

COMMUNITY SERVICE PROJECT



KKR&KSR INSTITUTE OF TECHNOLOGY&SCIENCES

APPROVED BY AICTE | AFFILIATED TO JNTUK | NBA ACCREDITATION | NAAC 'A' GRADE

A Community Service Project Report on

WOMEN EDUCATION AND ESPOUSAL

*Submitted in partial fulfilment of the requirement for the
award of degree of*

BACHELOR OF TECHNOLOGY

IN

Computer Science Engineering—Artificial Intelligence

Submitted by

CH. Hema Sirisha

Registration Number:20JR1A4302

Under the esteemed guidance of

Mr.G.Murali

Head of the Department

Artificial Intelligence



KKR&KSR INSTITUTE OF TECHNOLOGY&SCIENCES

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PROJECT BOOK FOR COMMUNITY SERVICE PROJECT

Name of the Student : CH. Hema Sirisha

Name of the College : KKR & KSR INSTITUTE OF TECHNOLOGY AND SCIENCES

Registration Number : 20JR1A4302

Period of CSP :

From: 09/12/2022

To: 18/12/2022

Name & Address of the Community/Habitation:

WOMEN EDUCATION AND ESPOUSAL, Guntur

COMMUNITY SERVICE PROJECT REPORT

*Submitted in accordance with the requirement for the degree of
Bachelor of Technology (Artificial Intelligence)*

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Name of the College : KKR & KSR INSTITUTE OF TECHNOLOGY AND SCIENCES
Department : Artificial Intelligence
Name of the Faculty Guide : D. Vijaya Sree
Duration of the CSP : 09/12/22 to 18/12/22
Name of the Student : CH.Hema Sirisha
Programme of Study : B.Tech (AI)
Year of Study : III
Register Number : 20JR1A4302
Date of Submission : 19-12-2022

Student's Declaration

I, **CH. Hema Sirisha** , a student of **B.Tech** Program, Reg. No.**20JR1A4302** of the Department of **Artificial Intelligence** in **KKR &KSR INSTITUTE OF TECHNOLOGY AND SCIENCES**, College do hereby declare that I have completed the mandatory community service from **09/12/22** to **18/12/22** in **WOMEN EDUCATION AND ESPOUSAL** under the Faculty Guidance **D.Vijaya Sree – Assistant Professor** Department of Artificial Intelligence(Computer Science and Engineering) in College

(Signature and Date)

Endorsements

Faculty

Guide

Head of the Department

Principal

Certificate from Official of the Community

This is to certify that _____ (Name of the
Community Service Volunteer) Reg. No _____ of
_____ (Name of the College) underwent community service in
_____ (Name of the Community) from _____
to _____. The overall performance of the Community Service Volunteer
during his/her community service is found to be _____
(Satisfactory/Good).

Authorized Signatory with Date and Seal

Acknowledgement

We would like to express our profound gratitude towards **D. Vijaya Sree** Assistant Professor of the **DEPARTMENT OF ARTIFICIAL INTELLIGENCE(CSE)**, who played a supervisory role to outmost perfection, enabled us to seek through our Project and for guiding as an internal guide methodically and meticulously.

We are highly indebted to **Dr. G.MURALI**, Professor, Head of the department, **ARTIFICIAL INTELLIGENCE** for providing us all the necessary support.

We render our deep sense of gratitude to **Dr. P. BABU**, Principal for permitting us to carry out our project work.

We render our deep sense of gratitude to **Dr. K. HARIBABU**, Director (Academics) for permitting us to carry out our project work.

We would also like thank the Artificial Intelligence teaching and non- teaching staff members for lending us their time to help us and to complete our work successfully.

We would also like to thank our parents and friends for their enduring encouragement and assistance whenever required.

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ABSTRACT

Every girl is getting educated only because of the legal rule of getting married is above 18 years. But once they reach certain age, their education is getting cut short and the dreams are remaining just dreams. They aren't able to pursue their higher education. In the case of Education and Espousal, maximum members choose Espousal. The main purpose of education is the integral development of a person. Education can contribute to the betterment of society. It develops a society in which people are aware of their rights and duties. Female education is a catch-all term of a complex set of issues and debates surrounding for girls and women. The education of women and girls is important connection to the alleviation of poverty. Broader related topics include single-gender education and religious education for women, in which education is divided gender lines. Education increases a woman's (and her partner and the family's) level of health and awareness. Furthering women's levels of education and advanced training also tends to lead to delay initiation of sexual activity, first marriage, and first childbirth Education also improves women's communication with partners and employers, and rates of civic participation.

