and *Kanyashree Prakalpa* have improved education access and delayed early marriages for girls.

3.   Women's participation in the labor force has significantly increased, reflecting progress in economic empowerment.

4.   Women's participation in the labor force has significantly increased, reflecting progress in economic empowerment.

5.   Despite progress, safety concerns and societal attitudes continue to limit women's full participation, requiring further reforms and protection.

Conclusion

In summary, education has greatly helped in improving the status and opportunities for women in India. Government programs, changing social attitudes, and increased support for girls' education—especially in rural areas—have all contributed to this progress. However, challenges like safety and societal barriers still need

to be addressed. With continued efforts, India can create a more equal and supportive environment for women, leading to a stronger and more developed society.

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Indigenous Knowledge Systems (IKS) and the Role of Women in Cultural Transmission

Presented by

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Abstract

Indigenous Knowledge Systems (IKS) represent the cultural, spiritual, and practical knowledge developed by indigenous communities over centuries. These knowledge systems encompass diverse fields including agriculture, healthcare, biodiversity, and education. Women play a vital role in preserving and transmitting this knowledge, acting as cultural bearers across generations. This project explores the unique contributions of women to IKS, highlighting their roles in oral traditions, food security, health practices, rituals, and language preservation. Through this project, the necessity of recognizing and preserving the contributions of women in IKS becomes evident, especially in the face of globalization and modern education systems.

Key Words

1. **Indigenous Knowledge Systems (IKS):** Traditional knowledge developed by local and native communities over centuries through direct contact with nature and experience, covering areas like agriculture, health, environment, and culture.
2. **Cultural Transmission:** The process through which knowledge, customs, beliefs, language, and traditions are passed from one generation to another, often through oral storytelling, rituals, and daily practices.
3. **Oral Tradition:** A form of knowledge sharing where stories, songs, history, and cultural practices are verbally passed down from elders to younger generations.
4. **Traditional Medicine:** Health practices, beliefs, and herbal remedies passed down through generations, often used by indigenous communities before the arrival of modern medicine.
5. **Sustainability:** The practice of using natural resources in a way that maintains ecological balance and ensures availability for future generations—something deeply embedded in many IKS.
6. **Empowerment:** The process of giving individuals, especially women, the tools, rights, and confidence to participate fully in decision-making, including the safeguarding of cultural knowledge.
7. **Ethnobotany:** The scientific study of how people of a particular culture and region use indigenous plants for medicine, food, and rituals.

8. **Matrilineal Society:** A social system where lineage, inheritance, and identity are traced through the mother, often giving women central roles in family and cultural transmission.

9. **Craft Heritage:** Traditional handmade art forms, textiles, and decorative practices that reflect the cultural identity and history of a community.

10. **Biodiversity Conservation:** The protection of diverse plant and animal life, often achieved through traditional ecological knowledge practiced by indigenous women.

Introduction

Indigenous Knowledge Systems (IKS) are complex bodies of knowledge developed by indigenous communities in interaction with their natural and cultural environment. They are deeply embedded in the daily lives, practices, and rituals of people and are passed from generation to generation through cultural transmission. Women, in many societies, have played a key role in ensuring the continuity of IKS by acting as knowledge holders, teachers, and spiritual leaders. Despite their contribution, their roles are often underappreciated or overlooked. This project aims to examine the critical contributions of women in IKS and cultural transmission.

Objectives

1. To understand the scope and components of Indigenous Knowledge Systems.
2. To explore the specific roles of women in transmitting indigenous knowledge.
3. To examine case studies and examples demonstrating women's role in IKS.
4. To assess the challenges faced by women in preserving traditional knowledge.
5. To propose ways to safeguard and promote IKS through the empowerment of women.

Hypotheses

1. Women are central to the preservation and transmission of Indigenous Knowledge Systems.
2. The erosion of IKS is linked to the declining participation of women in cultural roles.
3. Strengthening the position of women will result in better conservation and utilization of IKS.

Need and Significance

IKS holds vital ecological, agricultural, medicinal, and spiritual knowledge that contributes to sustainable living. In many societies, this knowledge is being lost due to modernization, migration, and the dominance of formal education systems that do not value indigenous ways of knowing. Recognizing the role of women in IKS is essential for its survival. Women are often the first teachers in the home, caregivers, herbalists, midwives, and

spiritual practitioners. Their knowledge is rooted in lived experience, making them powerful agents in the transmission of cultural values and ecological wisdom.

Findings and Interpretation

The role of women in cultural transmission within Indigenous Knowledge Systems (IKS) is multifaceted, vital, and complex. The findings from diverse regions and cultural contexts reveal several recurring patterns in women's contributions to the survival and evolution of IKS.

1. **Custodians of Oral History and Storytelling:** Women, particularly elders, are the primary narrators of folktales, proverbs, epics, and moral stories in many indigenous communities. These stories often carry ethical lessons, cosmological knowledge, and survival strategies. For instance, African grandmothers tell Anansi tales to children, which not only entertain but also teach community values, cleverness, and respect for nature.

2. **Preservers of Traditional Medicine:** Women across cultures are key in maintaining knowledge of medicinal plants, healing techniques, and birthing practices. In the Amazon, Quechua women use a detailed pharmacopoeia of plants for ailments ranging from fever to snake bites. This knowledge is usually passed from mother to daughter through demonstration and experience, not written texts.

3. **Seed Guardians and Agricultural Innovators:** In many agrarian societies, women are responsible for selecting, saving, and exchanging seeds. This ensures food sovereignty and biodiversity. For example, the Navdanya movement in India highlights how rural women have preserved over 1500 seed varieties through traditional practices.

4. **Creators of Cultural Symbols through Arts and Crafts:** In communities such as the Maori of New Zealand or the Zulu of South Africa, women encode cultural and historical meanings into beadwork, weaving, pottery, and tattoos. These art forms act as non-verbal texts of history, belief, and identity.

5. **Spiritual Leaders and Ritual Specialists:** Women often lead or participate in fertility rituals, planting ceremonies, and rites of passage that mark cultural continuity. Among the Ainu people of Japan, women serve as shamans (tuskur), acting as mediators between humans and the spiritual world.

6. **Educators of Children in Traditional Knowledge:** From language acquisition to ethical behavior and domestic skills, mothers and grandmothers educate children in a culturally embedded context. Language, which carries cultural identity, is often first taught by women at home. This is especially important in preserving endangered languages.

7. **Environmental Stewards:** Indigenous women play key roles in conservation. For example, the Chipko Movement in India, where women hugged trees to prevent deforestation, shows how women's knowledge of the forest is both spiritual and practical.

8. **Resilience in the Face of Modernization:** Despite urbanization and changing social structures, women adapt traditional knowledge to modern contexts. In Kenya, Maasai women use mobile apps to track livestock health while still practicing traditional veterinary care.

9. **Community Leadership:** In matrilineal societies like the Garo and Khasi of Northeast India, women hold property rights and lead in community decision-making. Their leadership ensures the integration of traditional wisdom in governance.

10. **Challenges and Silencing:** Women's roles in IKS are under-documented, particularly in academic and policy literature. Patriarchal systems, lack of access to education, and globalization threaten their ability to transmit knowledge. Additionally, the feminization of poverty limits their ability to engage in cultural preservation activities.

11. **Revival Movements Led by Women:** In recent decades, indigenous women have led movements to reclaim language, reintroduce ceremonies, and resist cultural homogenization. For instance, Native American women are leading efforts to revitalize tribal languages and birthing practices.

Interpretation:

The findings underscore that women are not passive transmitters of knowledge but active interpreters and innovators. They modify and adapt traditions in response to ecological changes, technological shifts, and social transformations. For example, traditional basket weaving patterns might evolve to include symbols of resistance or new cultural meanings, reflecting women's agency.

Women's IKS contributions often intersect with spiritual belief systems, ecological sustainability, health systems, and education. They reflect a holistic worldview where knowledge is not compartmentalized but integrated. Therefore, cultural transmission through women ensures the continuity of not just knowledge, but also values, identity, and ecological responsibility.

Preserving and promoting these roles require systemic support—through inclusive education, legal recognition of indigenous rights, and platforms that document and celebrate women's IKS knowledge.

Conclusion

Women are the silent pillars of Indigenous Knowledge Systems, holding centuries of wisdom that benefit not just their communities but the planet as a whole. From health and healing to agriculture and education, women ensure the transmission of traditions, beliefs, and sustainable practices. A renewed focus on gender equity and cultural recognition is necessary to ensure the continuation and relevance of these systems. Empowering women is not only a matter of justice but also a critical strategy for the preservation of IKS.

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INNOVATIVE APPROACH TOWARDS THE DEVELOPMENT OF UNEMPLOYED HOUSEWIVES AND SCHOOL DROPOUTS IN PALAKKAD

Presented by

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Abstract

This Research based on innovative approaches to the development of unemployed House wives and School dropouts in Palakkad our State at the for front of literacy. Palakkad one of the largest districts in the State of Kerala. Palakkad is a district that Excels in Paddy Cultivation and in the field of Arts and Sports. But Palakkad is behind in the field of Education. That too in the Case of women's Education. Most of women do not get Proper Education are house wives

And those who have Stopped Schooling due various Circumstances . This research Paper is based on innovative approaches to providing Education to such women

Keywords

1. Women empowerment : Women empowerment refers to the process of giving women the Power, rights and opportunities to fully participate in all aspects of society. Politically, economically, Socially, and Personally.
   It means enabling women to make decisions for themselves and have control over their lives.

2. Literacy:- Literacy is the ability to read Write, and perform basic arithmetic. Fundamental Skill necessary for communication, learning and Participation in Society.

3. Dropout : Dropout means a person who leaves School, college or earning a degree

Introduction

Many great people have Proclaimed that Education is the greatest Weapon of man. But education has not been Equally available to everyone at all times.

Even in this era when Society is Said to be on the path of Progress. Most of those who do not receive education are women.

The majority of them are house wives and those who are Unable to complete their School education due to their living Conditions. Innovative approaches for the development of Unemployed house wives and those who have not completed Schooling in my district Palakkad. Why Women lag behind in the field of Education and the problems faced by women in the field. Education are all the main topics Put forward by this research Paper .

Aims and objectives

1 How can women's empowerment be achieved through Education

2.How to implement innovative approaches for the development of unemployed house wives and School leavers in Palakkad.

Hypothesis

A community based technology integrated ,and Skill orient innovative approach will Significantly improve the Socio economic Status of unemployed house wives and School dropouts in Palakkad.

Need and significance of the Study

1 . High Unemployed rates among

Women . : in rural districts like Palakkad, Many Housewives remain unemployed due to lack of skills, awareness of Or Societal restrictions.

2. A Significant number of Youths, especially girls, discontinue education due to financial hardship, early marriage or lack of educational support systems

3. Proverty Alleviation

Creating livelihood opportunities is crucial to uplift entire families from economic Stagnation.

Significance

1. empowerment of Marginalized Groups
   Equipping housewives and schooldropouts with skills and entrepreneurial abilities empowers them socially and economically.
2. Gender equality and inclusion
   Targeted development fosters inclusivity and reduces gender disparity

Analysis
What is women empowerment?

Women empowerment Is about few people becoming like men. Women'Sempowerment is about Standing as a Women in Society. Performing her duties, and standing as a women and winning against those who hinder her from doing .

The main problems faced by women in education

1. Parents force marriage during School and College years or they get married.
2. Lack of family support to fulfill the responsibilities that come with marriage and to complete education.
3. Economic Crisis and Poverty

Innovative approaches for the development of unemployed house wives and dropouts in Palakkad

1. Skill hubs : Community Centres offering Short term Certified Courses
2. Mobile Training Units: Bringing Skill training to remote Villagers
3. Digital literacy Programs : For Online Freelancing and marketing
4. Micro enterprise support : Seed funding, SHG(Self help Group)Promotion, and Mentoring.
5. Reintegration Programs : Evening Schools or bridge courses for dropouts
6. Public Private Partnerships:- To create Sustainable job linkages.

Recommendations

1 . Government Schemes Should be better integrated and localized

2. Schools and panchayats must collaborate to monitor dropouts

3. Vocational Courses must Align with local economic Potential

Conclusion

An innovative localized , and inclusive approach can Successfully uplift unemployed house wives and School dropouts in Palakkad with community participations and institutional support, these Can become engines of Social and economic Change.

Reference

Government reports, census data ,Research articles, and NGO Publications relevant to the topic.

NAVIGATING LEGAL RIGHTS: AWARENESS FOR WOMEN'S EMPOWERMENT

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Abstract

In the contemporary socio-legal landscape, women's empowerment is intrinsically tied to their awareness and exercise of legal rights. This research examines the extent of legal awareness among women and its direct impact on their empowerment in personal, social, and economic spheres. While Aseveral constitutional and legal provisions safeguard women's rights in India, a significant proportion of women remain unaware of these entitlements, particularly in rural and marginalized communities. Through a descriptive survey method and review of secondary data, this study explores existing levels of legal literacy, factors affecting awareness, and the role of legal education in promoting women's empowerment. The findings highlight that increased legal awareness substantially enhances women's confidence, decision-making abilities, and participation in society, while identifying gaps that hinder holistic empowerment. Recommendations are made for integrating legal literacy programs at the community and institutional levels.

Keywords

Legal rights, legal awareness, women's empowerment, gender equality, legal literacy.

INTRODUCTION

Women's empowerment is widely recognized as an essential precondition for achieving social justice, inclusive development, and democratic

progress. Legal rights form a crucial pillar in this empowerment process, ensuring women protection, equality, and opportunities to participate in all aspects of life. In India, numerous constitutional provisions and legislations such as the Domestic Violence Act, Dowry Prohibition Act, Maternity Benefit Act, and the Right to Equal Pay aim to safeguard women's rights.

However, the effectiveness of these rights is highly dependent on awareness and accessibility. Many women, particularly in rural areas and among underprivileged communities, are either unaware of these provisions or lack the resources and confidence to exercise them. This study explores the relationship between legal awareness and women's empowerment, examining the present scenario, barriers, and the potential role of legal literacy initiatives.

Aims and Objectives

- ➢ To assess the level of legal awareness among women regarding their rights.
- ➢ To examine the influence of legal awareness on women's empowerment.
- ➢ To identify the socio-cultural barriers to legal awareness.
- ➢ To suggest measures for enhancing legal literacy and empowerment among women.

SCOPE OF THE STUDY

The scope of this study extends to understanding the intersection between legal literacy and women's empowerment within the socio-legal framework of

India. It focuses on various personal, social, and economic rights available to women and how awareness (or lack thereof) affects their decision- making capacity, autonomy, and participation in public life. The study primarily concentrates on

women in rural and semi-urban areas while drawing comparisons with urban counterpart

HYPOTHESIS

- • Women's empowerment is positively correlated with awareness of legal rights.
- • Low legal literacy is a major barrier to the effective implementation of women- centric laws.

Research Design

This study employs a descriptive survey research design to systematically describe and analyze the legal awareness levels among women. The descriptive method allows the researcher to observe existing conditions, gather responses, and interpret data for meaningful conclusions.

LITERATURE REVIEW

Agarwal, B. (1994) emphasized the role of property rights in women's empowerment and identified lack of legal awareness as a barrier to equality.

Kapur, R. (2007) discussed the gap between women's legal provisions and their practical implementation, especially in marginalized groups.

National Commission for Women (2015) highlighted widespread ignorance among women regarding basic legal provisions.

Nisha, P. (2019) revealed a positive correlation between legal awareness and women's autonomy, particularly in Kerala.

UNDP Report (2020) recommended integrating legal literacy with community development programs for gender equality.

NEED AND SIGNIFICANCE

Empowerment initiatives focusing on education, employment, and health are incomplete without legal empowerment. Although legal provisions exist for protecting women's rights in India, their benefits remain inaccessible to many due to low awareness. This research is significant because:

- It highlights the critical role of legal awareness in ensuring women's protection and dignity.
- It identifies existing gaps in legal literacy programs, especially in rural India.
- It contributes to policy recommendations for gender-sensitive legal education.
- It promotes a gender-just and inclusive society by empowering women through legal literacy.connection.

DATA ANALYSIS

This study is based on secondary data analysis drawn from published reports, research articles, government publications, and documentation from national and international organizations such as the National Commission for Women (NCW), Ministry of Women and Child Development (MWCD), and United Nations Development Programme (UNDP).

The data examined include:

NCW Annual Reports (2015–2023): Highlight widespread unawareness about legal provisions among women in rural and marginalized communities, particularly concerning property rights, domestic violence, and workplace harassment laws.

MWCD Reports: Indicate that although awareness campaigns and legal literacy programs exist, their outreach remains limited to urban areas, with rural women receiving less exposure.

UNDP Gender Reports: Emphasize that legal literacy is directly linked to improved socio- economic status, financial independence, and political participation among women.

