

# **SISB4301 UNIVERSAL HUMAN VALUES REPORT**

## **SELF DEFENSE FOR GIRLS**

**Submitted in partial fulfillment of the requirements for the award of  
Bachelor of Engineering degree in Computer Science and Engineering with  
specialization in Artificial Intelligence**

By:

**Tolukunuru Sandeep [43611120]**

**Sanivarapu Vishnu Teja [43611122]**

**Santhosh.S.S [43611123]**



**DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING  
SCHOOL OF COMPUTING**

# **SATHYABAMA**

**INSTITUTE OF SCIENCE AND TECHNOLOGY**

**(DEEMED TO BE UNIVERSITY) CATEGORY -1 UNIVERSITY BY UGC  
Accredited with Grade "A++" by NAAC | 12B Status by UGC | Approved by  
AICTE JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119  
June2024toNovember2024**



# **SATHYABAMA**

**INSTITUTE OF SCIENCE AND TECHNOLOGY**

**[DEEMED TO BE UNIVERSITY]**

**CATEGORY-I UNIVERSITY BY UGC**

**Accredited "A++" Grade by NAAC | 12B Status by UGC | Approved by AICTE**

**[www.sathyabama.ac.in](http://www.sathyabama.ac.in)**

## **DECLARATION**

I Tolukunuru Sandeep(43611120),Sanivarapu Vishnu Teja(43611122),  
Santhosh.S.S(43611123),hereby declare that the project report entitled  
“PROTECT WOMEN “ done by me as a part of academic activity  
during the period of June 2024 to November 2024.

Date:

Place: Chennai

Signature of the Candidate

Signature of the Course Incharge

## **TABLE OF CONTENTS**

| <b>Sl.No.</b> | <b>TITLE</b>            | <b>PAGE NO</b> |
|---------------|-------------------------|----------------|
| 1             | Introduction            | 1              |
| 2             | Description of the work | 2              |
| 3             | Learning Outcome        | 6              |
| 4             | Photographs             | 7              |
| 5             | Conclusion              | 9              |

## **LIST OF FIGURES**

| <b>FigNo</b> | <b>NAME OF THE FIGURE</b> | <b>PAGE NO</b> |
|--------------|---------------------------|----------------|
| 4.1          | Block And Defect          | 7              |
| 4.2          | Knee Strike               | 7              |
| 4.3          | Joint Lock or Arm Control | 8              |
| 4.4          | Block And Defect          | 8              |
| 4.5          | Joint Lock or Arm Control | 9              |
| 4.6          | Knee strike               | 9              |
| 4.7          | Standing Armbar           | 10             |

# **CHAPTER 1**

## **INTRODUCTION**

Self-defense is not merely a set of physical techniques; it is a vital skill that empowers individuals, particularly girls and women, to protect themselves from potential threats. The prevalence of violence against women in various societies underscores the urgent need for self-defense education. Such training can significantly contribute to reducing vulnerability and enhancing personal safety.

The primary aim of this project is to equip girls with practical self-defense skills, instill confidence, and promote awareness of their surroundings. In addition to physical techniques, this program emphasizes the importance of mental preparedness, situational awareness, and assertiveness. By fostering a holistic approach to self-defense, the project aims to empower participants, making them more confident in their daily lives and better prepared to handle potentially dangerous situations.

This initiative also seeks to address the stigma and fear often associated with discussions about violence against women. By providing a safe and supportive environment, we encourage open conversations about safety, rights, and personal empowerment. Through this project, we aim to build a foundation of knowledge and skills that participants can rely on throughout their lives.

Furthermore, this initiative seeks to address the stigma and fear often associated with discussions about violence against women. By creating a safe and supportive environment, we encourage open conversations about safety, rights, and personal empowerment. Through this project, we aim to build a foundation of knowledge and skills that participants can rely on throughout their lives, fostering a culture of resilience and awareness that extends beyond self-defense.

## **CHAPTER 2**

### **DESCRIPTION OF THE WORK**

The project unfolded through a series of structured workshops and training sessions, each carefully designed to address different aspects of self-defense.

#### **2.1 Workshops and Training Sessions:**

The workshops were a blend of theoretical knowledge and practical training, ensuring that participants not only learned techniques but understood the underlying principles of self-defense. Each session was designed to be interactive and engaging, incorporating physical exercises, discussions, and role-playing scenarios.

