# A PROJECT REPORT ON A STEP TOWARDS YOUTH EMPOWERMENT

Submitted in fulfillment of requirement for the community service project

Submitted by M.Naga pavan

[Regd.No: 2129223050011]

II Semester
B.SC(MPCS)



Under the esteemed guidance of RAFIAH S B M.Tech, APSET, NET Lecturer in Computer science Department of Computer Science

VSR GOVERNMENT DEGREE AND PG COLLEGE

(Affiliated To Krishna University)
MOVVA, KRISHNA DISTRICT-521135
BATCH 2021-2024

# Community Service Project Report

Submitted in accordance with the requirement for the degree of 1 B.SC (MPCS)

Name of the College

: V.S.R. Government Degree &P.G. College.

Department

: Computer Science

Name of the Faculty Guide

: RAFIAH SB

Duration of the CSP

: From 17-07-2022 to 30-10-2022

Name of the Student

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: M.NAGA PAVAN

Programme of Study

: B.SC (MPCS)

Year of Study

: 2021-2022

Register Number

: 2129223050015

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### Student's Declaration

I, Manatada. Nagapavan, a student of V.S.R Government Degree & P.G College As Per CSP Program, Reg. No2129223050011 of the Department of Computer science College do here by declare that I have completed the mandatory community service project from 17-07-2022 to 30-10-2022 in KUCHIPUDI under the Faculty Guide ship of RAFIAH SB, Department of Computer Science in VSR GDC MOVVA College.

the Nagapavan (Signature and Date)

Endorsements

Faculty Guide RAFIAH SB

Head of the Department
N.SWARNA JYOTHI

Principal 20/11/23

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Dr.S. MADHAVI PRINCIPAI V.S.R. Govt. Degree & P.G. College MOVVA-521135, Krishna Dt., A.P

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Lecture in computer science, and Department of computer science, for suggesting the problem, valuable
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DEGREE & P.G COLLEGE, MOVVA

We thanking to all my classmates for their constant& support valuable help during our work and also very grateful to our friends who helped us. Finally, we take opportunity to thank one all that directly or indirectly helped us in completing this task.

M. Nagapavan

(Roll No:2129223050011)





#### CHAPTER I

### Socio Economic Survey

I visited a village called kuchipudi for my socio-economic survey and enquired about 25 families in that village as part of my research. Most inhabitants in the village do agriculture, rod bending and some work on daily wages in different fields for their living. People from different eastes co-exist peacefully in that community.

### Activity Summary:

- 1. Socio economic survey
- 2. Problem Identification
- 3. "STOP CHILD-MARRIAGES" awareness campaign
- 4. "JOB OPPURTUNITES" awareness campaign
- 5. Analysis of the problems identified.
- 6. Project report preparation.

#### Objectives

- 1. To get awareness on child marriages
- 2. Job opportunities and career options for students
- 3. Youth involvement in making decisions that will affect the future development
- 4. Active participation of youth in social activities
- To learn about the skill development, community engagement, health and lifestyle inclusion of social values and social justice

#### Outcomes

- The people in the village are against child marriages and in fact crave to give a bright and enjoyable childhood to their daughters.
- 2. Students and their parents have a clear vision about their children's career and job opportunities
- 3. We learnt to talk to people politely
- 4. We learnt to give ideas to the people to develop their skills
- 5. Participation in social circles like these threw up valuable insights
- 6. We learnt how the people around us live, and also knew about their lifestyles, social empowerment and economic status.

### CHAPTER-1

### ABOUT THE VILLAGE: -

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Kuchipudi derives its name from the village of Kuchelapuram, in Andhra Pradesh, India. As a classical form of dance, drama and music Kuchipudi enjoys a unique place among the Indian classical classical forms. Kuchipudi grew largely as a product of the Bhakti movement beginning in the seventh century idioms. Kuchipudi grew largely as a product of the Bhakti movement beginning in the seventh century idioms. A.D. However, it was in the 14th century that the ascetic Sid Hendra Yogi appeared on the scene and gave Kuchipudi a new definition and direction.

Kuchipudi was originally a male dance tradition. Groups of men traveled from village to village enacting stories from the Hindu mythology. As in Elizabethan theatre men portrayed the roles of women. It was only in last 9 or 10 decades that women were introduced to this art form. Kuchipudi in its present form was only in last 9 or 10 decades that women were introduced to this art form. Kuchipudi in its present form is the result of the vision of stalwarts like VimpatChinni Satyam and the late Vedantam Laxminarayan aSastry.