INTERPRETATION

Analysis of these secondary sources revealed that:

- Legal awareness remains unevenly distributed, higher among urban and educated women.
- The most commonly known rights are related to domestic violence and dowry prohibition, primarily due to media campaigns.
- Awareness about property and inheritance rights, workplace harassment laws, and equal pay provisions is considerably low.
- Legal literacy initiatives by NGOs and women's welfare organizations have shown positive localized impacts but lack consistent government support for nationwide coverage

KEY FINDINGS

A. Legal awareness is moderate among women, with higher levels in urban areas.

B. Women with education beyond higher secondary levels demonstrated better awareness.

C. Property and workplace rights are less known compared to domestic violence laws.

D. Community initiatives and NGO-led legal literacy programs showed a positive impact.

E. Socio-cultural restrictions and low education remain barriers to legal awareness.

Conclusion

The study concludes that legal awareness is crucial for women's empowerment and must be prioritized through targeted programs. Improved legal literacy leads to enhanced confidence, social participation, and ability to challenge injustices. Legal education should be integrated into community outreach, school curricula, and media campaigns to build a more inclusive and empowered society.

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REDEFINING EMPOWERMENT:

Women in the Age of AI and Digital Transformation

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Abstract

This paper explores the impact of Artificial Intelligence (AI) and digital transformation on women's empowerment globally, examining opportunities and challenges in bridging gender gaps in workforce participation, leadership, education, and digital literacy. It analyzes trends, data, and literature to identify the potential of AI-driven technologies in promoting women's economic independence, enhancing skill development, and fostering inclusive decision-making processes. The research also highlights the risks of exacerbating existing inequalities and discusses strategies to mitigate these challenges.

KEY WORD

1. Women Empowerment: Giving women the freedom, confidence, and resources to make their own choices, stand up for themselves, and participate fully in society.

2. Artificial Intelligence (AI): Technology that allows machines to perform tasks that typically require human intelligence, such as learning, problem- solving, and decision-making.

3. Digital Transformation: The process of using digital technology to fundamentally change and improve business processes, industries, and aspects of life.

4. Gender Equality: Ensuring that everyone, regardless of gender, has equal rights, opportunities, and treatment in all areas of life, including education, employment, and politics.

5. Technology: The application of scientific knowledge to create tools, machines, and systems that solve problems, improve efficiency, and enhance human life.

6. Workforce: The group of people who are employed or seeking employment in a particular industry, organization, or economy.

INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) and digital technologies is transforming every aspect of modern life, from communication and education to employment and governance. These innovations offer a unique opportunity to redefine traditional power structures and create more inclusive societies. For women, digital transformation has the potential to open new doors—enabling

participation in the digital economy, expanding access to knowledge, and promoting leadership in emerging technological fields.

Yet, the digital revolution also reveals persistent inequalities. Women are still underrepresented in tech-related careers, face barriers to accessing digital tools, and are more vulnerable to online discrimination and data bias. Many AI systems reflect and reinforce societal prejudices when they are developed without consideration of gender diversity. These issues highlight the urgency of integrating a gender-sensitive lens in technological development to ensure that digital progress benefits everyone equally.

At the same time, numerous initiatives around the world are proving that digital tools can be powerful instruments for women's empowerment. Programs that promote coding skills for girls, digital banking for women entrepreneurs, and telemedicine for maternal health are just a few examples of how technology can serve as a force for positive change. This research explores the dual impact of AI and digital transformation on women's empowerment—examining both the opportunities they create and the barriers that must be addressed to ensure equitable progress.

AIMS AND OBJECTIVES

•To analyze how AI and digital tools contribute to women's empowerment.
•To identify challenges faced by women in adapting to AI-driven environments.
•To evaluate policy and educational reforms that promote gender-inclusive digital transformation.
•To assess the digital gender divide and recommend strategies for equity.

CONTENT ANALYSIS

This study focuses on five main areas that highlight the relationship between AI, digital transformation, and women's empowerment. First, it examines the role of women in the workforce, emphasizing how AI is automating many jobs traditionally held by women while also creating new roles that require digital skills. However, the underrepresentation of women in tech and AI-related careers limits their influence and benefits from this transformation.

Second, the paper explores digital education and skill development, noting that while online learning offers new opportunities, many women—particularly in rural or marginalized communities—still face

barriers such as poor internet access and gender norms that hinder their participation. Third, it discusses the issue of gender bias in AI systems, pointing out how algorithms trained on biased data can reinforce stereotypes or exclude women's experiences, leading to unequal treatment in areas like hiring or healthcare.

The fourth area centers on policy and advocacy, highlighting the importance of gender-inclusive digital policies. Government initiatives and institutional frameworks that promote access to technology, STEM education for girls, and ethical AI design play a crucial role in ensuring equitable outcomes. Lastly, the study presents case studies of successful AI applications that have positively impacted women's lives, including tools for health, safety, and entrepreneurship. These examples demonstrate the potential of technology to serve as a catalyst for empowerment when developed and applied thoughtfully.

SCOPE OF STUDY

This study examines global trends in the intersection of AI, digital transformation, and women's empowerment, while placing particular emphasis on developing nations such as India. These regions often experience pronounced digital and gender divides, making them critical areas for analyzing both the challenges and opportunities presented by emerging technologies.

The research spans multiple sectors, including education, healthcare, entrepreneurship, and governance. It considers the experiences of women in both rural and urban settings, acknowledging the differences in access, awareness, and support systems. By addressing a broad range of social and economic contexts, the study aims to provide a comprehensive understanding of how AI can be harnessed to empower women across diverse environments.

HYPOTHESIS

This research adopts a qualitative approach to examine the relationship between women's empowerment and the rise of Artificial Intelligence and digital technologies. The study is primarily based on secondary data collected from reliable sources such as reports published by international organizations (e.g., UN Women, UNESCO, World Bank), academic journals, government documents, and news articles. These sources offer insights into current trends, policy frameworks, and the real-world application of AI in various sectors affecting women.

The analysis also includes case studies and comparative evaluations of successful digital empowerment initiatives from different regions, particularly in developing countries like India. These case studies help highlight best practices, challenges faced, and the impact of AI on women's lives in different social and economic contexts. Content analysis is used to identify recurring themes, gaps, and opportunities for inclusive development through technology. The study emphasizes interpretation and critical reflection rather than statistical modeling, making it suitable for understanding complex social issues linked to technology and gender.

METHOD OF STUDY

This research adopts a qualitative approach to examine the relationship between women's empowerment and the rise of Artificial Intelligence and digital technologies. The study is primarily based on secondary data collected from reliable sources such as reports published by international organizations (e.g., UN Women, UNESCO, World Bank), academic journals, government documents, and news articles. These sources offer insights into current trends, policy frameworks, and the real-world application of AI in various sectors affecting women.

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LITERATURE REVIEW

A growing body of research highlights the transformative role that digital technologies and AI can play in advancing gender equality. Studies by organizations such as :

•UN Women and the World Economic Forum emphasize that digital access and skills training are critical for women's participation in the modern workforce.

• The World Bank (2021) points out that digital inclusion initiatives have shown promising outcomes in increasing women's access to financial services, education, and job opportunities.

Researchers also underline the importance of targeted interventions in low-income and rural areas, where women often face compounded challenges such as limited infrastructure, lower literacy rates, and restrictive social norms.

•Research by Safiya Noble (2018), for example, highlights how algorithms can reinforce societal stereotypes when they are trained on biased data.

•UNESCO warn that the underrepresentation of women in STEM fields contributes to the development of technologies that overlook women's needs and experiences. This literature suggests that while technology holds great potential to empower women, its benefits are not automatic. Intentional, inclusive design and policy support are essential to ensure that AI and digital tools promote—not hinder—gender equity.

NEED AND SIGNIFICANCE

1.Reducing the Digital Gender Gap:

Many women, especially in rural and underserved communities, still face limited access to digital tools and internet connectivity. This study highlights the urgency of addressing these inequalities so that women are not left behind in the digital age.

2.Assessing the Real Impact of AI on Women: AI has the power to improve lives but also the potential to worsen existing gender disparities. Understanding how these technologies affect women in different contexts helps in creating more inclusive and ethical digital systems.

3.Encouraging Women's Role in Tech Development:

Women are underrepresented in technology design and decision-making roles. By focusing on this issue, the study emphasizes the importance of involving more women in shaping the technologies that influence society.

DATA ANALYSIS

The analysis draws on various sources such as global development reports, national surveys, and case studies to assess how AI and digital transformation are influencing women's empowerment across different domains. The data reveals both significant challenges and promising developments, particularly in the context of developing countries like India.

One major finding is the continued digital gender divide. In many low- and middle-income countries, women remain less likely to own smartphones or have consistent internet access. For instance, a 2023 GSMA report shows that in South Asia, women are 25% less likely than men to use mobile internet. This gap affects women's ability to access online education, job markets, and healthcare services.

At the same time, digital platforms have shown potential to empower women when designed inclusively. The analysis highlights the following key areas:

Employment and Workforce Inclusion:

The World Economic Forum reports that women make up only about 22% of professionals in AI-related fields globally. Lack of representation in the tech industry results in fewer opportunities and less influence over how digital tools are developed and used.

Digital Learning and Skills Development:

E-learning platforms and digital literacy programs have helped women gain skills in coding, marketing, finance, and more. Initiatives like "Digital Saksharta Abhiyan" in India have brought digital education to rural women, showing measurable improvements in confidence and employability.

Entrepreneurship and Financial Access:

Mobile banking and e-commerce platforms have enabled many women to start small businesses. Digital microloans and payment apps have reduced reliance on traditional banking systems, making financial services more accessible and user-friendly for women entrepreneurs.

Bias in AI Algorithms:

The data also uncovers a critical issue: AI systems often reflect existing gender biases. Tools used for hiring or credit scoring have, in some cases, favored male users or penalized women unfairly due to biased training data. This raises ethical concerns about fairness and accountability in AI development.

Case studies from India and beyond highlight the success of women-focused tech solutions. For example, AI-powered maternal health tools, online safety apps for women, and female-led tech initiatives are making a real difference in communities.

INTERPRETATION

The analysis of the data presented in this study provides a comprehensive understanding of how AI and digital transformation are influencing women's empowerment. The results suggest that while there are substantial opportunities for women to benefit from digital technologies, significant challenges remain, particularly in developing countries.

1. Digital Access Inequality: The results show that the digital gender gap is a significant barrier to women's empowerment. In developing countries, especially in rural areas, women are much less likely to have access to smartphones, the internet, and digital services compared to men. This gap is linked to various factors, including socioeconomic constraints, cultural norms, and gender biases that restrict women's mobility and access to technology.

2. Underrepresentation in AI and Tech Jobs: Another prominent finding is the underrepresentation of women in AI and technology sectors. Despite the growing demand for skilled workers in AI, women continue to make up only a small proportion of the workforce in these fields. The results highlight that this gender imbalance is a result of multiple factors, including bias in hiring practices, lack of access to quality education and training, and gender stereotypes that discourage women from pursuing STEM careers.

3. Digital Literacy and Empowerment Programs: The analysis confirms that digital literacy programs have a significant positive impact on women's empowerment, especially in rural and underserved communities. Programs such as India's Digital Saksharta Abhiyan have shown that teaching basic digital skills not only enhances women's confidence but also gives them the tools to participate in the digital economy.

4. Women Entrepreneurs and Digital Tools: The data analysis reveals that women entrepreneurs are increasingly using digital tools such as mobile payment systems, e-commerce platforms, and social media to start and grow businesses. Women in rural areas, in particular, have leveraged these tools to gain access to financial services, marketplaces, and global consumers.

KEY FINDINGS

1. Women face a significant digital divide, limiting their access to education and healthcare.
2. Women are underrepresented in AI and tech industries.
3. Digital literacy programs empower women, while AI systems can perpetuate gender biases if not designed inclusively.

CONCLUSION

The integration of AI and digital technologies is rapidly transforming societies, economies, and institutions across the globe. For women, this transformation presents both significant opportunities and critical challenges. The findings of this study demonstrate that while digital tools and platforms have the potential to empower women— through access to education, healthcare, entrepreneurship, and governance—structural barriers such as the digital divide, gender bias in AI, and underrepresentation in the tech sector continue to limit their full participation. Efforts to close these gaps through digital literacy initiatives, inclusive policy-making, and ethical AI development are essential for ensuring that women are not left behind in this technological revolution.

Empowering women in the age of AI requires more than just technological access—it demands intentional inclusion, investment in skills development, and the dismantling of social and institutional barriers. Women must be active participants in shaping the technologies that impact their lives. When supported, women not only benefit from digital innovation but also become powerful contributors to it, driving change in their communities and beyond. The future of digital transformation must be inclusive by design, with gender equity at its core, to create a more just and balanced digital society.

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Role of Women in Ensuring Sustainable Development:

A Study with Special Reference to Palakkad District, Kerala

Presented by **Akshaya A B.Ed Sanskrit**

BVNCTE, Kallekkad, Palakkad

Abstract

This research paper explores the pivotal role of women in promoting and achieving sustainable development in the Palakkad district of Kerala. Drawing on both primary and secondary data, the study highlights the multifaceted contributions of women in areas such as agriculture, education, environmental conservation, health, and social entrepreneurship. The findings reveal that women in Palakkad are central to local sustainability efforts, often serving as agents of change in their communities. The study also identifies challenges faced by women and offers policy recommendations to further enhance their role in sustainable development.

Keywords

1. Sustainable Development

A development strategy that meets present needs without compromising the ability of future generations to meet their own needs, balancing environmental, social, and economic dimensions.

2. Women Empowerment

The process of increasing the capacity of women to make choices and transform those choices into desired actions and outcomes, especially in social, economic, and political contexts.

Introduction

Sustainable development is a comprehensive approach that balances environmental, economic, and social goals. Women, as key stakeholders in society, play a critical role in achieving sustainability. Their involvement in family, community, and the workforce positions them uniquely to influence sustainable practices. In Palakkad, a district rich in natural resources and cultural heritage, women are increasingly becoming active participants in environmental conservation, organic farming, and community development. This study aims to examine and document the extent of their involvement and the impact of their contributions.

Objectives

* To analyze the role of women in sustainable development in Palakkad district.

* To examine the sectors in which women contribute significantly to sustainability.

* To identify the barriers faced by women in enhancing their role.

* To provide recommendations for empowering women to participate more effectively in sustainable development.

Hypotheses

* H1: Women in Palakkad play a significant role in promoting sustainable development.
* H2: The contribution of women to sustainability is more pronounced in sectors such as agriculture, health, and education.
* H3: Socio-cultural and economic barriers limit the effective participation of women in sustainable development initiatives.

Need and Significance

Understanding the role of women in sustainable development is crucial for framing effective policies and programs. In Palakkad, where traditional gender roles are evolving, acknowledging and strengthening women's contributions can lead to more inclusive and resilient communities. This study is significant as it not only documents these contributions

but also highlights areas needing support and intervention.

Analysis

Women in Palakkad, a district rich in natural resources and cultural heritage, play a pivotal role in driving sustainable development. Their contributions span various sectors, reinforcing the foundation for a more equitable and eco-conscious society. Below are the key areas where their impact is most evident:

1. Agriculture

In Palakkad, women are actively engaged in agricultural activities, especially in organic farming. They are instrumental in adopting eco-friendly farming methods that reduce chemical usage and protect soil health. Women-led farming groups often focus on traditional crops and indigenous seed preservation, ensuring biodiversity and food security. Moreover, women contribute significantly to water conservation by promoting sustainable irrigation techniques like drip irrigation and rainwater harvesting, which are essential in a region prone to water scarcity.

2. Education

Women in Palakkad serve as vital agents of change in the education sector. As teachers, mothers, and community leaders, they instill environmental awareness and sustainable values in children from an early age. Their role in promoting education, particularly among girls, helps in building a knowledgeable and responsible future generation that is equipped to address environmental and social challenges.

3. Health

The health and hygiene of communities largely depend on the active involvement of women. In Palakkad, women ensure the well-being of families through their knowledge of traditional medicine, nutritious food preparation, and hygiene practices. Their efforts help in preventing disease outbreaks and reducing healthcare costs, thereby supporting sustainable health systems. They also play a key role in promoting maternal and child health, contributing to lower infant mortality rates and healthier communities.

4. Entrepreneurship

Women in Palakkad are increasingly becoming entrepreneurs through the formation of self-help groups (SHGs) and micro-enterprises. These groups often engage in sustainable practices such as producing eco-friendly products, handicrafts, and organic food items. By generating income locally and supporting each other, these women contribute to economic resilience and community self-reliance. Their entrepreneurial spirit not only uplifts their families but also stimulates local economies in a sustainable manner.

5. Environmental Conservation

Environmental protection is another sphere where women in Palakkad lead meaningful initiatives. They participate in afforestation programs, waste management campaigns, and clean-up drives. Many women act as environmental stewards in their communities, spreading awareness about the importance of conserving forests, reducing plastic usage, and managing household waste responsibly. Their grassroots activism plays a crucial role in preserving Palakkad's rich ecological heritage.

Women in Palakkad are not just beneficiaries of development—they are key drivers of sustainable change. By integrating traditional knowledge with modern practices, they foster a balanced relationship between people, the economy, and the environment. Empowering these women further will amplify the impact of sustainable development initiatives in the region.

Findings and Interpretation

*A majority of women respondents reported active participation in sustainability-related activities, especially in agriculture and health.

* Self-help groups led by women have been instrumental in spreading environmental awareness and implementing eco-friendly practices.

* Education levels were directly correlated with women's engagement in sustainable practices.

* Barriers identified include lack of financial independence, limited decision-making power, and inadequate access to resources.

* Government schemes such as Kudumbashree have positively impacted women's ability to contribute to sustainable development.