EXECUTIVE SUMMARY

Violence against women teachers became a political issue in Sweden during the period from 1900 to 1940. By 1900, 66 percent of Sweden's teachers were women, many of whom worked in isolated rural areas, where they faced loneliness and the threat of male violence. Politicians, teachers, and female authors debated a number of solutions to reduce these threats, such as providing the teachers with guard dogs, weapons, and telephones.

In Pakistan, a negative relationship was found between the formal level of education a woman attains and the likelihood of violence against that woman (After, 2013). The researcher used snowball convenient sampling, a sampling method where participants are referred. Ethical and privacy issues made this the most convenient method. An informant played a major role in gathering information that was then cross-checked. The sample of victims of violence was made up of married women from ages 18–60 both from rural and urban communities. The study described different forms of physical violence that are already present and provided an idea of what women go through, even across communities (rural and urban). Education in this study was stressed to be the solution and a necessity in eliminating violence. A discussion of political and social barriers is needed.

The relationship is a lot more complicated than it seems, women can be illiterate but still become empowered (Marrs Fuchsel, 2014). Immigrant Latina Women (ILW) were part of a qualitative study of 8 to 10 participant groups, at a time, and completed an 11-week program centered on self-esteem, domestic violence awareness, and healthy relationships. Immigrant Latina Women (ILW) is a highly affected group by domestic violence. Though this program took place outside of a traditional classroom, dialogue, critical thinking, and emotional well-being were stressed, areas that should be acquired while in school. Lastly, though many of the women were illiterate they were still able to come away with a stronger sense.

OVERVIEW OF THE COMMUNITY

Education systems vary in administration, curriculum and personnel, but all have an influence on the students that they serve. As women have gained rights, formal education has become a symbol of progress and a step toward gender equity. In order for true gender equity to exist, a holistic approach needs to be taken. The discussion of girl power and women's education as solutions for eliminating violence against women and economic dependence on men can sometimes take dominance and result in the suppression of understanding how context, history and other factors affect women (Shenila Khoja-Moolji, 2015). For example, when past secretary of State, Hillary Clinton, referenced the tragedies of Malala Yousafzai in Pakistan and the girls kidnapping in Chibok, Nigeria, as comparable, using girls' education as the focus, history and context were ignored. What led to the shooting of Malala was reduced to being solely about her educating herself as a girl. United States interference, poverty, and government corruption and instability were not addressed.

Education systems and schools play a central role in determining girls' interest in various subjects, including STEM subjects, which can contribute to women's empowerment by providing equal opportunities to access and benefit from quality STEM education.

The education constitutes a significant area of research within international development. Increases in the amount of female education in regions tend to correlate with high levels of development. Some of the effects are related to economic development. Women's education increases the income of women and leads to growth in GDP. Other effects are related to social development. Educating girls leads to a number of social benefits, including many related to women's empowerment.


A systematic review on vocational and business training for women in low- and middle-income countries summarized the evidence from thirty-five studies regarding the impacts of such training programs. The authors found that these types of programs have small positive effects on employment and income with variability across studies. They found that the effects of training may increase with a stronger gender focus of the program.

The proliferation of digital technology and digital services has made digital skills a prerequisite for full participation in society. Today, an inability to navigate the internet poses disadvantages. While these disadvantages were once somewhat contained to wealthy countries, they are now relevant globally, due to the rapid and continuing proliferation of internet-connected technology.

Equipping women and girls with digital skills helps put them on equal footing with digitally savvy men, and opens up countless opportunities for increased agency and choice. Websites and mobile applications on health and legal rights.

For example, can help women make informed decisions to safeguard and care for themselves and their families, while online social networks and digital communications allow women to disseminate information and share knowledge beyond their immediate community.

Mobile learning opportunities, from literacy apps to open online courses (MOOCs) about subjects as diverse as astronomy and caring for older relatives with dementia can open up new educational pathways, especially for out-of-school girls and adult women. Job search engines and professional networking sites enable women to compete in the labor market, while e-commerce platforms and digital banking services can help increase their income and independence.



Marriage can
wait,
Education cannot.