**2.1.1 Introduction to Self-Defense:** This initial session provided an overview of self-defense principles, including the legal implications of self-defense, understanding personal boundaries, and recognizing the difference between assertiveness and aggression.

**2.1.2 Basic Techniques:** Participants learned fundamental moves such as strikes (punches, kicks), blocking, and escaping holds. These techniques were practiced repeatedly to build muscle memory and confidence.

**2.1.3 Scenario Training:** Realistic scenarios were introduced, simulating potential threats (e.g., being approached in a parking lot). Participants practiced their responses in a controlled environment, which allowed them to experience the pressure of decision-making in a safe space.

The program also emphasized the importance of physical fitness as a component of self-defense. Discussions on stamina, strength training, and flexibility were integrated into the curriculum, encouraging participants to maintain a healthy lifestyle that supports their self-defense skills.

## **2.2 Awareness and Prevention:**

Situational awareness is one of the most crucial aspects of self-defense. The project dedicated significant time to educating participants about the importance of being aware of their environment and recognizing potential threats before they escalate.

**2.2.1 Understanding Body Language:** Participants learned to read non verbal cues and recognize signs of aggression or discomfort in others. This knowledge helps them avoid potentially dangerous encounters.

**2.2.2 Developing Safety Plans:** Each girl created a personalized safety plan, including routes they commonly take, safe places they can access, and trusted individuals they can call upon in emergencies.

**2.2.3 Using Technology for Safety:** The workshops also covered how technology can be leveraged for safety, including the use of personal safety apps, emergency contacts, and social media awareness.

Participants engaged in discussions about common myths surrounding self-defense, dispelling misconceptions that often leave women feeling vulnerable. The emphasis was on the proactive approach of avoiding confrontations whenever possible, reinforcing the idea that self-defense is not about fighting but about staying safe.

## **2.3 Psychological Empowerment:**

Empowerment is a critical aspect of self-defense education. The project sought to foster a sense of self-worth and confidence among participants.

**2.3.1 Self-Advocacy Workshops:** Participants learned to assert their needs and rights in various situations, understanding that it is their right to feel safe and secure.

**2.3.2 Mental Resilience Training:** Techniques for managing stress and anxiety were introduced, helping participants to remain calm and focused in high-pressure situations. This included mindfulness exercises and visualization techniques.

**2.3.3 Building a Support Network:** Emphasis was placed on the importance of community and support systems. Participants were encouraged to identify friends, family, and mentors who could provide emotional support and guidance.

This psychological aspect of self-defense training aimed to shift the narrative from fear and victimization to empowerment and resilience. By instilling a mindset of strength and self-reliance, participants learned to view themselves as capable and deserving of safety.

## **2.4 Community Involvement:**

Community engagement played a vital role in the success of this project. By involving local organizations, schools, and parents, we created a broader support network for participants.

**2.4.1 Collaborative Workshops:** Local law enforcement and community leaders were invited to participate in workshops, discussing safety measures and resources available to young women. Their involvement reinforced the idea that self-defense is a community responsibility.

**2.4.2 Parent Information Sessions:** Separate sessions were organized for parents, focusing on how they could support their daughters in practicing self-defense skills and fostering open communication about safety.

**2.4.3 Community Events:** The project culminated in a community event where participants showcased their learned skills through demonstrations. This not only validated their training but also raised awareness in the community about the importance of self-defense for girls.

The engagement of parents and community members helped create a safe space for discussions about safety and empowerment, ensuring that the lessons learned extended beyond the workshops.



## CHAPTER 3

### LEARNING OUTCOMES

The project aimed to achieve several key learning outcomes, which participants were expected to realize by the end of the training:

**3.1.1 Skill Acquisition:** Participants acquired practical self-defense skills that could be used in real-life situations. They learned effective techniques for striking, escaping holds, and leveraging their environment for defense. Many participants reported a significant increase in their ability to handle confrontational situations with confidence.

**3.1.2 Increased Confidence:** A core objective was to boost self-esteem and confidence among participants. Many girls expressed feeling more empowered and capable after completing the training. The combination of physical skills and psychological preparedness contributed to this newfound sense of confidence.

**3.1.3 Improved Awareness:** Participants gained a deeper understanding of situational awareness, enabling them to identify and respond to potential threats more effectively. They learned to assess their surroundings, recognize danger signs, and implement avoidance strategies.