Conclusion

The research confirms the hypotheses that women are central to sustainable development in Palakkad. Their roles span across sectors and contribute meaningfully to environmental, economic, and social sustainability. However, systemic barriers still exist, requiring targeted interventions. Strengthening educational opportunities, improving access to financial resources, and enhancing participation in policy-making are essential for amplifying women's impact on sustainability.

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A Study by Teacher Trainees of BVNCTE on School Initiatives for Fostering Self-Discipline and Talents among Students for Social and Cultural Advancement

Preface

This is a summary of the projects carried out by the B.Ed. students of Bharatheeya Vidyanikethan College of Teacher Education Kallekkad Palakkad Kerala, under the guide ship of Dr. Ramachandran T. S, (HOD, English) during the internship in various schools across Palakkad district, Kerala aimed at evaluating the effectiveness of existing programs in schools with the objective of nurturing children in Bharath into socially responsible reformers rooted in their cultural heritage.

The efforts made by the B.Ed. students to explore ways to instill heritage values and awaken social responsibility in children are indeed commendable and highly desirable.

Heartfelt congratulations to them, and I extend my best wishes for all their future endeavors.

Dr. Renuka P. C. V

Principal

"Institutional Initiatives In Promoting Self Discipline And Talents Leading To Socio Cultural Advancement -a Study".

Submitted by UMA K S

Guided by Dr T S RAMACHANDRAN

Abstract:

This study explores the pivotal role of institutional institutes, with a focus on GHSS Kadambur, in fostering self-discipline and nurturing individual talents, thereby contributing to broader social and cultural advancement. Educational institutions like GHSS Kadambur serve as structured environments where values such as responsibility, perseverance, and ethical behavior are instilled through academic and extracurricular activities. By promoting diverse talents—ranging from arts and sports to leadership and innovation—these institutions act as catalysts for holistic development. The research highlights successful practices and programs that influence students' personal growth and community involvement, emphasizing the long-term impact of institutional support in shaping responsible and culturally aware citizens.

Introduction:

Institutional institutes, particularly schools, play a crucial role in shaping the personality, discipline, and capabilities of young individuals. These spaces not only offer academic instruction but also cultivate environments where students are encouraged to develop self-control, creativity, and a strong value system. GHSS Kadambur, like many progressive educational institutions, integrates curricular and co- curricular activities to help students discover and refine their talents. Through consistent guidance and structured opportunities, students learn to take initiative, work collaboratively, and contribute positively to society. This study delves into how such institutional efforts lead to individual empowerment and, ultimately, contribute to the cultural and social growth of the wider community.

Objectives of the study:

1.   To identify the need and significance of self discipline and individual talents during school days.
2.   To examine the role and contribution of self discipline and individual talents in ensuring socio cultural advancement.
3.   To analyse the various programmes and activities organised in school for promoting self discipline and talents on individual and collective basis.
4.   To summarise the school level experiences that help to inculcate socio cultural advancement among students at every stage of
development.

Hypotheses:
1.   Self discipline and individual talents help converting school atmosphere healthy and enjoyable.
2.   Schools organise variety programmes and activities to ensure socio cultural advancement on individual and collective basis.
3.   Self discipline and individual talents can act as instrumental for achieving socio cultural advancement at various stages of development.

Target group:
Students of class   7,8,G   Total
students = 500

Method followed: Survey Method

Time schedule: 2024 Aug to December 2024.

Tools used for the study:
1. **Checklist for identifying the programmes and activities which help students to promote self discipline and individual talents in school.**
2. **Schedule showing the participation details of each programme or event depending on the nature of the event.**
3. **Interview schedule for those who organise each event or programme (10 items).**

DISCIPLINE

Discipline is the practice of following rules, guidelines, or a code of behavior to maintain order and achieve goals. It involves self-control, consistency, and dedication to doing what is right, even when it's difficult. Discipline can be personal (self-discipline), social (following societal norms), or institutional (rules in schools, workplaces, or organizations). It helps in personal growth, academic success, professional achievements, and maintaining harmony in society.

"Discipline is not something that others do to you; it is something you do for yourself." – John Holt. Discipline is the bridge between goals and accomplishment – Jim Rohn.– "Self-discipline is the master key to riches – Napoleon Hill. "Discipline is the refining fire by which talent becomes ability." – William Arthut Ward.

Discipline is essential for personal growth, success, and societal harmony. It helps in various aspects of life:

1. **Personal Development** – Builds self-control, responsibility, and resilience.
2. **Academic Success** – Helps students stay focused, complete tasks on time, and develop good study habits.
3. **Professional Growth** – Ensures punctuality, efficiency, and commitment to work.
4. **Health and Well-being** – Encourages healthy habits, regular exercise, and balanced eating.
5. **Social Order** – Maintains law, respect, and cooperation in society.
6. **Financial Stability** – Promotes saving, responsible spending, and long-term financial planning.
7. **Emotional Strength** – Helps manage stress, control emotions, and maintain mental peace.
8. **Goal Achievement** – Ensures consistency and perseverance in reaching personal and professional goals.

Why is Discipline Needed?

Discipline is essential for personal growth, success, and societal harmony, as it plays a crucial role in various aspects of life. It fosters personal development by building selfcontrol, responsibility, and resilience, helping individuals stay committed to their goals and make better decisions. In academics, discipline enables students to stay focused, complete tasks on time, and develop good study habits, which contribute to their overall success. In the professional world, it ensures punctuality, efficiency, and commitment to work, allowing individuals to thrive in their careers and contribute effectively to their organizations.

Additionally, discipline promotes health and well-being by encouraging regular exercise, balanced eating, and healthy lifestyle choices, preventing physical and mental health issues.
Beyond personal benefits, discipline is vital for maintaining social order, as it ensures that people follow laws, respect others, and cooperate for the greater good. A disciplined society functions smoothly without chaos or conflict. Financial stability is another key area where discipline plays a role, as it promotes responsible spending, saving, and long-term financial planning, helping individuals secure their future. Moreover, discipline strengthens emotional resilience, enabling people to manage stress, control emotions, and maintain mental peace, even in difficult situations.
Lastly, it is the foundation of goal achievement, as consistency and perseverance are necessary to reach personal and professional
milestones. Without discipline, progress in any field becomes difficult, making it a fundamental aspect of a successful and balanced life.

Role of Discipline in Social Life

Discipline is the foundation of a well-structured society, ensuring order, respect, and progress by guiding individuals to follow rules, respect others, and contribute positively to their communities. It promotes social order and harmony by preventing chaos and fostering a sense of responsibility, as seen in Japan, where strict adherence to social discipline ensures cleanliness and efficiency in public spaces. Mutual respect and cooperation are also strengthened through discipline, allowing people to coexist peacefully despite differences, such as during India's Kumbh Mela, where disciplined behavior enables smooth crowd management. Furthermore, discipline nurtures moral and ethical values, as demonstrated in Scandinavian countries, where high levels of public discipline correlate with low corruption and strong governance. It also encourages law-abiding behavior, ensuring safety and reducing crime, exemplified by Singapore's strict regulations on littering and vandalism, which contribute to its reputation as one of the world's cleanest and safest cities.

In addition to maintaining social order, discipline enhances productivity and efficiency, helping individuals and communities stay focused and work effectively. Germany's disciplined

workforce, known for punctuality and efficiency, has significantly contributed to its strong economy and technological advancements. Moreover, discipline fosters better social relationships by promoting respectful communication and conflict resolution, which is evident in workplaces with strong work cultures where employees meet deadlines and collaborate productively. It also plays a crucial role In crisis management, as seen during the COVID-1G pandemic, when countries like South Korea and New Zealand effectively controlled the outbreak due to citizens' disciplined adherence to safety measures. Lastly, discipline builds a responsible and progressive society by driving advancements in education, innovation, and development.

Finland's world-renowned education system thrives on discipline in learning and research, resulting in high literacy rates and significant
academic achievements. Overall, discipline is essential for societal well- being, ensuring stability, growth, and long-term success.

What Would Social Life Be Without Discipline?
If discipline did not exist in society, it would lead to chaos, disorder, and instability in various aspects of life. Without discipline, people would act without responsibility, laws would be ignored, and social harmony would break down. Below are some major consequences of a society lacking discipline.

One of the most immediate consequences of a lack of discipline would be an increase in crime and lawlessness. Discipline ensures that people respect laws and follow ethical standards. Without it, crime rates would rise as individuals act without fear of consequences. Theft, violence, and corruption would become common, making society unsafe. In places where law enforcement is weak, crime flourishes because people do not follow rules or fear punishment.

Another major issue would be social conflicts and a lack of respect among people. Discipline teaches patience, cooperation, and mutual respect, which are essential for peaceful coexistence. Without these values, society would experience constant arguments, fights, and divisions. A simple example is traffic management—if people did not follow traffic rules, roads would become chaotic, full of accidents, and unsafe for everyone.

A breakdown of public services would also occur in an undisciplined society. Essential institutions such as hospitals, schools, and government offices require discipline to function effectively. If doctors, teachers, and government workers ignored schedules, lacked responsibility, or failed to follow rules, healthcare, education, and public administration would collapse. Patients would not receive timely treatment, students would suffer from a poor education system, and governance would become inefficient.

Economic decline and unemployment would follow as a result of undisciplined work culture. Productivity in workplaces depends on discipline—punctuality, commitment, and teamwork. Without it, businesses would fail due to missed deadlines, inefficiency, and lack of cooperation among employees. If workers arrived late, ignored their responsibilities, or refused to follow company policies, businesses would suffer, leading to job losses and financial instability.

In personal relationships, discipline plays a crucial role in maintaining harmony and respect. Without self-discipline, people would struggle to control their emotions, leading to misunderstandings, arguments, and broken relationships. Families would face conflicts, and friendships would deteriorate due to a lack of patience and mutual understanding. If parents failed to discipline their children, the younger generation would grow up without values, potentially engaging in irresponsible or harmful behaviors.

Environmental destruction is another significant consequence of a lack of discipline. People who lack discipline often disregard environmental responsibilities, leading to pollution, deforestation, and climate issues. Without discipline, individuals would litter, waste resources, and damage natural habitats without considering the long-term effects. If people dumped garbage irresponsibly or ignored environmental laws, cities would become polluted, and public health would suffer.

During crises such as pandemics, natural disasters, or wars, discipline ensures that people follow safety measures and cooperate with authorities. Without discipline, managing such emergencies would be nearly impossible. For example, during the COVID-1G pandemic, countries where citizens followed health guidelines effectively were able to control the virus better. If people had ignored restrictions, refused to wear masks, or violated lockdown rules, the virus would have spread uncontrollably, resulting in more deaths.

Lastly, a lack of discipline would lead to a decline in education and knowledge. A disciplined education system ensures students study, learn, and grow into responsible citizens. If discipline were absent, students would skip classes, ignore homework, and fail to follow school rules, leading to poor academic performance. If teachers and students arrived at school whenever they wanted, disrespected learning schedules, or neglected examinations, education standards would collapse, resulting in an unskilled workforce and a stagnant society.

Role of Education in Shaping Discipline

Education plays a crucial role in shaping discipline by instilling self- control, responsibility, respect, and ethical values in individuals. A well- structured education system not only imparts knowledge but also teaches students how to lead a disciplined life. Through education, individuals learn the importance of rules, time management, and moral behavior, which contribute to a well-functioning society. Schools introduce students to structured environments where they follow rules, such as wearing uniforms, adhering to schedules, and maintaining classroom etiquette. These regulations help students understand the significance of order and organization from an early age. Additionally, education helps students develop time management skills by balancing studies, extracurricular activities, and personal responsibilities.

Homework deadlines, exam schedules, and school events teach them to prioritize tasks and avoid procrastination.

Beyond time management, education encourages self-control and patience by teaching students to regulate their emotions, think critically, and avoid impulsive actions. Activities like group discussions and debates foster active listening and respectful communication. It also instills responsibility and accountability, as students take on leadership roles like class monitors or team leaders, understanding the consequences of their decisions. Furthermore, respect for authority and others is a fundamental part of education, shaping individuals to obey

laws and social norms later in life. Simple habits like greeting teachers, following instructions, and maintaining classroom discipline translate into lifelong respectful behavior.

Education also strengthens moral and ethical values by teaching honesty, kindness, fairness, and integrity. Moral education, social studies, and lessons on ethics help students develop a strong character. Additionally, schools promote healthy habits and self-discipline through structured programs encouraging hygiene, physical fitness, and mental well-being. Activities like sports, health awareness campaigns, and cleanliness drives foster good habits that contribute to a balanced lifestyle. The discipline learned in educational settings prepares individuals for professional and social life by ensuring they adjust to workplace expectations, practice punctuality, and uphold teamwork and professional ethics. Employers value disciplined employees who meet deadlines and contribute effectively to organizational success.

To reinforce discipline, educational institutions enforce consequences for indiscipline, helping students learn from their mistakes. Disciplinary measures such as detention, counseling, or community service teach accountability and correction. Moreover, education encourages teamwork and cooperation through group projects, sports, and cultural activities, fostering collaboration and respect for different perspectives. Overall, education serves as the foundation for discipline by shaping responsible, ethical, and wellrounded individuals who contribute positively to society.

Difference Between Self-Discipline and Imposed Discipline

Self-discipline and imposed discipline are two key forms of behavioral control that shape an individual's actions and character. Self-discipline refers to the ability to regulate one's own behavior, make responsible decisions, and follow rules without external pressure. It is driven by personal motivation, goals, and values. For example, a student who wakes up early to study on their own is practicing self-discipline. This type of discipline leads to longterm personal growth, as individuals learn to manage their time, emotions, and responsibilities without constant supervision.

On the other hand, imposed discipline is enforced by external authorities such as parents, teachers, or law enforcement. It ensures order and obedience by setting rules, rewards, and punishments. For instance, a
student who completes their homework only because their teacher or parents insist on it is following imposed discipline. While this type of
discipline is necessary for maintaining structure in schools, workplaces, and society, it may not always result in lasting behavior change since individuals might only follow rules when being watched.

The key difference between the two lies in control and motivation—self- discipline is internal and self-driven, whereas imposed discipline is external and often temporary. While imposed discipline is essential in the early stages of life to instill good habits and social norms, self-discipline is more sustainable and crucial for long-term success. A balanced approach, where imposed discipline gradually transitions into self- discipline, helps individuals become responsible, independent, and productive members of society.

Importance of Having Self-Discipline

Self-discipline is one of the most important qualities for personal growth, success, and a balanced life. It helps individuals stay focused, make responsible choices, and achieve their goals. Unlike imposed discipline, which relies on external control, self-discipline comes from within and ensures long-term positive habits.Firstly, self-discipline helps in achieving goals by enabling individuals to stay committed to their plans and resist distractions. Whether in academics, career, or personal life, disciplined individuals work consistently toward their objectives. For example, a student who follows a study schedule without being forced is more likely to perform well in exams.Secondly, it improves time management and productivity. People with self-discipline prioritize tasks effectively, avoiding procrastination and unnecessary delays. This leads to increased efficiency in both professional and personal life. For instance, an employee who manages their tasks responsibly will meet deadlines and earn professional growth opportunities.

Moreover, self-discipline builds strong character and decision- making skills. It helps individuals control emotions, resist temptations, and make ethical choices. A person with self-discipline will avoid unhealthy habits, such as excessive spending, overeating, or wasting time on distractions. This leads to better mental and physical wellbeing.Additionally, self-discipline fosters independence and self- confidence. Instead of relying on external motivation or supervision, disciplined individuals take responsibility for their actions. This makes them more reliable, self-reliant, and respected in society.Lastly, it contributes to a peaceful and organized life. Disciplined individuals maintain a routine, handle stress better, and create a structured lifestyle. This reduces anxiety and enhances overall happiness.

TALENTS

Talents are natural abilities or aptitudes that a person possesses, allowing them to perform certain tasks or activities with ease and skill. These can be innate or developed through practice and experience. Talents can be intellectual, artistic, athletic, social, or technical in nature, and they often set individuals apart in specific areas of expertise or interest.

Talent is a gift, but character is a choice – John C Maxwell. "Talent hits a target no one else can hit; genius hits a target no one else can see." Arthur Schopenhauer."I think a hero is someone who understands the degree of responsibility that comes with his freedom." – Bob Dylan."Your talent is God's gift to you. What you do with it is your gift back to God – Leo Buscaglia. "Genius is one percent inspiration and ninety-nine percent perspiration." – Thomas Edison.

Recognizing individual talents in GHSS Kadambur involves observing students' skills, interests, and behaviors in various settings. One of the most effective ways to identify their talents is through classroom observations. Teachers notice students' strengths in academics, creativity, problem-solving, or leadership. Some students grasp concepts quickly, excel in specific subjects, or show exceptional analytical skills. These observations help educators understand where a student naturally shines and what areas they can further develop.

Another crucial aspect is participation in extracurricular activities. GHSS Kadambur encourages students to engage in sports, arts, music, debates, drama, and other cocurricular events. By observing their enthusiasm, performance, and skill levels in these activities, teachers can identify

hidden talents that may not be visible in a traditional classroom setting. A student who may struggle academically could be a brilliant performer on stage or a skilled athlete. The school has special teachers for music and art education, allowing students to explore and develop their artistic and musical talents under expert guidance.