KHALED HOSSEINI

askideas.com

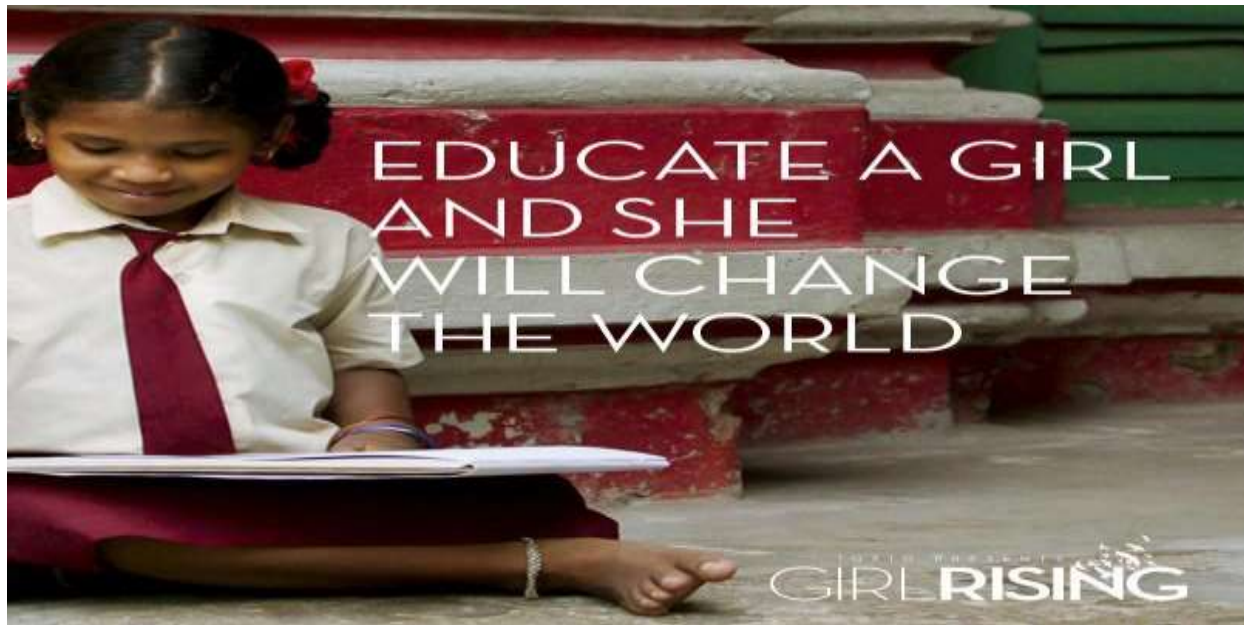
The domestic instruction of girls of course depended for its thoroughness and for its precise scope upon the circumstances of the household and the opinions and capacity of the mother. The results must have differed greatly; but the general level was a low one, especially in those numerous cases where it was thought unnecessary to train the girl as a housewife though it was not possible to furnish her with highly competent instructors. Swift, in A letter to a very young lady on her marriage, declares that not one gentleman's daughter in a thousand can read or understand her own language or "be the judge of the easiest books that are written in it." "They are not so much as taught to spell in their childhood, nor can ever attain to it in their whole lives." Mary Astell, the "Madonella" whose "seraphic discourse" and "Protestant nunnery" furnished Swift with topics for coarse satire, was a great admirer of Lady Mary but a reformer on different lines. Her Serious Proposal to the Ladies (1694) attracted considerable attention and opposition, partly on account of its suggested conventual education, partly because its author was a known controversialist on the arch of England side. Her "religious" were to undertake the education of girls, instructing them in "solid and useful knowledge," chiefly through the mother tongue. The ladies themselves were to substitute French philosophy and the ancient classics (presumably in translations) for the romances which formed most of the reading of fashionable women. William

Law held women's intelligence and capacity in at least as high esteem as he did those of men; but the education which he advised for girls is confined to plain living, and the practice of charity and devotion.

Women's education in West Africa manifested in both formal and informal structures, with one of the more notable structures that had influence on women's education being preparatory schools labeled "Bush Schools." These bush schools were institutions that would oftentimes boast near 100% graduation rates and completed courses. They were organized by women and had a planned, structured curriculum, which included learning how to do skills such as learning how to "fish, cook, weave, spin cotton, dress hair, and make baskets, musical instruments, pots, and fishing nets.

Much of the scholarship and research on these schools arises from the Bundu schools of Sierra Leone. In addition to these skills, girls would often be given reproductive education, such as birth

Control techniques or child rearing skills. In particular to the Bundu schools, women would be given an intense education in medicinal herbs and home medicinal skills. These schools did not just teach educational curriculum (such as history passed on through songs and dances), but enabled the transmission of cultural values and were centers of female power. Despite the colonial and post-colonial ideal that women ought to be educated just to serve decorative or child-bearing maternal roles, these institutions taught women to play central economic, corporate and familial roles.