Kuchipudi is characterized by fast rhythms and fluid movements, creating a unique blend of control and abandon, strength and delicacy.

Similar to all leading Indian classical dance forms, Kuchipudi too evolved as a religious art rooting back to the age-old Hindu Sanskrit text 'Nitya Shastra' and connects traditionally with temples, spiritual faiths and travelling bards. This ancient dance form finds place in the 10th century copper inscriptions and in 15th century texts like 'RachapalliKaif at'. Traditionally it is regarded that the sannyasins of Advanta Vedanta sect, Tirtha Narayana Yagi, and his disciple Sid Hendra Yogi initiated, methodized and arranged the present-day version of the dance form in 17th century. Usually, performance repertoire of Kuchipudi that is broadly oriented on Lord Krishna and the tradition of Vaishnavism include an invocation, dharavu – short dance, nritya – pure dance and nritya – expressive dance respectively.

Sri Sid Hendra Yogi Kala Pith am in the village is one of the eight schools under PotiSriramulu

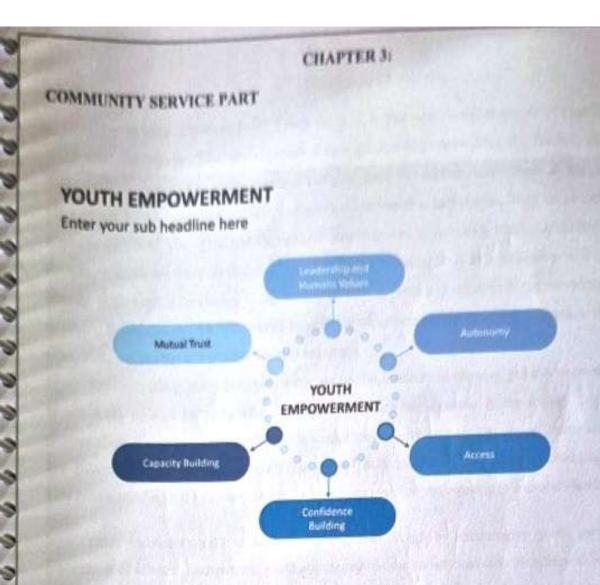
Telugu University, renowned for the dance form of Kuchipudi





The Kuchipudi Village located in Movva Mandal, 3941 People are living in this Village, 1865 are males and 2076 are females as per 2011 census, Expected Kuchipudi population 2021/2022 is between 3,862 and 4,414. Literate people are 2939 out of 1453 are male and 1486 are female. People living in Kuchipudi depend on multiple skills, total workers are 1825 out of which men are 1135 and women are 690. Total 91 Cultivators are depended on agriculture farming out of 67 are cultivated by men and 24 are women. 991 people works in agricultural land as a lab our in Kuchipudi, men are 488 and 503 are women. The Population density in this area is 2/Sq Km.

The Total area of Kuchipudi is 257 hectares (2.57 sq km). The non agricultural area in this locality is 36.04 hectares. The barren uncultivable area is 1 hectare. The pasture graze area is 1 hectare. The area used for trees and other miscellaneous plants is 2.83 hectares. The unirrigated land is 33.22 hectares. The canals are covered with 33.22 hectares.



### Youth Empowerment

Positive change in today's society can be achieved through empowering and engaging the Youth in the society. If young people in a given society are not actively involved in important activities in the society they can be destructive and thus negative change in the society.

It is therefore important to empower them by allowing them to participate in the institutions and make decisions that will influence the society positively. This changes the view that young people are problematic to people who can bring about positive change. Youth participatory should be community based and should involve young people in poor and marginalized areas (Flores, 2008).

Youth are the majority of the world's population. In addition, many of them are found in the developing countries and they live in poverty. Due to economic situation in these countries most of the youth are unemployed.

# Youth Empowerment

By providing employment for Youth either in formal or informal sector, it will translate into hungar and poverty free society. This can be achieved by engaging and empowering the Youth in the society Empowering youth engagement in the society is done by various institutions in the society such as government, international government and non-governmental organizations. They do so through programs managed by Youth. They look into the rights of Youth as well as providing council and activism. Creating a favorable environment that provides an opportunity for youth leadership will enable them to develop skills needed for change in the society as well as providing opportunity to providing their services to others. Youth can also be empowered by offering ideas concerning work and education. In addition, the assets that can develop this process are also important.