Assessing creativity and critical thinking is also important in talent recognition. Openended assignments, storytelling, and project-based tasks provide opportunities for students to express their originality, innovation, and problem-solving abilities. Some students may demonstrate exceptional creativity in writing, while others may excel in designing models or presenting unique solutions to problems.

Competitions conducted by teachers play a key role in identifying students' talents. GHSS Kadambur regularly organizes various
competitions, such as quizzes, debates, cultural events, and exhibitions, where students get a platform to showcase their abilities. These events help in recognizing leadership qualities, teamwork, and specialized skills among students.

Teachers play a crucial role in identifying and nurturing students' talents in school. One of their primary responsibilities is observing and
identifying talents by monitoring students' academic and extracurricular performances. They carefully assess students' strengths in various subjects, creativity, leadership abilities, and problem-solving skills. By paying close attention to students' natural inclinations and responses to different activities, teachers can recognize and support their unique
abilities.

Encouraging participation is another essential responsibility of teachers. They motivate students to join competitions, cultural events, and sports activities, ensuring that everyone gets an opportunity to showcase their skills. Classroom activities are designed to highlight students' diverse talents, allowing them to explore and develop their potential beyond academic learning. Schools like GHSS Kadambur play an active role in organizing various competitions where students can demonstrate their abilities in different fields.

Providing individual support and mentorship helps students refine their talents. Teachers offer personalized guidance based on students' interests and provide extra support for those who excel in certain areas. They act as mentors, helping students recognize their strengths and overcome challenges. In GHSS Kadambur, students interested in music and art benefit from special teachers who provide expert coaching, further nurturing their talents.

Role of school

Schools play a vital role in identifying, nurturing, and promoting individual talents among students by creating a supportive and dynamic learning environment. One of the primary ways schools achieve this is by identifying talents through talent assessments, aptitude tests, and continuous observations of students' strengths. Teachers and parents are encouraged to share insights about students' abilities, ensuring that each child's potential is recognized and nurtured from an early stage.

Providing diverse learning opportunities is another key responsibility of schools. A wellbalanced curriculum that includes academics, arts, sports, and skill-based subjects allows students to explore different areas of interest. Schools organize extracurricular activities such as drama, debates, music, dance, and science clubs,

enabling students to develop their creative and intellectual talents outside of the classroom. In GHSS Kadambur, for instance, students interested in music and art receive expert guidance from specialized teachers.

Creating platforms to showcase talents is equally important. Schools organize annual talent shows, exhibitions, cultural programs, and research presentations, giving students opportunities to display their abilities. Whether it is a painting, a scientific innovation, or a stage performance, these events help students gain confidence and recognition for their work.

In today's digital world, schools also focus on integrating technology and innovation into the learning process. Digital tools, online courses, and smart classrooms help students develop modern skills, while STEM labs, language labs, and creative workshops provide hands-on experiences that enhance their learning and innovation capabilities.

Encouraging leadership and responsibility is another way schools help students develop their talents. Involvement in student councils, clubs, and volunteering programs enables students to build confidence and leadership qualities. Assigning roles in group projects, school magazines, or event coordination helps them take responsibility and refine their organizational skills.

Clubs	No of students
Sowrhruda Club	10
JRC	G0
NSS	100
SPC	100
Little Kites	15
Vidyarangam	30
Science Club	15
Social science club	15
Mathematics Club	15

Competitions	No of students participated in sub district	District	State
Quiz	4	2	1
Kalolsavam	150	12	2
Sports	130	20	4
Games	3	3	3
Sastramela	80	30	20

ANALYSIS AND INTERPRETATION

The participation levels in various school clubs showcase students' diverse interests and enthusiasm for co-curricular activities. NSS and SPC lead with 100 members each, reflecting a strong commitment to social service and discipline. JRC also has an impressive G0 members, highlighting students' dedication to humanitarian efforts.

Academic and creative clubs like Vidyarangam (30 members), Science Club (15 members), and Mathematics Club (15 members) have active participation, indicating a well-rounded engagement in both cultural and intellectual pursuits. The presence of clubs catering to different interests ensures that students have ample opportunities to explore and develop their talents. The dedicated teachers guiding these clubs include Sindhu Teacher for SPC, Anitha Teacher for NSS, and Renuka Teacher for JRC, ensuring effective coordination and student engagement.

The competition data reflects students' eagerness to participate and excel in multiple fields. Kalolsavam had 150 students at the sub-district level, with 12 reaching the district level and 2 making it to the state level. The two items that advanced to the state level are Aksharaslokam and Ganalapanam, showcasing students' talent in traditional and musical arts. Sports events, which included running, relay, and hurdles, saw remarkable engagement, with 130 students participating at the sub- district level, 20 at the district level, and 4 excelling at the state level, all under the guidance of Vinayakan Sir. Sastramela had strong participation, with 80 students competing at the sub-district level, 30 advancing to the district level, and 20 reaching

the state level, demonstrating their keen interest in science and innovation. The Science Fair at the district level included competitions in working models, still models, improvised experiments, and projects, encouraging students' creativity and problem-solving skills. The Mathematics Fair at the state level saw participation in multiple categories, including still models, working models, geometrical charts, number charts, games, puzzles, applied construction, and pure construction, highlighting students' logical thinking and mathematical abilities. Additionally, the work experience competition had 2 students representing the school at the state level, under the guidance of Beena Teacher, reflecting their practical knowledge and hands-on skills. The dedicated teachers guiding these subjects include the Science Teacher Sir, Sindhu Teacher, and Prathibha Teacher for Science, while the

Mathematics department is led by Jalaja Teacher, Subhash Sir, Manoj Sir, and Baiju Sir, ensuring strong academic mentoring.

The school also performed well in games, with 3 students excelling in basketball and representing at different levels. The music department, under the leadership of Vinitha Teacher, played a crucial role in preparing students for Ganalapanam, which reached the state level. The wide range of competitions and club activities ensures holistic development, allowing students to nurture their talents and skills. The

success in Kalolsavam, sports, Sastramela, the Science Fair, the Mathematics Fair, work experience, and basketball at district and state levels reflects the students' dedication and the school's strong support system. With such enthusiasm and

determination, students continue to achieve remarkable milestones in both academic and non-academic fields.

FINDINGS

1. **Diverse Student Engagement: The data indicates strong participation in various school clubs, with NSS and SPC having the highest membership (100 students each), followed by JRC (G0 students). This highlights students' keen interest in service-oriented and leadership programs.**

2. **Active Involvement in Competitions: The school has excelled in multiple competitions, with significant participation in Kalolsavam (150 students at the subdistrict level, 12 at the district level, and 2 at the state level), Sports (130 students at the sub-district level, 20 at the district level, and 4 at the state level), and Sastramela (80 students at the sub-district level, 30 at the district level, and 20 at the state level).**

3. **Strong Academic Performance in Science and Mathematics: The school encourages scientific and mathematical creativity through Science and Mathematics Fairs, where students have participated in various categories such as working models, still models, geometrical charts, number charts, games, puzzles, applied construction, and pure construction. This reflects a well-balanced focus on analytical and problem-solving skills.**

4. **Excellence in Sports and Games: Under the guidance of Vinayakan Sir, students have actively participated in various sports events, including running, relay, and hurdles. In**

games, basketball had 3 participants at competitive levels, showing the school's commitment to physical fitness and teamwork.

5. **Cultural and Artistic Growth:** The school has performed remarkably in Kalolsavam, where students qualified for the state-level events in Aksharaslokam and Ganalapanam, under the mentorship of Vinitha Teacher. This highlights the school's encouragement of traditional and artistic expression.

6. **Work Experience and Practical Skills:** The school fosters hands-on learning through work experience competitions, where 2 students advanced to the state level under the guidance of Beena Teacher. This emphasizes the school's focus on skill-based education.

7. **Dedicated Faculty and Support System:** The presence of subject-specific teachers like Sindhu Teacher, Prathibha Teacher (Science), Jalaja Teacher, Subhash Sir, Manoj Sir, Baiju Sir (Mathematics), and Beena Teacher (Work Experience) ensures strong academic mentoring and guidance for students.

The school maintains a well-structured discipline system through morning assemblies, a proper uniform code, and punctuality, with active involvement from NSS, SPC, and JRC members who oversee and uphold discipline throughout the school.

1. **Morning Assembly for Order and Motivation:**

Every day begins with a structured morning assembly, which includes prayers, motivational speeches, news updates, and thought-provoking messages.Assemblies help instill values, responsibility, and a sense of unity among students.

2. **Supervised Monitoring by NSS, SPC, and JRC:**

These student leaders follow a proper time schedule to ensure discipline during school hours.They monitor punctuality, behavior in classrooms and corridors, and overall student conduct.

3. **Strict Adherence to Uniform and Punctuality:**

The school enforces a proper uniform policy, ensuring all students maintain a neat and disciplined appearance.Students are encouraged to be punctual, arriving on time for school, classes, and activities, fostering a culture of responsibility.

4. **Role Modeling and Leadership:**
NSS, SPC, and JRC members set an example by demonstrating discipline, teamwork, and leadership.Their presence encourages other students to follow school rules and regulations.

With these structured initiatives, the school successfully maintains discipline, punctuality, and order, creating a positive and well-organized learning environment for all students.

Conclusion

This project highlights the significance of self-discipline and the nurturing of inner talents in the school beyond the regular curriculum. The structured
discipline system, upheld by NSS, SPC, and JRC members, ensures a well- organized and responsible student community. The emphasis on morning assemblies, proper uniforms, and punctuality further strengthens the foundation of discipline and unity among students.

Additionally, the school provides ample opportunities for students to explore their inner talents through various clubs and competitions, including
Kalolsavam, Sastramela, sports, and academic fairs. The participation and achievements at subdistrict, district, and state levels reflect the school's commitment to holistic education. With the guidance of dedicated teachers and a strong support system, students develop not only academically but also in leadership, teamwork, and creativity.

Overall, this project underscores how a well-structured school environment fosters self-discipline, talent development, and character building, preparing students for success beyond the classroom.

Suggestions
1. **Increase Student Engagement in Clubs** – Encourage more participation in clubs like Science, Social Science, and Mathematics to enhance interdisciplinary learning.
2. **Structured Mentorship Programs** – Assign NSS, SPC, and JRC members as mentors to guide younger students and promote leadership.
3. **Expand Sports and Games** – Introduce more sports and team games to boost physical fitness and participation.
4. **Advanced Training for Competitions** – Provide focused coaching for Kalolsavam, Sastramela, and academic fairs to improve student performance at district and state levels.
5. **Enhance Time Management and Discipline** – Implement a digital attendance system or structured time slots for activities to improve punctuality.
6. **Strengthen Work Experience Programs** – Expand skill-based learning through vocational training workshops.
7. **Make Morning Assemblies More Interactive** – Include student-led discussions, motivational talks, and achievement recognition.
8. **Improve Parent-Teacher Collaboration** – Conduct more frequent interactions to support student growth in academics and extracurricular activities.

A Study on Institutional Initiatives in Promoting Self Discipline and Individual Talents Leading to Socio Cultural Advancement In PMGHSS, Palakkad.

Presented by   Guided By

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Introduction

The nurturing of Self discipline among individuals starts shaping from school level. Apart from the environment of home, the educational institutions have a key role in developing students Self Discipline. Self- Discipline is the ability to control once emotions, feelings, impulses and behaviour to achieve a goal. Self Discipline helps a man in different ways which include : it helps an individual to avoid procrastination and bad habits, it helps an individual to make better decisions , it makes an individual more responsible and accountable, it makes an individual to hold accountable for ones own successes and setbacks.

All humans are born unique with different talents. The world encompasses wide range of entities over which a student can excel and showcase their potential. Showcase Individual talents means the ability of a child or individual to perform, present or display ones talents, skills or gifts in front of audience in an impressive manner. Though each child is born with potential a proper context are essential to bring out these talents. Here, the r ole of an educational institution is not negligible. Educational institutions play a vital role in developing individual talent by providing a space for students to discover, develop, and showcase their unique abilities, boosting confidence, self- esteem, and fostering a sense of creativity while encouraging self expression and personal growth through participation in different events of the institution.

This study focus on how PMGHSS school promote the development of self discipline among the students and how individual talents are discovered and encouraged in the institution. The study is based on the keen observation and perception received through the teaching practice journey as a part of B.Ed education.

Pandit Mothilal Government Model Higher Secondary School was established in 1968 and it is managed by Department of Education. The school consists of grades from 5 to 12. The scholl is co-educational and located in Urban area near Government Victoria College Palakkad. The medium of instruction is Malayalam , English and Tamil. The school consist of 61 teachers.

Objectives of the study:

1. To identify the need and significance of self discipline and individual talents during school days.

2. To examine the role and contribution of self discipline and individual talents in ensuring socio cultural advancement.

3. To analyse the various programmes and activities organised in school for promoting self discipline and talents on individual and collective basis.

4. To summarise the school level experiences that help to inculcate socio cultural advancement among students at every stage of development.

Hypotheses:

1. Self discipline and individual talents help converting school atmosphere healthy and enjoyable.

2. Schools organise variety programmes and activities to ensure socio cultural advancement on individual and collective basis.

3. Self discipline and individual talents can act as instrumental for achieving socio cultural advancement at various stages of development.

Target group:

5th to 10th grade students of PMGHSS

Method followed: Observation

Time schedule: 2024 Aug to December.

Analysis

PMGHSS school is typically a government school which incorporate wide cultures. The cultural diversity of PMG is unique to itself. The programs are often conducted in different mediums which include Malayalam, English , Tamil and sometimes in Arabic. Each language carries different culture and it is visible in the style and approach of the students of PMGHSS

When analysing PMGHSS as a platform for nourishing Self Discipline, a vital number of attributes are seen. The school provide freedom for the students to act according to their introspection. The best example for this is the range of uniforms wore especially by girls. They are liberated to wear comfortable and gender neutral clothes but the theme is not imposed over any one. The school provides a choice for students to select their type of uniform and wear according to their needs. Here, this liberation provides students to have a self discipline by having a power over their perspective. Opportunity to decide over oneself can act as a tool to regulate self – discipline.

Students can acquire discipline from the surrounding. By exposing a good disciplined environment, students can adapt that style of discipline within. The school have a good time oriented time table. The training over periodic time regulation can help a child to get time oriented and induce self discipline within. Apart from the Bell there were teachers who make sure that the students follow the rules of the school. Another noted thing was that each teacher is assigned with discipline duty each day. This shows

that the schools effort to enforce discipline is observable. Apart from teacher the principal also go for rounds to ensure discipline in the campus. The words of the Head Mistress were very clear and obvious regarding the matters of discipline. Thus it is sensible that discipline is being valued in the school.

Punctuality is another factor that influence the regulation of self discipline. The school staffs tries to ensure that the students reach on time. But it was noted that almost majority of students fails to reach on time. On the other hand strict punishments are given to those who are late. The HM often stands in the corridor to catch the late comers. Thus, though the students fail to follow punctuality completely, the sense of good and wrong is being embedded in the students. Thus they are aware that what they do is against the law and it is wrong.

The distribution of food is another instance where discipline is enforced. It was noted that the serving teachers prefer to provide provisions for those students who comes in line. Several students try to avoid the queue but they are not considered by the teachers who serve the food. This attitude of teachers underlines the effort they take to enforce discipline within the school premises. Moreover the school follows an organised food distribution system where high school is separated from upper primary. This adds to the prestige of PMGHSS.

The school organises another activity to ensure cleanliness within the school classroom. The members of social service scheme checks the classes and selects the best class in terms of cleanliness. Thus the best class in terms of cleanliness is selected monthly and gifts are distributed to that class during the morning assembly. The class teacher and class leader will be called to the front to receive the gift. This simple initiative resulted in achieving cleanliness inside the classroom, both class teachers and class leaders are very cautious regarding it and they acted promptly to be the winners of the month. The secrecy of social service scheme members in identifying the best class has influenced to maintain cleanliness throughout the month. Apart from this the school have organisations like JRC, Little Kites, SPC and SSS to discipline the students and regulate them towards achieving self – discipline.

In terms of nurturing Individual talents, It was observed that the school provides numerous opportunities for students to showcase their talents. The weekly Monday assembly, conducted entirely by students, offers valuable public speaking exposure. This is divided class wise so the opportunity is not segmented to a particular group of students rather it gives equal chance for all students. Furthermore, the school features a student- run radio jockey program which enriches students speaking skills moreover it offers a platform for the students to present other inborn talents like singing, mimicry, standup comedy etc. Talents can be developed through close mixing with it as well. Thus by exposing the talents of some students may result in the self realisation of talents in other students and it can motivate them to participate and showcase their talents.

The school have Vidhyarang which aims at improving the reading and writing of students and it organises various programs related to language. As a part of this MT anusmaranam, a trip to a museum in shekaripuram were organised. This provided great exposure and developed the talents of the students. Language is a great sword which can improve different ranges of talent within a student. Thus a special program that focus on enriching the language skill and ability can develop the individual talent of the student to a great extent.

The school organises a program called "Natakakalari" , a theatre worshop regularly on Saturdays. This program is coordinated by Mrs. Ajila , a faculty in English. Expert trainers are brought to the campus and a special training is provided to the students. This workshop is highly activity orientated. Therefore the

participant takes an active role rather than being passive throughout. Its a one day program and the students gets engaged throughout the day. Here the weekend is made productive by organising such a program.