COMMUNITY SERVICE PART

Why is education important for women

Girls' Education is important from every perspective of life and society. An educated woman leads a healthier life as compared to the uneducated woman. They participate in the family matters & in the outside world too, earn well, marry at a considerable age and plan a family in a better manner. Not

Only do Women take the right decisions for themselves, but they also provide better education and health care options to their children as well as to the family. All these factors together can help to eradicate poverty, crimes and disease rates. It is an important element for the foundation of a strong Nation.

“When You Educate a Girl, You Educate a Nation.” ~ Helene D. Gayle

Scenario in backward areas

According to the statistics released by the latest census of 2011, India's female literacy rate is 65.46%, lower than the world average of 79.7%. In India, Kerala has the highest female literacy rate with 91.98% rate, but states such as Bihar has 51.50% the lowest female literacy rate.

Girl education in India is still a less preferred option in rural areas. Their girls are not given proper education as compared to boys. It has always been a matter of discussion. Since ages, girls have been considered weaker and are suggested to stay at home and take care of household chores. In comparison with other countries, people in India are facing a problem of illiteracy, especially in backward regions. Not even in rural but also in urban cities, people were not willing to send their daughters to the school.

Role of education in women empowerment

Empowerment means moving from a weak position to execute power. In simple words, Women empowerment can be understood as giving power to women to decide for their own lives or inculcating such abilities in them so that they could be able to find their rightful place in the society. Education of women is the most powerful tool to change their position in society. Empowerment can be viewed as a means of creating a social environment in which one can make decisions and make choices individually. It is the process by which one can gain control over one's destiny and the circumstances of one's lives. There are always a number of elements in the society which deprived women of their basic rights.

Factors affecting the issue

- Poverty or low family income, lack of education, inaccessibility to health facilities and lack of knowledge are important factors for depriving girls from education.
- Violence and various other crimes against women deprive them of gaining sound education.
- Increased responsibilities on female children such as domestic duties which consume most of the time available for school.
- Education cost also leads to decline in no. of female children going to schools as some parent cannot afford education of all their children so they choose boys over the girls.
- Schools are sometimes far from home and there is a lack of transportation and lack of accessibility of traveling especially in slum areas in big cities, villages and remote areas.
- Lack of basic educational facilities.
- Negative attitudes of parents about girls' education.
- Lack of parental encouragement.
- Political interference in school management.
- Non-availability of specially designed room for Library.



Progress

Taking Sub-Saharan Africa as an example: in early 1960, the gross enrollment rate of girls in primary education, secondary education and higher education was 25%, 1% and 0.1%, respectively. By 2006, the figures were 89%, 28% and 4%, respectively.

While the enrollment rate of women at all levels is increasing, the gender parity index is also improving. In sub-Saharan Africa, the gender parity index for primary school enrollment in 1980, 1990, 2000 and 2006 was 0.77, 0.81, 0.89, and 0.92, respectively. In some countries, women's gross enrollment ratios even exceed men's gross enrollment rates, such as the Gambia, Ghana, Malawi, and Zambia. The gender parity index for secondary and higher education also tends to increase.

In addition to the enrollment rate and gender parity index, other indicators, such as repetition rates, dropout rates, graduation rates, etc., also reflect the progress of women's education in Africa. In 1999, the repetition rate of female primary education in Sub-Saharan African countries was 17.7%, and in 2006 it fell to 13.3%. At the same time, the increase in female enrollment rates has also led to a growing number of female teachers in Africa.



Why we should support girl's education

Education is very important for every child whether boy or girl. It is sad that in some communities still discriminate against the education of the girl child. Some About 57 million children around the world are not going to school. The report, *About Children Still Battling to go to School*, finds that 95% of the 28.5 million children not getting a primary school education live in low and lower-middle income countries – 44% in sub-Saharan Africa, 19% in south and west Asia and 14% in the Arab states, UNESCO said. Girls make up 55% of the total and were often the victims of rape and other sexual violence that accompanies armed conflicts, the UNESCO said. As the world celebrates Malala's birthday let us look at some of the reasons why girls should get an education. A girl with an extra year of education can earn 20% more income as an adult (The World Bank, 2011). More income means better nutrition and healthcare for her family. Living conditions improve. Income can be the impetus to get out from under the grinding cycle of poverty into a life with choices and opportunities. An educated girl breaks the cultural pattern of girls marrying as children. Girls with higher levels of education are also less likely to have children at an early age (UNESCO, 2013). Marrying later means she won't be a child herself when she becomes a mother.