**3.1.4 Empowerment:** The project reinforced the message that self-defense is not just about physical skills but also about empowerment. Girls learned that they have the right to defend themselves and that seeking help is a valid response to threats. This empowerment was a recurring theme in participant feedback, with many expressing a sense of ownership over their safety.

**3.1.5 Community Engagement:** The project fostered a supportive community atmosphere among participants and their families. The involvement of parents and local leaders created a network of support, emphasizing that self-defense education is a communal responsibility. Participants reported feeling more connected to their community, fostering a sense of collective safety.

## CHAPTER 4



**Fig 4.1: Block and Deflect**

In the above figure 4.1 blocks and deflects are techniques used to deflect incoming strikes instead of absorbing them.



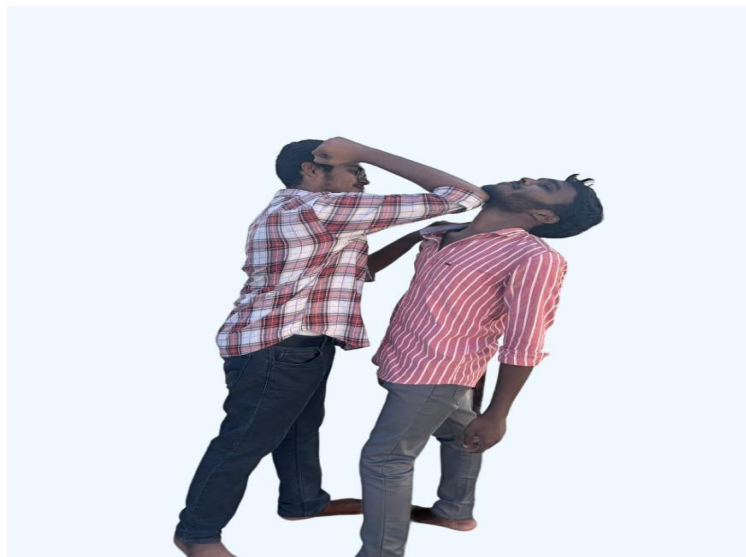
**Fig 4.2: knee strike**

In the above figure 4.2 Point the knee toward your target and smash upward. Grabbing your opponent and pulling him into your knee kick makes the knee strike even more powerful.



**Fig 4.3: Joint Lock or Arm Control**

In the above figure 4.3 A joint lock is a grappling technique involving manipulation of an opponent's joints in such a way that the joints reach their maximal degree of motion and hyperextension.



**Fig 4.4 Block and Deflect**

In the above figure 4.4 blocks and deflects are techniques used to deflect incoming strikes instead of absorbing them.



**Fig 4.5:Joint Lock or Arm Control**

In the above figure 4.5 A joint lock is a grappling technique involving manipulation of an opponent's joints in such a way that the joints reach their maximal degree of motion and hyperextension.



**Fig 4.6:knee strike**

In the above figure 4.6 Point the knee toward your target and smash upward. Grabbing your opponent and pulling him into your knee kick makes the knee strike even more powerful



**Fig 4.7: Standing Armbar**

In the above figure 4.7 The armbar is a fundamental submission technique in Brazilian Jiu-Jitsu. It involves controlling and hyperextending your opponent's arm, usually targeting the elbow joint

## **CHAPTER 5**

### **CONCLUSION**

The self-defense project for girls was a resounding success, achieving its objectives of skill acquisition, confidence building, and community engagement. Participants left the program with practical self-defense skills, enhanced situational awareness, and a deeper understanding of their rights. The holistic approach combining physical training with psychological empowerment proved effective in equipping girls to navigate potential threats.

This initiative is a crucial step toward fostering safety and empowerment among young women. By creating a supportive environment for discussion and training, we have laid the groundwork for ongoing education and awareness around selfdefense.

Looking forward, future initiatives could build on this foundation by introducing advanced techniques, hosting refresher courses, and expanding outreach to include more communities. It is vital to continue the conversation around safety, self-defense, and empowerment, ensuring that girls feel confident and capable of protecting themselves in any situation.

By equipping young women with the skills and knowledge necessary to defend themselves, we contribute to a society where safety and empowerment are accessible to all. The positive feedback from participants and their families highlights the impact of this initiative and underscores the importance of ongoing efforts in self-defense education.