The school marks a good improvement in academic training as well. Specialised training is provided afternoon for LSS and USS. To promote this tea and snaks are provided from the school to the students. The evening sessions are sometimes dealt by expert trainers from outside and the remaining are handled by the faculties of the school. This initiative provides enrichment in the individual talent of a student.

The school kalotsavam organised in the school marks the opportunity provided towars the student to showcase their talents. Though there were items that can cost 2 days , the less participation from the students side resulted in a one day program. The kalotsavam was conducted collectively by the HS and HSS sessions. The offstage items were conducted separately on different days. The onstage items were divided into two stages. There were one main stage and a different stage. The sound system in both stages were good and it provided a vibrant ambiance for the participants. Apart from organising school level kalotsavam the teachers made the students to participate in the sub- district level kalotsavam. It was noted that the school use to get overall championship for Sub district level Tamil kalotsavam. Though the students were not ready to particiapate, the teachers were good in influencing them to participate in certain events.

The school conducted Sastramela to identify the talents of the students. There were separate venues for social science exhibition, Maths exhibition, science exhibition , work- experience, and IT mela. The effort taken from the school to organise such a program was professional. But there were less participation from the side of students. The separated venues, judgement and other setups were good and it provides a marvellous platform for the students to unveil ones individual talents. Though there were less participation in the school level competitions, the teachers were successful in persuading the students to participate in the sub – district level competition. The sincere support of the teachers was highlighted.

The school organised sports day at Victoria ground. Each student were allowed to participate in three items. The day was well organised and the students were outburst with energy. The noted factor was that though a student is allowed to participate in any 3 items, they managed to participate in more as they lost all the opted sport event. This showed the sportsman spirit of the students of PMGHSS. Delicious lemon juice were available in plenty in the ground and it was refilled periodically. By organising a well planned sports day, the individual talents of the students are unveiled.

Though there is no Annual day, the school organises a special student performance day which provides opportunity for the students to develop their individual talent.

Findings

- PMGHSS is influencing the students in moulding and cementing their self – discipline and Individual talents.
- PMGHSS provides various initiatives and programs to develop the self- discipline and individual talent of a student.
- The professional organisation of different programs in the school provides prompt opportunities for the students.
- Though discipline is not visible, the school have various initiatives to ensure discipline within the school.

- The faculties are well aware about the importance of discipline and they are transacting this to the students.
- The students of PMGHSS can gain an ability to understand and distinguish what is good and what is bad as the school provide proper opportunity for it.
- The school provides liberty for the students in certain situations which will allow the students to act according to their perspective. This cements the self- discipline of the student.
- In PMG, The introvert students were changed to extrovert as they are mingling with different culture of students.

Conclusion

The individual talent and self discipline of an individual is shaped and cemented during the early days. Thus school is an agent in moulding it. The experiences that a student go through during the school days can influence the character and behaviour of the individual in the future. By analysing PMGHSS, the school shows a remarkable role in moulding the self- discipline of the students and developing their individual talents. The school provides various opportunities for the students to explore and reflect from it. The analysis provides an insight that a person should be cautious about his/her surrounding because it can influence the individual to a great extend.

INSTITUTIONAL INITIATIVES IN PROMOTING SELF DISCIPLINE AND TALENTS LEADING TO SOCIO CULTURAL ADVANCEMENT - A STUDY IN G.M.M.G.H.S.S, PALAKKAD

Presented by   **Guided by**
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ABSTRACT

This particular project aims at identifying and studying the importance of self discipline and talents and how schools play important roles in identifying and developing these through the activities conducted .This particular study was carried out in GMMGHSS Palakkad. The school activities and programmes were observed carefully and analyzed to understand the role of school in enhancing self discipline and individual talents. The data showed that the school plays a major role in uplifting individual talents and enhancing self discipline among students. The various type of school activities provides platform for students to showcase their talents and at the same time nurturing them to become responsible ,accountable disciplined strong individuals.

OBJECTIVES OF THE STUDY

1. To identify the need and significance of self discipline and individual talents during school days.
2. To examine the role and contribution of self discipline and individual talents in ensuring socio cultural advancement.
3. To analyze the various programmes and activities organized in school for promoting self discipline and talents on individual and collective basis.
4. To summarize the school level experiences that help to inculcate socio cultural advancement among students at every stage of development.

HYPOTHESIS

1. Self discipline and individual talents help convert the school atmosphere to a healthy and enjoyable one.
2. Schools organize a variety programmes and activities to ensure socio cultural advancement on individual and collective basis.

3. Self discipline and individual talents can act as instrumental for achieving socio-cultural advancement at various stages of development.

Target group: The students of the high school section from class 8th to 10th were observed closely for the purpose.

Method followed : Observation was the method followed to collect data regarding the various programmes and activities of the school.

Time schedule : The study was carried out in GMMGHSS from August 2024 to December 2024.

Tools used for the study : Observation schedule consisting of the various important programmes and the concerned supervising teachers for each .

INTRODUCTION

Discipline in schools refers to the strategies employed to encourage positive student behavior and enhance learning. As Mahatma Gandhi once said, "Discipline is the soul of an army. It makes small numbers formidable; it procures success to the weak, and esteem to all." Gandhi highlights that discipline is essential for achieving success, building strength, and earning respect, regardless of the size or scope of the task.

Self-discipline involves students regulating their behavior and emotions to reach long-term goals, fostering focus, time management, and responsibility. Jim Rohn also emphasized this by stating, "Discipline is the foundation upon which all success is built. Lack of discipline inevitably leads to failure." Rohn underscores that self-discipline is the cornerstone of success, and without it, achieving any goal becomes difficult. This internal control is crucial for both personal and academic development. Imposed discipline, on the other hand, refers to rules enforced by authority figures to maintain order and safety within the school, ensuring a structured learning environment. Albert Einstein said, "It is the supreme art of the teacher to awaken joy in creative expression and knowledge." Although not directly addressing imposed discipline, Einstein implies that discipline imposed by teachers should foster creativity and passion, rather than simply restricting behavior. While self-discipline motivates students from within, imposed discipline provides clarity and fairness in terms of expectations and consequences. Theoretical frameworks like self-regulation theory and B.F. Skinner's Operant Conditioning show how both types of discipline work in tandem to shape student behavior and support their success.

Talent in schools refers to the natural abilities students possess in fields such as academics, sports, or the arts. Recognizing and nurturing these talents boosts students' confidence, engagement, and motivation, leading to improved academic performance and personal development. Michelangelo's quote, "I saw the angel in the marble and carved until I set him free," suggests that talent is about uncovering hidden potential and

bringing it to life through effort and creativity. Supporting the development of talent not only boosts self-esteem but also creates opportunities for future career paths. Theories like Gardner's Multiple Intelligences and Vygotsky's Zone of Proximal Development reinforce the idea that talent thrives in the right environment and with proper support, helping students excel in their strengths while fostering a more inclusive and empowering school community.

When schools neglect both discipline and talent development, negative consequences follow. Without discipline, students may struggle with poor behavior and lack of focus, hindering their academic success and personal growth. Failing to recognize and cultivate talent can leave students feeling ignored and disengaged, which can damage their self-esteem and limit their opportunities. Without both, students may feel unsupported, which can negatively affect their academic performance and overall potential, preventing them from realizing their full capabilities.

ROLE OF DISCIPLINE IN SOCIAL LIFE

Discipline is crucial for a society to function smoothly, as it ensures that people adhere to rules, respect boundaries, and act in a responsible manner. Without discipline, individuals would be driven by impulse and self-interest, ignoring the welfare of others. This lack of responsibility, both personal and social, would lead to increased unethical actions, lawlessness, and a breakdown in trust between people and institutions. In the absence of accountability, social norms would crumble, and the foundational structure of society would begin to disintegrate, paving the way for violence, dishonesty, and instability.

In such a disordered society, cooperation and progress would be nearly impossible. The lack of discipline would lead to a divided community, where individuals would struggle to unite for common goals. Social bonds would weaken, as selfishness and conflict would replace mutual respect and understanding. Systems related to education, economy, and governance would collapse, as disorder would impact all aspects of daily life. The absence of fundamental values like respect, trust, and responsibility would hinder any meaningful growth or collective well-being, preventing the society from advancing.

ROLE OF EDUCATION IN DEVELOPING DISCIPLINE IN STUDENTS

Education plays a crucial role in shaping discipline in individuals. From an early age, schools teach students the importance of following rules, respecting others, and adhering to a structured environment. Through daily routines, students learn self-control, time management, and responsibility, which are all core aspects of discipline. Educational institutions instill values such as punctuality, accountability, and consistency, which help students develop a disciplined approach to both their studies and personal lives. Teachers, by setting examples and creating a disciplined environment, contribute

significantly to molding students' attitudes and behaviors, guiding them towards becoming responsible members of society.

Moreover, education goes beyond academic learning to include the development of moral and ethical values that are essential for discipline. It encourages students to understand the consequences of their actions, fostering a sense of responsibility and accountability. Through various activities like sports, group work, and extracurricular programs, students learn the importance of teamwork, fairness, and perseverance—key components of self-discipline. By engaging students in diverse learning experiences, education helps nurture their inner discipline, enabling them to make informed decisions, handle challenges effectively, and contribute positively to society. Thus, education not only enhances academic knowledge but also plays an integral role in shaping disciplined individuals who can function well in any community.

SELF DISCIPLINE AND IMPOSED DISCIPLINE

Discipline is a very important aspect of education .The various moral stories ,prayers and rhymes ,the good habits taught to kids in school at a young age basically aims at developing self discipline in them .This forms the base for the habits and routine that they develop at a later age.There are ways in which discipline is attained by students. When it is intrinsic and based on personal goals ,values ,motives .According to Uzoma self discipline is internally formed and is the best type of discipline and more lasting.According to Alexander an individual has self discipline when he can set a goal for himself and then make whatever sacrifices and efforts that are necessary to obtain it.While imposed discipline requires to be forced.It is externally controlled based on external motives.The uniform ,code of conduct in educational institutions falls under this category.As we analyse both these disciplines we are able to observe differences in them and it is noted down below

DIFFERENCE BETWEEN SELF DISCIPLINE AND IMPOSED DISCIPLINE

Self discipline is internal while imposed discipline is external.The former one is based on intrinsic motivation and self driven while the latter is based on extrinsic motivation and needs to be forced.Self discipline makes the person accountable and responsible for his actions while in imposed discipline ,the person's action is guided by rules ,regulation or even from fear of punishments.Self discipline leads to sustainable habits ,routines,self control and satisfaction and it retains for a longer time period.While imposed discipline does not lead to development of any kind of habits or routines and retains only for a very short period of time.

Moreover self discipline makes students self sufficient ,allows them to make choices, decisions and to be accountable for it .It makes them more organised and structured with their works.Setting goals and achieving it drives them to do better and better every time.While imposed discipline only lasts for a very short period of time.It only makes them follow the rules rather than being accountable and responsible .

IMPORTANCE OF DISCIPLINE

Discipline is important at various levels.Discipline is a way in which we align our body, mind and our soul to follow a proper order.It helps the students to stay motivate ,schedule,relieves their stress etc( )..On the personal level discipline helps an individual to be more focused precise and have routines and habits .It makes the individuals life more structured and organised .It helps students to develop into a strong individual.The person has self control and is able to manage and be responsible and accountable.A natural internal force motivates them to move forward.Discipline impacts the learning process by creating a stress-free environment for apportioning time to various activities, improves planning through observing and maintaining a set daily routine, moulds learner character and enhances their motivation, enables the setting of good examples and positively contributes to better grades an individual.It creates high productivity in individuals( ).Various articles shows the positive link between discipline and the academic achievement of students.The disciplined mind helps the individual to focus on the target and to achieve it in a well planned systematic manner.On school level discipline basically reflects the school environment.Well disciplined environment enhances learning and productivity of students while indisciplined environment tends to cause a lot of confusion .Discipline help to connect and socialize with people understanding and respecting the limits and boundaries of relationship with others.This in turn adds to the better performance of school.

Need and significance of empowering/ strengthening individual talents during the period of schooling.

Empowering and strengthening individual talents during the period of schooling is essential for fostering a sense of self-worth and motivation in students. Every student brings unique strengths, whether in academics, sports, arts, or leadership, and recognizing these talents can significantly enhance their overall learning experience. When students are given the opportunity to explore and develop their natural abilities, they are more likely to feel engaged and confident in their education. This personalized approach helps students build on their strengths, making learning more enjoyable and fulfilling, which in turn leads to better academic and personal outcomes.

Furthermore, nurturing individual talents during schooling not only boosts self-esteem but also fosters essential life skills such as critical thinking, problem-solving, and collaboration. As students pursue activities aligned with their abilities, they learn to navigate challenges and work towards goals with persistence and discipline. These experiences contribute to their growth, both academically and personally, preparing them for future success in a variety of fields. Ultimately, by empowering students to embrace their unique talents, schools play a key role in developing well-rounded individuals who can contribute creatively and meaningfully to society.

Analysis based on school level experience

WORK EXPERIENCE

Work experience aims at developing skills, creativity in students. This involves various arts and craft activities that equip students with various skills to express their ideas creatively. The school promotes and develops such practical skills in students through work experience periods. There is a separate work experience room allotted to train and carry out activities of students. Mrs. Ivy Fernandez is the teacher in charge guiding and encouraging students. Around 25 students selected from various classes are trained separately ,providing the facilities, resources and support to maximize their outputs. The constant efforts from the teacher and students has helped to bring out good results with students bagging positions in various competitions at the KERALA SCHOOL SASTHROLSAVAM 2024. Students exhibited their skills and talents in events like agarbatti making, coconut shell products, chalk making, puppetry, stuffed toys, paper crafts etc. This highlights the schools efforts to develop the individual talents of students through the guidance, training ,and support provided to them. In turn it inculcates values in students that adds to their self discipline.

SPORTS

Like any other subject physical health and activities are also important for students.Through the various sports students learns and incorporates values in their life.Practicing sports is a path to discipline.The school has got extremely talented and promising athletes.Students from classes 7 to 12 have participated in various competitions at the district ,state and national levels.Students participation in individual events like shooting,roller skating,lawn tennis ,wrestling,arm wrestling is commendable.Group events like kabaddi,kho kho,football,cricket etc are also major competitive events from the school.The school under the supervision of Mr.Pradeep ,Mr.Ravi Arogyaraj of HS and Mrs.Binu Sivadas of HSS trains the students ,preparing them for the events.The sports students are allotted time for practise and the equipments are provided by the school.They are trained well for days before the competitions.The

well equipped school ground facility ensures enough space for the students while training.The teachers encourages and trains the students ,guiding them at every step. This encouragement and support from the school has enabled students to improve their talents.It has helped to boost their confidence and perform well in the events.Moreover through sports, students inculcate values and qualities like leadership ,sportsmanship ,confidence, teamwork etc and build discipline in students.

ARTS

Arts provides opportunities for students to exhibit their various talents.It is the time when students come together and compete with great spirit giving incredible performances.These competitions inculcates qualities like teamwork,competitive spirit,responsibility,confidence in students.Arts competitions are events where the talents are identified and celebrated.As students starts to prepare themselves for the competitions ,they understand the importance of practise,commitment,hard work,confidence etc which is way to self discipline.The school on its, behalf provides immense support to the students to bring out their talents and to enhance them. Student participation is visible in both individual and group events.The students for items like writing,singing,recitation etc are trained under their respective language teachers who guides and prepares these students for the competitions.Each items is assigned to teachers so that individual attention is given to train the students and to enhance their performance too.Group events like group song ,folk song,group dance,vanjipattu ,thiruvathira ,oppana etc are performed .the vanjipattu and thiruvathira items are trained by external mentors.Students participation in sanskrit and arabic events are also appreciable.Students presented excellent performances and bagged positions during the district level arts .Students of the school made it to the headlines during the state level kalolsavam too especially in individual dance items .In addition ,students were well trained by teachers for dramas and skits in various languages.Teachers along with students stayed back after school hours to practise and perfect the roles.This success of the support from school was visible from the results as the school was awarded with overall championship during the sub district kalolsavam.

IT Club

The IT Club, guided by Smt. Sunitha teacher (English), plays a crucial role in promoting discipline and developing students' talents. It keeps students engaged through regular quizzes, HTML awareness sessions, and hands-on practice, while fostering a strong sense of responsibility in their learning. The club's involvement in IT exam preparations helps students study efficiently, encouraging self-discipline and academic excellence. Additionally, the club organizes IT fairs, providing students with a platform to display their creativity and skills, and offers support to those participating in the Sastramela IT fair. The

club also assists in the evaluation and tabulation of NAS SAT exams, supporting the administration. Through these initiatives, the IT Club not only enhances discipline but also contributes to the overall growth of students, refining their technical, organizational, and teamwork abilities.

QUIZ

Quiz competitions are integral events in schools.These competitions help students to develop various qualities as students prepare for these competitions.Time management, preparation, focus and concentration while answering,and being accountable basically builds self discipline in students.The school conducts quiz competitions during different occasions .Rewards are provided to the winners which is a way of encouragement to student participation.These students are made to refer books ,newspapers and are guided by teachers ,helping them to update themselves and to perform better.