She has better knowledge about contraception as well as increased opportunities for employment. An educated mother provides better care of her children at home, thus increasing the value of her children's human capital and reducing the need for more children (IZA World of Labor, 2016). Girls and young women who are educated have a greater awareness of their rights (Education First: An Initiative of the United Nations Secretary General, 2012). They are more likely to stand up for themselves in male-dominated cultures and to advocate for themselves and their children.

FUTURE EDUCATED GENERATIONS: - An African proverb says, "If we educate a boy, we educate one person. If we educate a girl, we educate a family – and a whole nation." By sending a girl to school, she is far more likely to ensure that her children also receive an education. As many claim, investing in a girl's education is investing in a nation.

DECREASE INFANT MORTALITY: - Children of educated women are less likely to die before their first birthday. Girls who receive an education are less likely to contact HIV & AIDS, and thus, less likely to pass it onto their children. Primary education alone helps reduce infant mortality significantly, and secondary education helps even more. The Girls Global Education Fund reports that when a child is born to a woman in Africa who hasn't received an education, he or she has a 1 in 5 chance of dying before 5.

DECREASE MATERNAL MORTALITY: - Educated women (with greater knowledge of health care and fewer pregnancies) are less likely to die during pregnancy, childbirth, or during the postpartum period. Increased education of girls also leads to more female health care providers to assist with prenatal medical care, labor and delivery, delivery complications and emergencies, and follow-up care.

✓ **DECREASE CHILD MARRIAGE:** - Child marriage – in some cases involving girls ✓

as young as 6 or 8 – almost always results in the end of a girl’s schooling. as yo
The result is illiterate or barely literate young mothers without adequate toolsThe m
to build healthy, educated families. On average, for every year a girl stays into bu
school past fifth grade, her marriage is delayed a year. schoo
Educated girls typically marry later, when they are better able to bear and careEduc
for their children. for th

✓ **DECREASE POPULATION EXPLOSION:** -Educated women tend to ✓
have fewer (and healthier) babies. A 2000 study in Brazil found that literate have
women had an average of 2.5 children while illiterate women had an average wom
of six children, according to UNESCO. of six

✓ **INCREASE INVOLVEMENT IN POLITICAL PROCESS:** -Educated women ✓
are more likely to participate in political discussions, meetings, and decision- are m
making, which in turn promote a more representative, effective government. maki

✓ **DECREASE DOMESTIC & SEXUAL VIOLENCE:** - Educated girls and ✓
women are less likely to be victims of domestic and sexual violence or wom
to tolerate it in their families. to to

✓ **DECREASE SUPPORT FOR MILITANCY:** - As women become more ✓
educated, they are less likely to support militancy and terrorism educ
than similarly educated men. than

✓ **IMPROVE SOCIOECONOMIC GROWTH:** -Educated women have ✓
a greater chance of escaping poverty, leading healthier and more productive a gre
lives, and raising the standard of living for their children, families, andlives,
communities. comr

✓ These and many more are some of the valuable reasons why we should ✓
all support education for girls. For every boy that is educated, every girl
should be educated too.

OBJECTIVES OF SURVEY

Society is combination of many genders, races, cultures and traditions. But in Society include of all the aspects education is a must for any one. Even if they are of rich or poor, men or women. To develop a country, citizen should be educated. And the main objective for the survey is to spread awareness about the women education and their higher studies. And it also includes:

1. Educating the women will empower them to seek gender equality in the society. 27.

Women will be able to earn that would raise their economic condition and their status in the society. and t

2. They will be aware about the advantages of small and planned family and this will be a big step towards achieving stabilized population goals. 28.

3. Education of women would mean narrowing down of social disparities and inequities. This would automatically lead to sustainable development. 29.

4. GoodforCommunities:
an educated woman with increased earning potential is more likely to give back to the community than her male counterparts. 30.

5. Decreased Chance of Abuse by Delaying Marriage and Child Bearing:
Educated woman is much less likely to suffer domestic abuse than their illiterate counterparts. 31.

6. Good for Economic Growth:
Perhaps the most obvious of the advantages of female education is the potential for economic growth. 32.

7. Decreased Child and Mother Mortality Rate's:
educated women are more likely to marry later in life, pushing back the age that they have their first child. 33.

8. Intergenerational Success:
more educated mothers mean fewer mother and child deaths and illnesses. The loss of a mother can be disastrous for the chances of her children's survival and future welfare.
9. Promoting Social Inclusion:
when girls are kept out of school in developing countries, they are usually working in the home on domestic chores. Girls spend 33 to 85 percent more time per day on unpaid domestic chores than boys of the same age.
10. Better for the Environment:
Brookings refers to female education as the "cheapest, most cost-effective mechanism for reducing emissions." This is due to projected population growth.
11. Reducing Terrorism and Extremism:
One of the more surprising advantages of female education is that it can work to reduce extremism and terrorism and increase security. Female education means greater female involvement in society and the economy.
12. Encouraging Human Rights:
when women in a society are more educated, more emphasis is placed on gender equality. As women achieve equality, human rights become a strong value of communities, as women in leadership tend to fight for disenfranchised groups.
13. Increases Literacy Rate:
Nearly 63% of the world's 163 million illiterate youngsters are female. By providing Education to all children, literacy rates will rise, boosting development in undeveloped countries.

- | | |
|---|-----|
| 14. Mental Health: | 40. |
| Increased access to education for women improves maternal health. An additional year of education for 1,000 women is known to help avoid two maternal deaths. | |
| 15. To enable women to improve their family's health and diet. | 41. |
| 16. To increase women's productive ability, thus raising their families' standard of living. | 42. |
| 17. To give women access to appropriate technologies, management of cooperatives and the use of loan facilities. | 43. |
| 18. To improve women's social and culture status. | 44. |
| 19. To enable women to discharge their responsibilities more effectively (UNESCO, 1 985). | 45. |
| 20. Helping women to fight their own fears and feelings of inadequacy or inferiority. | 46. |
| 21. Educating women in all round development. That is mentally, socially, physically, psychologically, religiously and economically. | 47. |
| 22. To make women participate fully in all the affairs of their nation and to be at Centre of sustainable development. | 48. |
| 23. To make women able to acquire their own basic needs of the society, like food, shelter, fuel, clothes and nurturing. | 49. |
| 24. To enhance nation building in terms of economic and human development. | 50. |

25. Income Potential: Women's earning potential is enhanced by education. A single year of primary school has been proven to improve women's earnings by 10% to 20% later in life, whereas female secondary education returns range between 15% and 25%. 51.
26. Increase the education opportunities of women at all levels of our educational system. 52.



Benefits of Girls' Education

There are innumerable benefits of investing in girls' education for a country including: 53.

- Educating women positively impacts the economic, social and health standards. 54.
- Higher female literacy rates reduce child mortality. 55.
- Education lowers crime rates. 56.
- Girls' education reduces inequality in society. 57.
- Education empowers marginalised women and helps them build better futures for themselves and their families. 58.

- An educated society is more stable and can recover faster after a conflict.
- Educated girls are less likely to marry at a young age and more likely to raise healthy children.
- Women who complete higher education and acquire skills dramatically increase lifetime earnings.
- Kids of educated women are less likely to experience malnutrition or stunting.

India is making continuous efforts to provide access to quality education to women in all parts of the country.

PROJECT QUESTIONNAIRES:

- 1. Do you agree with the point that every girl must be Educated?**
- 2. Do you encourage the girl who is willing to be Educated?**
- 3. Will you encourage the Equity of girls with boys in the society?**
- 4. What is your opinion on Women Education?**
- 5. Do u support the statement that educating a woman is equal to educating a nation?**
- 6. Do you think girls should stop their education after their marriage?**
- 7. Why do u think most of women stop their education after espousal?**
- 8. What is the highest level of school you attended?**

- 9. How old were you when you left school?**
- 10. What was the main reason for stopping your education?**
- 11. How much were you involved in the decision to get married?**
- 12. What is the difference between gender equity and gender equality?**
- 13. What would it take to improve girls' access to education?**
- 14. What kind of woman does society need today?**
- 15. Which particular quality distinguishes women from men?**
- 16. What is the chief purpose of women education?**
- 17. What were the things women were entitled to in ancient India?**
- 18. What are the opportunities available to women in our times?**
- 19. What is real situation regarding women's education in India?**
- 20. What are the problems of girl child education?**
- 21. What can be done to improve girl child education?**
- 22. What are the obstacles in girls' education in India?**



COMMUNITY SERVICE PROGRAM LOG BOOK

Student name	CH. Hema Sirisha	Mentor name	D. Vijaya Sree Assistant professor
Register number	20JR1A4302	Topic	Women Education & Espousal
Group	AI	Date	

LOG BOOK IMAGES :

We have gathered data on different age groups on the topic of women education and espousal in your area.