NMMS , SRADHA CLASS

The school also provides coaching to students for the NMMS exams.The subject teachers supervise and discuss the previous year question papers with the students.Each day is allotted with different subjects and the class takes place from 1pm to 2:30pm in the afternoon.The teachers explains the steps to the answers and helps students in case of difficulties.Another initiative is Sradha class ,remedial teaching for academically weak students.These students are given lessons on basics of every subjects. These initiatives help to boost confidence in students,making them more independent and responsible toward their learning.

FDSJ

The Forum for Democracy and Social Justice (FDSJ), led by Sri. Prasannakumar Sir, emphasizes the importance of responsibility, order, and respect for democratic principles. By organizing the school parliamentary elections in a well-structured and organized way, students gain real-life insight into how elections work. The use of VVPAT machines on phones during the election added a technical element that engaged students, while also teaching them about the significance of transparency and integrity in voting. This approach helps students appreciate the value of discipline, both in the election process and in their broader social and civic duties. As elected representatives from each class take on various roles in the school parliament, they learn how to effectively manage their responsibilities. This structure not only helps them develop leadership and organizational skills but also instills a sense of accountability. Through these positions, students are encouraged to be fair, honest, and diligent in performing their duties, promoting discipline that extends beyond the classroom and influences their daily lives. The timely and

technology-enhanced school parliamentary elections highlight FDSJ's vital role in fostering democratic values and social justice within the school. By conducting the elections according to the Education Department's guidelines, FDSJ ensures that all procedures are carried out with accuracy and fairness. FDSJ not only aids in the academic and personal growth of students but also contributes to developing a responsible, disciplined student body that upholds the principles of democracy, justice, and equality.

Discipline Committees

The Discipline Committees in both the Higher Secondary and High Schools play an essential role in maintaining a structured and disciplined environment. In the Higher Secondary School, the committee is led by Principal Smt. UK Latha, with Staff Secretary Smt. Prameela Devi and all class teachers as members, while in the High School, Head Mistress Smt. Indhu heads the committee, supported by Staff Secretary Sri. Ramesh Sir and all class teachers. The primary duty of these committees is to monitor student behavior and ensure adherence to the school's rules and regulations. Each teacher is assigned specific responsibilities to help maintain discipline. Every morning, the committee meets to ensure students arrive on time and are ready for the school day, promoting punctuality and setting a disciplined tone. During free periods, the committee ensures students remain in designated areas, preventing disruptions. Additionally, committee members constantly observe students' behavior in classrooms and other areas, intervening when necessary to correct any misbehavior. This structured approach helps uphold discipline, creating a focused, respectful, and supportive learning environment for both academic and personal growth. The committee's coordinated efforts foster a disciplined atmosphere that benefits both students and staff.

Guidance and Counseling

In the Higher Secondary School, the Souhridha Club, led by Smt. Vinitha Krishnan, plays a crucial role in promoting discipline among students. The club consists of selected members from the +1 and +2 classes, nurturing responsibility and leadership. In the High School, guidance and counseling are provided by Smt. Drishya Ma'am, the school's counselor, who plays a vital role in maintaining a disciplined atmosphere. Drishya Ma'am regularly conducts counseling sessions for students, offering emotional, academic, and behavioral support. These sessions help students recognize their strengths and weaknesses and equip them with strategies to overcome challenges. Through individual counseling, students in need of additional support receive help to manage stress, improve behavior, and develop healthy interpersonal skills. Counseling also extends to group discussions and workshops focused on values such as respect, responsibility, and self-discipline. This holistic approach ensures that students are not only academically focused

but also emotionally mature and personally responsible. By addressing challenges such as peer pressure, academic stress, and personal conflicts, discipline is fostered in a positive, constructive manner. This comprehensive guidance and counseling strategy cultivates discipline through support, understanding, and encouragement, rather than fear or punishment. It empowers students to make responsible choices, manage their emotions, and align with the school's values, creating an environment where discipline becomes an integral part of their personal development and prepares them for future societal roles.

Innovative programs

The school's innovative programs, including a wide range of classes on various topics, play a key role in shaping student discipline and overall development. These sessions create a structured learning environment that encourages students to be responsible and focused in their academic pursuits. By exploring subjects across different fields, students gain a more comprehensive understanding of the world, which fosters intellectual curiosity and self-discipline. Topics such as history, science, and ethics teach students to manage their time, stay engaged, and appreciate the importance of the learning process, all of which are essential in cultivating discipline. Programs like the menstrual hygiene class and the junk food awareness session provide students with important life skills that support their personal growth. The menstrual hygiene class promotes self-care and responsibility while also encouraging empathy and respect for others, which is vital in fostering a healthy and inclusive school environment. The junk food awareness session, led by Smt. Nayanalakshmi Ma'am, educates students about making healthier food choices, reinforcing the importance of long-term discipline in maintaining a balanced lifestyle. Both initiatives highlight the significance of making thoughtful decisions, showing that discipline is not just about academics, but also about personal health and well-being. The "My Flag My Pride" campaign on Independence Day and the law awareness class further contribute to nurturing student talents while instilling civic values and responsibility. The flag-making activity encourages creativity, teamwork, and a sense of national pride, providing students with a platform to showcase their artistic skills while learning about unity and respect for their country. Meanwhile, the law awareness session helps students understand their rights and responsibilities, emphasizing the importance of abiding by rules and making ethical choices. Together, these programs offer a holistic approach to student development, promoting discipline, creativity, civic responsibility, and personal growth.

SPC

The development of responsible and disciplined pupils is greatly aided by SPC at Govt. Moyan Model Girls Higher Secondary School in Palakkad. Under the direction of Incharge

Shyam, the program runs with 44 students in each batch and makes sure that students follow the values of honesty, punctuality, and self-control. Developing a strong moral character, respecting authority, and committing to one's societal and personal obligations are all components of discipline, which goes beyond simply following the rules. Through intense instruction, planned exercises, and collaboration, students get an understanding of the value of tenacity, time management, and accountability. In order to help children in every part of their lives, they are urged to take responsibility for their actions, collaborate with others, and cultivate leadership skills. confidently and make a constructive contribution to society.The program guarantees that students develop into well-rounded persons who can make intelligent judgements, support moral principles, and become future leaders with a strong sense of responsibility and civic duty by upholding high levels of discipline.

SOCIAL CLUB

The Social Club, led by Rasika, teacher the in-charge, is essential to developing students' abilities. Teachers and teacher candidates actively assist students in learning and practicing a variety of leadership and creative abilities. Students can explore and hone their skills in a variety of areas, including the arts, public speaking, social service, teamwork, and they made preamble of constitution as a part of constitutional day celebration thanks to the club. Through interactive sessions, workshops, and mentorship, they build skills and gain confidence that enable them to make important contributions to society while promoting social responsibility and personal growth.

MATHS CLUB

The Maths Club aims to improve students' mental capacity and logical reasoning under the direction of Sreedevi Miss and Kiran Sir. The club fosters a love of mathematics and critical thinking through interesting exercises, puzzles, and problem-solving sessions. In order to build a solid foundation in reasoning abilities, students are guided and given practice applying mathematical ideas to real-world scenarios. Through engaging seminars and challenges, the club encourages curiosity, inventiveness, and self-assurance in solving challenging problems, making maths study fun and useful.

SCIENCE CLUB
Students' interest and scientific thinking are actively fostered by the Science Club, which is run by Geetha Teacher. To get students ready for science fairs, the club offers practical instruction and practice sessions while motivating them to create original ideas and experiments. Students improve their problem-solving abilities and comprehension of scientific ideas through workshops, experiments, and supervised research. This program

not only increases their understanding but also gives them more self-assurance when expressing their thoughts, which ignites their enthusiasm for science and exploration.

Language club

Students' creative and linguistic talents are fostered in large part by the Language Club. Students can express their creativity, improve their communication skills, and discover the diversity of languages through these clubs. In celebration of Chingam 1, the Malayalam Club, under the direction of Manikandan, invites students to participate in cultural events that highlight the beauty of the Malayalam language and customs while also showcasing their literary skills through essay writing, storytelling, and poetry.Through debates, public speaking, creative writing, and theatre, the English Club, led by Smitha KP, helps students become more fluent in the language while also enhancing their confidence and articulation. In honour of Hindi Day, the Hindi Club, led by Jayabharathi Teacher, gives students a stage on which to showcase their skills in recitation, essay writing, and dramatic performances that showcase the depth of Hindi literature and culture. On Sanskrit Day, the Sanskrit Club, under the direction of Ramesh Sir and Sunandha Teacher, gives pupils the chance to study classical literature, read shlokas, and take part in exercises that deepen their comprehension of this age-old language.Under the direction of Farook Sir, the Arabic Club celebrates Arabic Day, where students can learn about the cultural heritage associated with the language while practicing Arabic calligraphy, poetry, and storytelling. Through these activities, the Language Clubs not only improve students' linguistic skills but also give them a platform to hone their artistic expression, gain confidence, and display their special literary, oratory, and cultural appreciation skills. These clubs facilitate students' interaction with languages in a fun and engaging way, enabling them to develop skills that will help them in the classroom and beyond.

FINDINGS AND INTERPRETATIONS

- Clubs like Science, Social, Maths, and Language promoted students' personal development, discipline, and academic excellence.
- SPC, Little Kites, JRC, and Guides encouraged leadership, teamwork, and community service through active participation in school events like science fairs and cultural activities.
- Sauhrida Club organized guidance and counseling sessions that focused on emotional health, personality growth, and stress management, supporting students' mental and social development.
- Teachers fostered a supportive environment, helping students express their potential and encouraging both academic and personal growth.

- Efforts were made to promote social responsibility and the importance of maintaining a clean environment, teaching students their duty to nature.
- The Discipline Committee effectively maintained order and enforced rules, ensuring a disciplined school environment.
- Programs like Sraddha, NMMS, and Scaffolding provided academic support, helping students stay focused and overcome learning challenges.
- Work Experience, IT Club, Sports, and Arts allowed students to explore new skills, express creativity, and grow personally.
- Innovative programs encouraged self-discipline, goal-setting, and responsibility, helping students stay organized and focused.
- Quizzes and competitions enhanced critical thinking, problem-solving, and healthy competition, supporting disciplined study habits.

CONSOLIDATION

In conclusion, the study emphasizes the crucial role schools, particularly G.M.M.G.H.S.S. Palakkad, play in nurturing both self-discipline and the growth of individual talents. Through various structured initiatives like the Student Police Cadet, Little Kites, JRC, and specialized clubs, the school offers students opportunities to demonstrate their abilities while also instilling key values such as responsibility, accountability, and discipline. These programs foster a sense of social responsibility, leadership, and a disciplined approach to both personal and academic endeavors. By participating in community service, teamwork, and creative activities, students develop essential life skills, contributing significantly to their personal growth and socio-cultural development.

Moreover, the school's focus on academic, emotional, and physical growth further supports the cultivation of self-discipline and talents. Programs such as the IT Club, Sports, Arts, and the Sauhrida Club allow students to pursue their interests while also providing guidance on managing emotions and stress. These varied initiatives help students stay focused and resilient, ensuring both intellectual and personal development. The school's comprehensive approach not only equips students with the skills needed for academic success but also prepares them for life's challenges, underscoring the importance of discipline and personal growth in shaping future leaders and responsible citizens.

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INSTITUTIONAL INITIATIVES IN PROMOTING SELF

DISCIPLINE AND TALENTS LEADING TO SOCIO CULTURAL ADVANCEMENT –A STUDY .

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ACCREDICTED BY NAAC

February 2025

ABSTRACT

Institutions play a pivotal role in shaping individuals by fostering self discipline and nurturing talents , ultimately contributind to socio cultural advancement . this study explores various institutional initiatives designed to instill self discipline and support talent development in academic, professional , and artistic domains . it examines policies programs and mentorship strategies implemented in educational institution . the research highlights how structured discipline enhances productivity , creativity , and ethical conduct , while talent development programs contribute to cultural enrichment and social progress . using qualitative and quantitative methodologies , this study analyzes observation checklist to assess the impact of these initiatives on individuals. The findings suggest that a well- balanced institutional framework promoting self discipline and talent cultivation can lead to holistic societal development , reinforcing cultural identity and social cohension .

OBJECTIVES OF THE STUDY

- ❖ To identify the need and significance of self discipline and individual talents during school days .

❖ To examine the role and contribution of self discipline and individual talents in ensuring socio cultural advancement .

❖ To analyse the various programmes and activities organized in school for promoting self discipline and talents on individual and collective basis .

❖ To summarise the school level experiances that help to inculcate socio cultural advancement among students at every stages of development.

HYPOTHESES

➢ Self discipline and individual talents help converting school atmosphere healthy and enjoyable .

➢ School organize variety programmes and activities to ensure socio cultural advancement on individual and collective basis .

➢ Self discipline and individual talents can act as instrumental for achieving socio cultural advancement at various stages of development .

TARGET GROUP :

All students in the school.

METHOD FOLLOWED :

Survey method .

TIME SCHEDULE :

2024 AUGUST 03 TO 2024 DECEMBER 04.

TOOLS USED FOR THE STUDY :

- Checklist for identifying the programs and activities which help students to promote self discipline and individual talents in school
- Schedule showing the participation details of each program or event depending on the nature of the event .
- Interview schedule for those who organize each event or programme (10items).

THEORETICAL OVERVIEW

Definition of discipline

Training that makes people more willing to obey or more able to control themselves , often in the form of rules, and punishments if these are broken , or the behaviour produced by this training :

ANALYSIS

Junior Red Cross (JRC) at HSS School, VALLAPUZHA

The Junior Red Cross (JRC) at HSS School VALLAPUZHA is actively guided by HAFZIYA Teacher AND UMA MAHESH TEACHER, fostering humanitarian values and self-discipline among students. JRC members are required to wear their uniform every Monday and Wednesday, symbolizing their commitment to service and responsibility.Through various activities, JRC helps students develop essential life skills, leadership qualities, and a strong sense of social service, shaping them into compassionate and responsible individuals.

LITTLE KITES EXAM

The Little Kites program not only enhances students' technical skills but also plays a key role in fostering self-discipline. Through structured training in coding, multimedia, and digital literacy, students learn the importance of time management, responsibility, and teamwork.By participating in collaborative projects and problem-solving activities, students develop a habit of

self-learning and perseverance, which strengthens their ability to stay focused and disciplined in both academics and daily life.

THELICHAM Class at H S School, VALLAPUZHA

The THELICHAM Class at HSS School VALLAPUZHA is a special initiative designed to support non-literacy students in their academic and personal growth. This class is conducted by ROOPA Teacher, who serves as both the Vice Headmistress and Malayalam teacher.

A key focus of the THELICHAM Class is self-discipline, which helps students develop good learning habits, responsibility, and perseverance. Through structured lessons and guidance, students learn the importance of regular study, punctuality, and respect for others, enabling them to overcome challenges and progress in their education. This program plays a vital role in building confidence, self-reliance, and a strong foundation for lifelong learning.

Nature Club at HSS School, VALLAPUZHA

The Nature Club, is dedicated to promoting environmental awareness and sustainability among

students. Through various eco-friendly activities, the club encourages students to take responsibility for nature conservation.

The club actively engages in initiatives such as tree planting, waste management, organic farming, and awareness campaigns on environmental protection. By participating in these activities, students develop self-discipline, responsibility, and a deep respect for nature, fostering a sense of environmental stewardship that extends beyond the classroom.

At HSS School, subject clubs like Science Club, Language Club, Maths Club, and Social Club are conducted by dedicated subject teachers. These clubs serve as platforms for students to explore their interests, enhance knowledge, and develop essential life skills.

One of the most valuable lessons these clubs teach is self-discipline. Through participation in research projects, debates, problem-solving activities, and group discussions, students learn to manage time effectively, stay committed to their goals, and take responsibility for their learning.

The Anti-Drug Club at HSS School, VALLAPUZHA plays a vital role in educating students about the dangers of substance abuse and promoting a drug-free lifestyle. The club conducts various activities, including awareness campaigns, seminars, street plays, and interactive discussions, to help students understand the harmful effects of drugs and make informed decisions. A significant focus of the club is on self-discipline, which empowers students to resist peer pressure, control impulses, and stay committed to their personal and academic growth. By actively participating in these initiatives, students develop a strong sense of responsibility, resilience, and self-respect, helping them lead a healthy and focused life. Through these efforts, the Ant…Drug Club instills values of determination and leadership, ensuring that students become role models in their communities and advocates for a positive, drug-free future.

SCOUTS AND GUIDES

The Scouts and Guides unit at HSS Vallapuzha plays a crucial role in promoting self-discipline among students. Through various activities, the unit instills values of

responsibility, teamwork, and leadership. The dedicated conveners—Subair, Fayiza, and Fathimath Suhra_guide students in character-building initiatives, adventure programs, and community service, helping them grow into responsible citizens.

FINDINGS

- ➤ There are a number of activities and events going on at the school to promote self – discipline and individual talent in children .

- ➤ All kinds of programs like arts fest ,sports, science fairs , quiz programs, awareness programs , etc .. are being organized there to enhance the talent and self-discipline of the children , and all kinds of support is being provided by the school and the management .

- ➤ NCC ,scouts & guides ,and JRC units are conducting camps and programs with maximum participation of children. It helps in developing the social behavior of children as well as self –discipline .

- ➤ The teachers and non teaching staffs there are able to create a good environment there for the children' s well being .