These are the log images on our survey.

S.No	Name	Age	Education	Do you support women ed. after marriage	Sign.
1	Nazima	20	Degree	Yes	
2	Fatima Begum	30	10	No	فاتما
3	Babu	50	10	No	بابو
4	Rahima	25	9	May be	راهما
5	Lasani	39	Inter	Yes	
6	Neera	40	MBA	Yes	Neera
7	Saloni	24	B.Tech	Yes	Saloni
8	Hemant	50	M.Sc	Yes	Hemant
9	Priya	29	M.Tech	Yes	Priya
10	Reema	35	10	No	Reema
11	Kabam	40	Nil	Yes	Kabam

S.No	Questions	Family 1	Family 2	Family 3
8.	Will you encourage the equality of girls with boys in society	Yes	Yes	Yes
9.	What is your opinion on women education	Every women have right to educate	women education is helpful for society	All are equal & education is every one's right
10.	Do you support for child marriages	No	No	No
11.	Do you think girls should stop their education after marriage!	No	No	No
12.	Do you support the statement that educating a woman is equal to educating a nation!	Yes	Yes	Yes
13.	Signature.	<u>Jessy</u>	<u>Praveen</u>	<u>Vamsi</u>

S.No	Questions	Family 1	Family 2	Family 3
1.	Name	K. Jessy	Praveen	Vamsi
2.	Age	32	21	19
3.	Gender	Female	Male	Male
4.	Are You Married	Yes	No	No
5.	What is your higher Qualification	Degree	Currently Studying (B.Tech)	B.Tech
6.	Do you agree with the point that every girl must be educated	Yes	Yes	Yes
7.	Do you encourage the girl who is willing to be educated!	Yes	Yes	Yes

S.No	Questions	Family 4	Family 5	Family 6
1.	Name	Rupa	Kalyan	Veera ma
2.	Age	19	24	38
3.	Gender	Female	Male	female
4.	Are You Married	No	No	Yes
5.	What is your highest Qualification	B.Tech	B.Tech	10 th
6.	Do you agree with the point that every girl must be educated?	Yes	Yes	No
7.	Do you encourage the girl who is willing to be educated?	Yes	Yes	No

Log book images of team

S.No	Questions	Family 4	Family 5	Family 6
8.	Will you encourage the equality of girls with boys in the society?	Yes	Yes	No
9.	What is your opinion on women education?	we are equal if girls should educate	Every girl should study to survive independently	when they start education their mind is filled with ego & attitude
10.	Do you think girls should stop their education after marriage?	No	No	Yes
11.	Do you support for child marriage?	No	No	Yes
12.	Do you support the statement that educating a woman is equal to educating nation	Yes	Yes	No
13.	Signature	Rupa	Kalyan	Veera ma

Log book images of members of team

FEEDBACK AND SURVEY REPORT :

❖ BATCH MEMBER 1 REVIEW REPORT:

- When I started doing a survey on girls' education, I had known many rural areas are not interested in educating their girl child.
- Poor families tend to educate their sons; girls are married off soon.
- Most families are reluctant to send their daughters to study in schools or urban areas because they fear they would face sexual violence.
- The status of education in rural areas, especially for women, has not seen a very radical change.
- The present-day education system has come a long way and age-old traditions have undergone a drastic change.

❖ BATCH MEMBER 2 REVIEW REPORT:

- When I interacted with the people in my village most of them where like the higher education for girls is 10th standard.
- I think only one girl did her higher studies (veterinary) in my village.
- Most of the girls of my age got married and they have children at small age. The reason behind that is their low economical status and there is less knowledge about the gender equality

❖ BATCH MEMBER 3 REVIEW REPORT:

- As per my survey there is a low literacy rate among women in rural areas.
- Despite the improvements, the large gap between the educational levels of men and women in rural areas.
- The present study is focused on status, causes, and recommendations for rural women education.

- The status of the girl child has been a subject of much discussion, controversy, and debate.