Conclusion

HSS vallapuzha school pay great attention to the discipline and individual talent of the children and strive hard for it . this school where more than thousand children study , has more than a hundred teaching staffs and more than fifty non-teaching staffs . various organizations such as scouts&guides , junior red cross ,and NCC help instill social awareness and a sence of responsibility among students .

Science,English ,mathematics, and sports clubs encourage intellectual ,cultural , and physical development .intatives such as tree planting ,plastic –free campaigns ,story telling ,poetry writing ,mathquizzes ,and football competitions help students become more conscious ,responsible ,and self confident individuals.

Overall , HSS vallapuzha is committed to not only providing quality education but also nurturing students into morally and socially responsible individual , preparing them to become future leaders .

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Institutional initiatives in promoting self discipline and talents leading to socio cultural advancement -a study.

ABSTRACT

School, the second home of a child has a big role in moulding his personality, promoting discipline and encouraging his individual talents. The changes can be observed during a short period of 3 to 4 months.

During The teacher training, a study was conducted at HSS MUNDUR school in Palakkad district about institutional initiative in promoting self discipline and talents. It was visible that the school offered various options for the students to improve their self discipline and promote their talent through clubs and organisations. Schemes like NSS, NCC, Scouts and guides were the top most promoters of discipline. By being a part of the scheme, children engulfed it into their personality and it was radiating through them towards the end of the academic year. Also many other programmes like quizzes, sports, arts, games and club activities were organised in the school to enrich the children with the much needed qualities for a socio cultural advancement. The difference between these students and other students who didn't participate in the programmes were crystal clear. The communication skills and leadership qualities of students who engaged in the activities were raising the bar of the school among the society very high. Any child willing to polish his talents were provided with immense opportunities and support by the school and the improvement is visible soon through his performance. This paper aims to find out the institutional initiatives in promoting self discipline and talents leading to socio cultural advancement.

OBJECTIVES OF THE STUDY

1. To identify the need and significance of self discipline and individual talents during school days.

2. To examine the role and contribution of self discipline and individual talents in ensuring socio cultural advancement.

3. To analyse the various programmes and activities organised in school for promoting self discipline and talents on individual and collective basis.

4. To summarise the school level experiences that help to inculcate socio cultural advancement among students at every stage of development.

HYPOTHESES

1. Self discipline and individual talents help converting school atmosphere healthy and enjoyable.

2. Schools organise variety programmes and activities to ensure socio cultural advancement on individual and collective basis.

3. Self discipline and individual talents can act as instrumental for achieving socio cultural advancement at various stages of development.

TARGET GROUP

High school students of HSS MUNDUR

METHOD FOLLOWED

Survey method

TIME SCHEDULE

2024 Aug to December.

TOOLS USED FOR STUDY

1. Checklist for identifying the programmes and activities which help students to promote self discipline and individual talents in school.

2. Schedule showing the participation details of each programme or event depending on the nature of the event.

3. Interview schedule for those who organise each event or programme.

4. Year plan of HSS MUNDUR for the year 2024-2025

ANALYSIS

INTRODUCTION

School, the second home of a child has a big role in moulding his personality, promoting discipline and encouraging his individual talents. The changes can be observed during a short period of 3 to 4 months.

During The teacher training, a study was conducted at HSS MUNDUR school in Palakkad district about institutional initiative in promoting self discipline and talents. It was visible that the school offered various options for the students to improve their self discipline and promote their talent through clubs and organisations.

SELF DISCIPLINE

Self-discipline is the ability to push yourself forward, stay motivated, and take action, regardless of how you're feeling, physically or emotionally. You're showing it when you intentionally choose to pursue something better for yourself, and you do it in spite of factors such as distractions, hard work, or unfavourable odds.

Self-discipline is different from self-motivation or willpower. Motivation and willpower contribute to it, as do persistence, the ability to follow through on your intentions, and hard work.

School is the best place where students are provided with the platform to develop their skills. The study conducted in HSS MUNDUR during a period of 4 months from August to December 2024 proved that. Schemes like NSS, NCC and Scouts and guides spike the self discipline among the volunteers. The initiatives from the school for promoting self discipline among children were noteworthy and appreciable. They made sure that in one way or another, every child had an opportunity to inculcate the skill.

TALENT

Talent refers to a natural or acquired ability, skill, or aptitude that enables an individual to excel in a particular area or activity. It encompasses a range of qualities, including:

1. Innate ability: A natural gift or predisposition that allows someone to perform exceptionally well in a specific domain.

2. Developed skill: A learned or honed ability that results from practice, training, or experience.

3. Creative potential: The capacity to generate innovative ideas, solutions, or products.

4. Exceptional performance: Consistently delivering outstanding results, exceeding expectations, and demonstrating a high level of proficiency.

Every child is born with a talent or another. The school HSS MUNDUR nurtures it in whatever way possible. It was very much visible during the period

of 4 months from August to December 2024. Arts competition in various levels, sports, chess competitions are few among the many.

INITIATIVES FROM HSS MUNDUR

The school HSS MUNDUR was a great support system for the students in every way. Various schemes and programmes were carried out and conducted on a regular basis.

NSS

National Service Scheme is a well functioning programme in HSS Mundur. Students are well motivated and guided for social service. Mrs. Divya was the NSS coordinator of the NSS scheme in the school. Many guidance classes were organised in the leadership of this unit. They were also keen on keeping the school premises clean.Through this scheme they inhibit the skill of self discipline. There are a total of 50 students in the one unit of the school. These students were seen as the most volunteering students for every programme of the school. They have a structured way for organising every event and they are approachable throughout the year.

NCC

The National Cadet Corps in India is a voluntary organization which recruits cadets from high schools, colleges and Universities all over India. The Cadets are given basic military training in small arms and parades.

HSS MUNDUR has a total of 104 students in 2 units, 52 in each unit. The teacher guiding the units are Mr.Raju.Their meetings are held every Wednesday in the school. It is the basic training a student can get from his initial years to become an army person or a police. Students from this scheme are seen to be a more disciplined versions than their other classmates. It also helped them

maintain their physical and mental health due to the importance given to exercise by NCC. These students were the most active and they were never tired easily.

HEALTH CLUB

Health club under the guidance of Mrs. Sreeja played a crucial role in motivating the students to be a better version of themselves throughout the observation period. There were a total of 18 students in this club. Although the members were less all of them could make an impact on the whole school. Many programmes like health awareness, drug awareness, importance of heart health etc. were organised by the club by bringing health professionals. The school helped by conducting a question and answer session after every class for the students. This made sure that no student were left behind with a doubt in their mind. Also the club members motivated other students to ask their doubts without any inhibitions. This, in a way paved way for students to get rid of their stage fear.

ARTS FESTIVAL

Like every school, HSS MUNDUR also conducted an arts festival during the month of August. What made it special was that every student was compelled to perform at least once. Although it made many uncomfortable, the results were amazing. The coordinator of the school arts festival was Mr. Rakesh. Every student, compelled by the institution performed their best. A total of 2047 students performed in the arts from both high school and higher secondary school. A healthy competition was also observed between the students. The school provided necessary training for each student's with their limited resources. Children were provided with necessary guidance from the concerned dance, music and drawing teachers. Teachers were given instructions on not

being partial towards any student or group of students. This made the whole programme healthy.

Also many students were given the duty of discipline during the arts festival. They were given duties of conducting the arts festival. This made them capable of organising any event and running them smoothly. Also hours of practice for many items made them well disciplined in a way that they behaved well throughout the programmes. So the arts festival showcased many talents of students which were hidden.

QUIZ PROGRAMME

Various quiz programmes were conducted throughout the 4 months on each day to promote general knowledge of students. Days like world heart day and all were celebrated by conducting quizzes. It was held in the general assembly by including every student. This helped the students to gain awareness on almost every topic. As a result some students got to the higher levels in state quiz competitions. The quiz competitions conducted in the schools ignited the spark of critical thinking. As a part of reinforcing students small gifts were given to them at the end. This made sure that their curiosity for knowledge will be constant.

FILM FESTIVAL

Films are a great way for students to learn. A short film festival was conducted to engage students with the craft of film and also to instil ideals and principles in them. 4 films were exhibited – FATHOM, INVENTING TOMORROW, HIDDEN FIGURES and UNDERWATER DREAMS. After the exhibition, a discussion was conducted for the students by the teachers to get their opinion on the films. This enabled the teachers to understand what the students perceived and what should be taught to the students. Students also got an opportunity to express their views. Many students developed the skill of speaking in front of

public and also reviewing movies. Teachers also instructed the students to write a review of the movies. This development the skill of writing in students.

CLASSROOM CLEANING

Students were practiced to clean their classes bench wise every day. This instilled an idea of keeping our surroundings clean and being a responsible citizen. Students of HSS MUNDUR received special appreciation from the local government administrators.

PHYSICAL EDUCATION

The PT periods are well used by students and teachers to promote local games besides other games. This motivated students to showcase their local games to their classmates. Also it is a platform for students to invent new games and exhibit their skills. Besides drill section for students are provided during the period in HSS MUNDUR. This has shown significant surge in awareness level of the students during any emergency situations. Students have shown immense courage and talent to face any problem.

CHESS COMPETITION

A chess competition was conducted in HSS MUNDUR under the guidance of the maths teacher Mr. Biju. This programme was conducted to boost the strategic minds of students. A total of 32 students from both high school and 24 students from upper primary participated in the competition. The winners were awarded trophies and certificates. Later interested students were given special coaching classes every Thursday evening and some were sent for higher level competitions.

FINDINGS

1. Self discipline and talents are necessary for the socio cultural advancement which was provided to the students of HSS MUNDUR.
2. Students of HSS MUNDUR found it easier to adjust in the society
3. Students of various schemes like NSS, NCC were observed as the epitome of discipline in the school.
4. Students who were members of various clubs portrayed skills of organising and behaved well. It also helped in promoting the overall atmosphere of the school
5. Students of HSS MUNDUR had a routine of cleaning their classes, and as a result they were very disciplined.
6. Film festival conducted at HSS MUNDUR helped the students have an opinion on every matter and made them eligible to express themselves
7. Physical education period was utilised wisely and local games were promoted among the children which also improved their thinking power.
8. Chess competitions conducted in HSS MUNDUR were beneficial in promoting critical thinking and better decision making.

CONCLUSION

Self discipline and talents are two factors which should be inculcated in students from their school period itself. As a part of the study, HSS MUNDUR was observed as an institution that promotes these two qualities in students. Also they are nurturing a lot of schemes like NSS, NCC and various clubs. Various competitions are also held to polish the talents of their students. The daily routine of the school is arranged in a way that children develop a sense of self discipline themselves. They are given platforms to express themselves. As a result it is observed that most students of HSS MUNDUR are providing a lot to the society and leading it rightfully. As a conclusion, HSS MUNDUR is doing the best for its students in every way possible by conducting various programmes and making them a better versions of themselves.

Reference

https://www.mindtools.com/adjf7nz/self-discipline

https://dictionary.cambridge.org/dictionary/english/talent

http://www.nits.ac.in/campuslife/ncc_nits/aboutus.php#:~:text=National%20Cadet%20Corps&text=It%20is%20open%20to%20school,in%20small%20arms%20and%20parades.

സാമൂഹിക സാംസ്കാരിക ഉന്നമനത്തിലേക്ക് നയിക്കുന്ന തരത്തിൽ വിദ്യാർത്ഥികളിലെ സ്വയം നിയന്ത്രിത അച്ചടക്കവും പ്രതിഭ വൈശിഷ്ട്യവും പരിപോഷിപ്പിക്കുന്നതിന് വേണ്ടി വിദ്യാലയത്തിൽ നടന്നുവരുന്ന വ്യത്യസ്ത സംരംഭങ്ങൾ ഒരു പഠനം

Abstract

കുട്ടികളിൽ സ്വയം നിയന്ത്രിത അച്ചടക്കം പ്രതിഭാ വൈശിഷ്ട്യം എന്നിവ വർധിപ്പിക്കുന്നതിനായി വിവിധ സാംസ്കാരിക സാമൂഹിക പരിപാടികൾ ഏറ്റെടുത്ത് നടപ്പാക്കിയിട്ടുണ്ട്.കുട്ടികളിലെ കഴിവുകൾ തിരിച്ചറിയുകയും പ്രോത്സാഹനം നൽകുകയും ചെയ്യുന്നതിലൂടെ കുട്ടികളിലെ ആത്മവിശ്വാസം വളർത്തിയെടുക്കാൻ ശ്രമിക്കുന്നു. വിവിധതരത്തിലുള്ള ഉദ്യമങ്ങളിലൂടെ കുട്ടികളിൽ അച്ചടക്കവും പ്രതിഭ വൈഷിഷ്ട്യവും വളർത്തിയെടുക്കുന്നു

ഉദ്ദേശലക്ഷ്യം

സ്വയം നിയന്ത്രിത അച്ചടക്കം പ്രതിഭാ വൈശിഷ്ട്യം എന്നിവയ്ക്ക് സാമൂഹ്യ സാംസ്കാരിക ഉന്നമനം ഉറപ്പാക്കുന്നതിൽ ഉള്ള പങ്ക്

സ്വയം നിയന്ത്രിത തുടക്കം പ്രതിഭാ വൈശിഷ്ട്യം ഇവ ഊട്ടിയുറപ്പിക്കുന്നതിന് കൂട്ടായും വ്യക്തിഗതമായും സംഘടിപ്പിക്കപ്പെടുന്ന വിദ്യാലയതല പരിപാടികൾ അപഗ്രഥിക്കുക

വിദ്യാർത്ഥി വികാസത്തിന്റെ വിവിധ ഘട്ടങ്ങളിൽ സാമൂഹ്യ സാംസ്കാരിക ഉന്നമനത്തിലേക്ക് നയിക്കുന്ന തരത്തിലുള്ള വിദ്യാലയ അനുഭവങ്ങൾ ക്രോഡീകരിക്കുക.

∗പരികല്പന∗

 സ്വയം നിയന്ത്രിത അച്ചടക്കവും പ്രതിഭാവൈസസ്യവും
വിദ്യാലയാന്തരീക്ഷത്തെ ആരോഗ്യകരവും ആസ്വാദ്യകരവും ആക്കി
മാറ്റും.

 സാമൂഹ്യ സാംസ്കാരിക ഉന്നമനം ഉറപ്പുവരുത്തുന്നതിനായി
വിദ്യാലയങ്ങൾ വ്യക്തിപരമോ കൂട്ടായതോ ആയ നിരവധി കർമ്മ
പദ്ധതികൾ ഏറ്റെടുത്ത് നടപ്പിലാക്കുന്നുണ്ട്.

 സ്വയം നിയന്ത്രിത അച്ചടക്കം പ്രതിഭാവൈസസ്യം എന്നിവ
വിദ്യാർത്ഥികളുടെ വ്യത്യസ്ത വികാസ ഘട്ടങ്ങളിൽ സാമൂഹിക
സാംസ്കാരിക ഉന്നമനം സാധ്യമാക്കുന്നതിന് കാരണമായി
വർത്തിക്കുന്നുണ്ട്

 പഠന രീതി : നിരീക്ഷണം, ചർച്ച

 സാമ്പിൾ ഓഫ് സ്റ്റഡി: വിദ്യാലയത്തിലെ 7 8 9 എന്നീ തലങ്ങളിലെ
വിദ്യാർത്ഥികൾ

 പഠന

കാലാവധി: 2024 സെപ്റ്റംബർ മുതൽ 2024 ഡിസംബർ വരെ

 Tools used : നിരീക്ഷണ പത്രിക

അച്ചടക്കം എന്നാൽ എന്ത്?

അച്ചടക്കം എന്നത് ഒരു വ്യക്തിയുടെ സ്വയംനിയന്ത്രണം, കൃത്യത, ജാഗ്രത, ഉത്തരവാദിത്വം എന്നിവ ഉൾപെടുന്ന ഗുണങ്ങളാണ്.

മാനദണ്ഡങ്ങൾ ക്രമീകരിക്കൽ, അനന്തരഫലങ്ങൾ നടപ്പിലാക്കൽ, ആത്മനിയന്ത്രണം, ഉത്തരവാദിത്തം, മെച്ചപ്പെടുത്തൽ എന്നിവ പ്രോത്സാഹിപ്പിക്കുന്നതിനുള്ള മാർഗ്ഗനിർദ്ദേശം നൽകൽ എന്നിവ ഇതിൽ ഉൾപ്പെടുന്നു.

ആത്യന്തികമായി, അച്ചടക്കം വ്യക്തികളെ അവരുടെ ലക്ഷ്യങ്ങൾ കൈവരിക്കാനും ആത്മനിയന്ത്രണം വികസിപ്പിക്കാനും സ്വഭാവം കെട്ടിപ്പടുക്കാനും സഹായിക്കുന്നു.

അച്ചടക്കം പ്രാധാന്യം

വിജയം നേടുന്നതിനും സംതൃപ്തമായ ജീവിതം നയിക്കുന്നതിനും അച്ചടക്കം അനിവാര്യമാണ്. വ്യക്തികളെ നല്ല ശീലങ്ങൾ വളർത്തിയെടുക്കാനും, മോശമായവയെ മറികടക്കാനും, തുടർച്ചയായി സ്വയം മെച്ചപ്പെടുത്താനും, വ്യക്തിഗത വളർച്ചയിലേക്കും വികാസത്തിലേക്കും നയിക്കുന്നു.

അച്ചടക്കം വളർത്തിയെടുക്കുന്നതിലൂടെ, വ്യക്തികൾക്ക് ആദരവും വിശ്വാസ്യതയും സമ്പാദിക്കാനും ശക്തമായ ബന്ധങ്ങൾ കെട്ടി പടുകുവാനും കഴിയും, ആത്യന്തികമായി ജീവിതത്തിൽ കൂടുതൽ പൂർത്തീകരണവും ലക്ഷ്യവും കൈവരിക്കാൻ കഴിയും.

അച്ചടക്കം വളർത്തുന്നതിൽ വിദ്യാഭ്യാസത്തിന്റെ പങ്ക്

അച്ചടക്കം വളർത്തുന്നതിൽ വുദ്യാഭ്യാസത്തിനുള്ള പങ്ക് വളരെ വലുതാണ് അറിവ് പകരുന്നതിന് പുറമെ, സ്വയം നിയന്ത്രണം, ഉത്തരവാദിത്വം, നിർവഹണശേഷി എന്നിവയെ വളർത്തുകയും, പ്രധാന ജീവിതനൈപുണ്യങ്ങൾ പഠിപ്പിക്കുകയും ചെയ്യുന്നു.വിദ്യാഭ്യാസത്തിലൂടെ വിദ്യാർത്ഥികൾ അവരുടെ വികാരങ്ങൾ, പെരുമാറ്റം, പ്രതികരണങ്ങൾ എന്നിവ കൈകാര്യം ചെയ്യാൻ പഠിക്കുകയും, വ്യക്തിത്വ ദിശാനിർദേശം രൂപപ്പെടുത്തുന്നതിനും സഹായകരമാവുന്നു.കുട്ടികളിൽ താല്പര്യവും സ്ഥിരതയും ഉത്തരവാദിത്വവും വളർത്തിയെടുക്കാനും കാരണമാവുന്നു.. വിദ്യാഭ്യാസത്തിലൂടെ കുട്ടികളിൽ അനുസരണ , ബഹുമാനത്തോടെയുള്ള പെരുമാറ്റം എന്നിവ വളർത്തിയെടുക്കാനും തെറ്റായ ചിന്തകളിൽ കൂട്ടുകെട്ടുകളിൽ നിന്നും പിന്തിരിയാനും സഹായിക്കുന്നു.

സെൽഫ് ഡിസ്സിപ്ലിൻ ആൻഡ് , induced discipline

സ്വയംനിയന്ത്രണം ഒരുപോലെ മാനസികവും ശാരീരികവുമായ നിയന്ത്രണത്തെ സൂചിപ്പിക്കുന്നു, അത് വ്യക്തി സ്വയം ആസ്വദിക്കുന്നതാണ്. ഇത്തരത്തിലുള്ള നിയന്ത്രണം വ്യക്തിയുടെ സ്വതന്ത്രമായ ഇച്ഛാശക്തിയും വിശ്വാസവും വഴി ഉണ്ടാകുന്നു. വലിയ ലക്ഷ്യങ്ങൾ എത്തിക്കാൻ അതിനോടുള്ള പ്രതിബദ്ധത, ദൈനംദിന പരിചരണങ്ങൾ എന്നിവയിൽ നിന്നാണ് ഇത് വരുന്നത്. Induced discipline

എന്നത് മറ്റുള്ളവരുടെ പ്രേരണയിൽ നിന്നോ സ്ഥാപനങ്ങളിലോ മറ്റോ നിന്നുള്ള നിയമങ്ങൾ, ശിക്ഷകൾ, അനുകൂല്യങ്ങൾ എന്നിവയിലൂടെ സ്വഭാവം നിയന്ത്രിക്കുന്നത് ആണ്. വ്യക്തിയുടെ പെരുമാറ്റം മറ്റുള്ളവരുടെ നിയന്ത്രണത്തിലൂടെ സൃഷ്ടിക്കപ്പെടുന്നു.

സെൽഫ് ഡിസ്സിപ്ലിൻ ആവശ്യകത

സ്വയംനിയന്ത്രണം, വ്യക്തിയെ വിഷാദം, ബോധപൂർവകമായ തെറ്റായ നിർണ്ണയങ്ങളിൽ നിന്ന് രക്ഷപ്പെടുത്തും.

സ്വയംനിയന്ത്രണം, വ്യക്തിയ്ക്ക് തന്റെ ദീർഘകാല ലക്ഷ്യങ്ങളിലേക്ക് ശ്രദ്ധ കേന്ദ്രീകരിക്കാനും, അവ നേടിയെടുക്കാനും സഹായിക്കുന്നു. സ്വയംനിരീക്ഷണത്തോടെ നമ്മുക്ക് ദിശാബോധവും നിരന്തരം പ്രചോദനവും ഉണ്ടാക്കാൻ കഴിയും. ജീവിത പ്രവർത്തനങ്ങൾ നിയന്ത്രിക്കാൻ സാധിക്കുന്നു ഇതിലൂടെ സമയം ഉൾപ്പെടെയുള്ളവ മികച്ച രീതിയിൽ ഉപയോഗിക്കാൻ സാധിക്കുന്നു.ശക്തികളെയും ദുർബലതകളെയും തിരിച്ചറിയാൻ സാധിക്കുന്നു.
ഒരു വ്യക്തിയുടെ ജീവിതത്തെ കൂടുതൽ കാര്യക്ഷമമാകുന്നതിനും വിജയത്തിലേക് നയിക്കുന്നതിനും സഹായിക്കുന്നു..

പഠനം കല എന്നീ മേഖലകളിലെ കുട്ടികളുടെ കഴിവുകൾ
മനസ്സിലാക്കുവാനും അഭിരുചികൾ തിരിച്ചറിയുന്നതിനും
വിവിധആശയങ്ങളെയും കഴിവുകളെയും കുറിച്ചു പുതിയ
കാഴ്ചപ്പാടുകൾ നേടിയെടുക്കുന്നതിനും ആയി വിവിധ ഭാഷ ഗണിത

സാമൂഹിക ശാസ്ത്ര ശാസ്ത്ര ക്ലബ്ബുകൾ ക്ലബ്ബുകൾ സ്കൂളിൽ രൂപീകരിച്ചിട്ടുണ്ട്. സ്കൂൾ തല മത്സരങ്ങളിൽ നിന്ന് വിജയിച്ച വിദ്യാർത്ഥികൾക്കായി പ്രത്യേക പരിശീലനവും ജില്ലാ സംസ്ഥാന മത്സരങ്ങളിലേക്ക് പങ്കെടുക്കാൻ വിദ്യാർത്ഥികളെ പ്രാപ്തരാക്കുന്നതിനും ആയി അധ്യാപകരിൽ നിന്നും അഭിനന്ദനങ്ങൾ അർഹമായ പരിശ്രമം ഉണ്ടാവുന്നതായി മനസ്സിലാക്കാൻ സാധിച്ചു. ഓരോ വിദ്യാർത്ഥിയും തന്റെ അഭിരുചിക്ക് അനുസരിച്ച് ഓരോ ക്ലബ്ബിലും അംഗത്വം എടുക്കണമെന്ന് ഹൈസ്കൂൾ തലത്തിൽ കർശനമായി നിർദ്ദേശം നൽകുന്നുണ്ട്.

9, 10 തലങ്ങളിൽ NAAS പരീക്ഷക്ക് പ്രത്യേക പരിശീലനം നൽകിവരുന്നുണ്ട്. ആഴ്ചത്തോറും മാതൃക പരീക്ഷകൾ നടത്തുന്നുണ്ട്. ഇത് കുട്ടികളെ മത്സര പരീക്ഷകൾ ആത്മവിശ്വാസത്തോടെ അഭിമുഖ്തീകരിക്കാൻ പ്രാപ്തരാകുന്നു.

ആഴ്ചയിൽ തിരഞ്ഞെടുത്ത ദിവസങ്ങളിൽ കുട്ടിക്ക്കായി NMMS കോച്ചിംഗ് ക്ലാസുകൾ നൽകിവരുന്നു.

Maths ക്ലബ് ന്റെ നേതൃത്വത്തിൽ നമ്പർ ചാർട്ട് , geomterical chart എന്നീ ഇനങ്ങൾക്കായി പ്രത്യേക പരിശീലനം nalkivaruഭാഷ ക്ലബ് ന്റെ ആഭിമുഖ്യത്തിൽ മലയാളം ഇംഗ്ലീഷ് സംസ്കൃതം ഉപന്യാസ മത്സരം സംഘടിപ്പിച്ചിരുന്നു ഇതിലൂടെ കുട്ടികളുടെ ഭാഷപരിക്കഞാനവും, സർഗ്ഗത്മകത എന്നിവ മെച്ചപ്പെടുത്താൻ സഹായകരമാകുന്നു. Eco club ന്റെ നേതൃത്വത്തിൽ ഔഷാദചെടികൾ നാട്ടുപിടിക്കുകയും, ചീര, മുളക് തുടങ്ങിയ ചെറിയ ഇനം കൃഷികൾ ചെയ്തുവരുകയും ചെയ്യുന്നു.. ഇതിനായി ഓരോ ദിവസവും ഓരോ ക്ലാസ്സിലെ കുട്ടികളെ അതിന്റെ മേൽനോട്ടം എൽപിക്കുകയും ചെയ്തിട്ടുണ്ട്. ഇത് കുട്ടികളിലെ പരിസ്ഥിതി സംരക്ഷണം, സാമൂഹ്യ അവബോധം എന്നിവ കാർഷിക അഭിരുചി എന്നിവ വളർത്തുന്നു. ഇതോടൊപ്പം ബോധവത്കരണ ക്ലാസ്സുകൾ നൽകി വരുന്നു.ഉത്തരവാദിത്വം കൃത്യമായി ഓരോ ക്ലാസുകൾക് വീതിച്ചു നൽകിയിട്ടുണ്ട്...

ഹൃദയ ദിനത്തിൽ സയൻസ് ക്ലബ് ന്റെ നേതൃത്വത്തിൽ ആരോഗ്യവാബോധം എന്നാ ലക്ഷ്യം മുന്നിൽ കണ്ടു കൊണ്ട് ക്ലാസ്സുകളിൽ ബോധവത്കരണ സന്ദേശം നൽകിയിരുന്നു.

ലഹരി വിരുദ്ധ ക്ലബ് പ്രവർത്തിച്ചുവരുന്നു .

കുട്ടികളിൽ computer പരിജ്ഞാനം, വർധിപ്പിക്കണത്തിനും വിവിധ ഐ. ടി. മത്സരങ്ങളിൽ പങ്കെടുക്കാനും കുട്ടികളെ പ്രാപ്തറക്കുന്നതിനായി ഐ. ടി അധ്യാപകരുടെ നേതൃത്വത്തിൽ ഐ. ടി. ക്ലബ് പ്രവർത്തിച്ചു വരുന്നു . ഡിജിറ്റൽ പെയിന്റിംഗ്, ഐ. ടി. ക്വിസ് എന്നീ മത്സരങ്ങൾ നടത്തിവരുന്നു..

ശാസ്ത്രോത്സവത്തിൽ സയൻസ് പ്രോജക്ട് മത്സരയിനത്തിലേക്ക് ആയി വിദ്യാർഥികളെ പരിശീലിപ്പിക്കുകയും സബ്ജില്ല, ജില്ല, സംസ്ഥാന, തലങ്ങളിൽ വിദ്യാർത്ഥികൾ തങ്ങളുടെ മികച്ച പ്രകടനം കാഴ്ചവയ്ക്കുകയും സംസ്ഥാനതലത്തിൽ സമ്മാന അർഹരാവുകയും ചെയ്തിട്ടുണ്ട്..

സ്കൂൾ തല കലോത്സവത്തിൽ പങ്കെടുത്ത് സമ്മാനാർഹരായ വിദ്യാർഥികളെ അധ്യാപകരുടെ നേതൃത്വത്തിൽ പരിശീലിപ്പിച്ച് വിവിധ മത്സരങ്ങളിൽ പങ്കെടുപ്പിക്കുന്നുണ്ട്. സമ്മാനാർഹരായവരെ അഭിനന്ദിക്കുന്നതിനായി സ്കൂൾ അസംബ്ലിയിൽ അനുമോദനസഭ സംഘടിപ്പിക്കാറുണ്ട്....

കുട്ടികളിൽ കായിക മത്സരങ്ങൾക്കായി പ്രത്യേക പരിശീലനം നൽകിവരുന്നതായി കാണാൻ സാധിച്ചു. കായികാധ്യാപകന്റെ നേതൃത്വത്തിൽ കുട്ടികൾക്കായി പ്രത്യേക പരിശീലനവും നൽകി വരുന്നുണ്ട്. കുട്ടികളിലെ കായിക അഭിരുചി വർദ്ധിപ്പിക്കുന്നതിനായി എല്ലാ പിടി പീരിയഡുകളിലും കായിക അധ്യാപകൻ തിയറി ക്ലാസുകൾ നൽകി വരുന്നുണ്ട്..

കുട്ടികളിലെ അച്ചടക്ക ബോധം കൃത്യനിഷ്ഠ എന്നിവ വളർത്തുന്നതിനായി സ്കൂൾ അസംബ്ലി നടത്തിവരുന്നു.

സ്കൂളിൽ എസ്. പി. സി.

ജെ. ആർ. സി. പ്രവർത്തിച്ചു വരുന്നു. കുട്ടികളിൽ ആത്മധൈര്യം വർധിപ്പിക്കാനും അച്ചടക്കം കൃത്യനിഷ്ഠ എന്നിവയോടൊപ്പം ഉത്തരവാദിത്വം പൗരത്വബോധം എന്നിവ വളർത്തിയെടുക്കാനും ഇതിലൂടെ സാധിക്കുന്നു.

കണ്ടെത്തലുകൾ

സൗഹൃദപരമായ അന്തരീക്ഷത്തിലൂടെ കുട്ടികളിലെ കഴിവുകൾ വളർത്തിയെടുക്കാൻ വിദ്യാലയം പരിശ്രമങ്ങൾ നടത്തിവരുന്നു

കുട്ടികളുടെ വ്യക്തിത്വ വികാ സത്തിനും മാനസിക വളർച്ചകും ഉത്തരവാദിത്വമുള്ള പൗരന്മാരാക്കി മാറ്റുന്നതിനും ആവശ്യകരമായ പ്രവർത്തങ്ങളും പദ്ധതികളും വിവിധ ക്ലബ് കളുടെ നേതൃത്വത്തിൽ നടന്നുവരുന്നു

ശാസ്ത്രമേള കലോത്സവങ്ങളിൽ പരമാവധി കുട്ടികളുടെയും പങ്കാളിത്തം ഉറപ്പുവരുത്തുന്നു.

മത്സര പരീക്ഷകൾ ആത്മവിശ്വാസത്തോടെ നേരിടാൻ കുട്ടികളെ പ്രാപ്തരാകുന്നു.

Eco ക്ലബ് ന്റെ നേതൃത്വത്തിൽ തണൽമരങ്ങൾ നാട്ടുപിടിപ്പിക്കുക എന്നാ ആശയത്തിലൂടെ കുട്ടികളിൽ ൽ സാമൂഹ്യ ബോധം, ഉത്തരവാദിത്തം എന്നിവ ഉറപ്പുവരുത്തുന്നു.

സംഗ്രഹം

പാലക്കാട് ജില്ലയിലെ മണ്ണൂർ പഞ്ചായത്തിൽ സ്ഥിതിചെയ്യുന്ന 800 ഓളം വിദ്യാർത്ഥികളും 65 ഓളം അധ്യാപകരും ഉൾപ്പെടുന്ന ഈ വിദ്യാലയം കുട്ടികളിൽ അച്ചടക്ക ബോധം പൗരത്വബോധം, വ്യക്തിത്വവികാസം എന്നിവ വളർത്തുന്നതിൽ പ്രാധാന്യം നൽകികൊണ്ട് പ്രവർത്തിക്കുന്നു.. ഭാഷ ക്ലബ്, സയൻസ് ക്ലബ്, ഗണിത ക്ലബ്, സ്പോർട്സ് ക്ലബ് തുടങ്ങിയവ

കുട്ടികളിലെ bhawthika വളർച്ചകും കായിക ക്ഷമത വർധിപ്പിക്കുന്നതിനും പ്രയോജനകരമാവുന്നു

. വിവിധ രചന മത്സരങ്ങൾ കുട്ടികളിൽ ഭാഷ പരിക്ഞാനം, എഴുത്തിന്റെ വൈദഗ്ദ്ധ്യം എന്നിവ മെച്ചപ്പെടുത്തുന്നു... Bhodha വത്കരണ ക്ലാസുകൾ കുട്ടികളെ അച്ചടകബോധത്തോടെയും , സാമൂഹ്യബോധത്തോടെയും ഉള്ള വ്യക്തികളായി വളരാൻ പ്രേരിപ്പിക്കുന്നു...

.ഈ വിദ്യാലയത്തിലെ പ്രവർത്തനങ്ങൾ വിദ്യാർത്ഥികളിലെ വ്യക്തിത്വം, സാമൂഹിക, ബോധം, ധാർമികത്വം എന്നിവ പരിപോഷിപ്പിക്കുന്ന തരത്തിൽ ഉള്ളവയാണ്.

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