BATCH MEMBER 4 REVIEW REPORT:

- As per the report, the proportion of girl children who were studying in urban is more than rural areas.
- Lacks of money, poor connectivity were some of the reasons behind the very limited reach of education among sampled students.
- One reason for this is that many sample households (about half in rural areas) have low income.

❖ BATCH MEMBER 5 REVIEW REPORT:

- In girls barely half of them were able to read more than a few letters in the reading test.
- According to the survey, an overwhelming majority of parents felt that their children must be educated.
- Lacks of money, poor connectivity were some of the reasons behind the very limited reach of education among sampled students.
- One reason for this is that many sample households (about half in rural areas) have low income.









RECOMMENDATIONS AND CONCLUSION

To spread awareness among the people about the need and significance of Girl education more efforts have to be taken by the government and the Society. Education, in general, is important for everyone and an educated girl is no less than any boy. Time has come when parents must start showing equal faith in the girl child too, only then the society and the nation would be called a “Developed Nation”.

REVIEW REPORT:

- When I started doing a survey on girls’ education, I had known many rural areas are not interested in educating their girl child.
- Poor families tend to educate their sons; girls are married off soon.
- Most families are reluctant to send their daughters to study in schools or urban areas because they fear they would face sexual violence.
- The status of education in rural areas, especially for women, has not seen a very radical change.
- The present-day education system has come a long way and age-old traditions have undergone a drastic change.
- When I interacted with the people in my village most of them where like the higher education for girls is 10th standard.
- I think only one girl did her higher studies (veterinary) in my village.
- Most of the girls of my age got married and they have children at small age.
- The reason behind that is their low economical status and there is less knowledge about the gender equality.

MENTOR SIGNATURE
Professor/Assoc. Professor

HEAD OF THE DEPARTMENT
Associate professor & AI HOD

Evaluation by the Person in-charge in the Community / Habitation

Student Name:

Registration No:

Period of CSP: From: To:

Date of Evaluation:

Name of the Person in-charge:

Address with mobile number:

Please rate the student's performance in the following areas:

Please note that your evaluation shall be done independent of the student's self-evaluation

Rating Scale: 1 is lowest and 5 is highest rank

1	Oral communication	1	2	3	4	5
2	Written communication	1	2	3	4	5
3	Proactiveness	1	2	3	4	5
4	Interaction ability with community	1	2	3	4	5
5	Positive Attitude	1	2	3	4	5
6	Self-confidence	1	2	3	4	5
7	Ability to learn	1	2	3	4	5
8	Work Plan and organization	1	2	3	4	5
9	Professionalism	1	2	3	4	5
10	Creativity	1	2	3	4	5
11	Quality of work done	1	2	3	4	5
12	Time Management	1	2	3	4	5
13	Understanding the Community	1	2	3	4	5
14	Achievement of Desired Outcomes	1	2	3	4	5
15	OVERALL PERFORMANCE	1	2	3	4	5

Date:

Signature of the Supervisor

Internal Evaluation for the Community Service Project

Objectives:

- To facilitate an understanding of the issues that confront the vulnerable /marginalized sections of society.
- To initiate team processes with the student groups for societal change.
- To provide students an opportunity to familiarize themselves with the urban /rural community they live in.
- To enable students to engage in the development of the community.
- To plan activities based on the focused groups.
- To know the ways of transforming society through systematic programme implementation.

Assessment Model:

- There shall only be internal evaluation.
- The Faculty Guide assigned is in-charge of the learning activities of the students and for the comprehensive and continuous assessment of the students.
- The assessment is to be conducted for 100 marks.
- The number of credits assigned is 4. Later the marks shall be converted into grades and grade points to include finally in the SGPA and CGPA.
- The weightings shall be:

○ Activity Log	20 marks
○ Community Service Project Implementation	30 marks
○ Mini Project Work	25 marks
○ Oral Presentation	25 marks
- Activity Log is the record of the day-to-day activities. The Activity Log is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The assessment will take into consideration the individual student's involvement in the assigned work.

- While evaluating the student's Activity Log, the following shall be considered -
 - a. The individual student's effort and commitment.
 - b. The originality and quality of the work produced by the individual student.
 - c. The student's integration and co-operation with the work assigned.
 - d. The completeness of the Activity Log.
- The assessment for the Community Service Project implementation shall include the following components and based on Weekly Reports.

Outcomes Description

- a. Details of the Socio-Economic Survey of the village/habitation.
- b. Problems identified.
- c. Community Awareness Programs organized.
- e. Suggested Short-Term and Long-Term Action Plan



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