Governments in many countries today are on the forefront in ensuring youth empowerment. This is by providing policies and programs that encourage youth participation in the society. Moreover, these policies allow the young people to have one strong voice in which they can air out issues affecting them. The governments can also fund projects that allow Youth to actively participate in changing the society. This entails building infrastructures in which Youth can practice participation (Virus and Fletcher, 2006)

Other institutions such as schools can empower Youth by encouraging youth participation in governance of schools. Empowering youth engagement in the society can also be achieved by increasing financial resources hence reducing dependence on others for support. Equality should also be encouraged in education, wages and power. Awareness campaigns, dialogue and seminars are used in encouraging youth participation and engagement in the society (Sazama and Young, 2006).

# Here are a few reasons why Youth Empowerment is essential-

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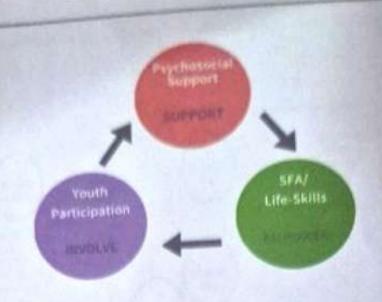
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Poverty eradication: Youth empowerment can help reduce the rate of poverty to a significant level.

One of the keys to empowering the youth is with skill development. When a youth is equipped with essential skills, he can utilize them to feed, assist others, and even invest for future use, aiding the nation economically. This will in-turn contribute to the increase in employability and add to the GDP of the nation.

 Good education standard: Empowerment can help youth to understand the importance of education that leads to social improvement of the country.

When a youth is empowered, he understands the importance of education and helps uplift the sector, integral for a developing nation such as India. Such empowered youth can donate educational facilities to primary, secondary and even to tertiary institutions. Today, India lacks the proper infrastructure for education, which can easily be brought into existence only through empowerment.



#### Youth Empowerment

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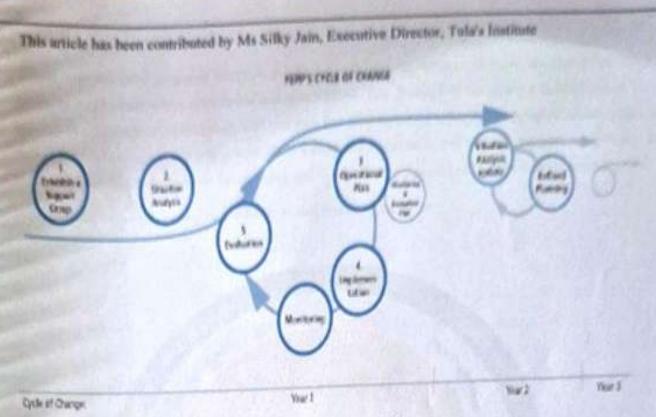
 Good governance: With the inculcation of youth empowerment, the youth can reject the status quo and pave a path for a better future.

Today, the youth is claiming his right to a decent living by willing to take risks, which helps in the development of leadership skills. Starting from Martin Luther King Jr to Justin Trudeau, visionary leaders are noted to have taken risks from a tender age. In other words, to build a better tomorrow, we need to nurture the saplings of today. Hence, a radical government, which is pro-people, comes from harnessing bright minds capable of taking the nation into a brighter future.

Crime reduction: Empowerment ensures that youth has the necessary skill to sustain a livelihood,
 preventing him to adopt the path of crime.

Presently, a lot has been spent in the name of fighting crime without understanding that crime affects the youth in an intrinsic level. It is easy for a young impressionable mind to get waylaid and get entrapped in anti-social activities because he was not empowered morally, academically as well as financially. There are serious social and economic consequences associated with not addressing the youth who is at the risk of negative circumstances – not only for the youth himself and his family, but also for the society at large. Empowerment enables a young mind to differentiate the wrong from the right, denouncing the path of injustice for a respectable living.

In today's day and age, young minds should have access to resources to transform their consciousness through their beliefs, values, and attitudes. Then only can we believe in making our nation "shine", even in times of adversity.



Youth Empowerment Types

#### Goals of empowerment:-

Youth empowerment programs are aimed at creating healthier and higher qualities of life for underprivileged or at-risk youth.

### The five competencies of a healthy youth are:

- (1) Positive sense of self,
- (2) self- control,

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- (3) Decision-making skills,
- (4) a moral system of belief,

And

(5) Pro-social connectedness.

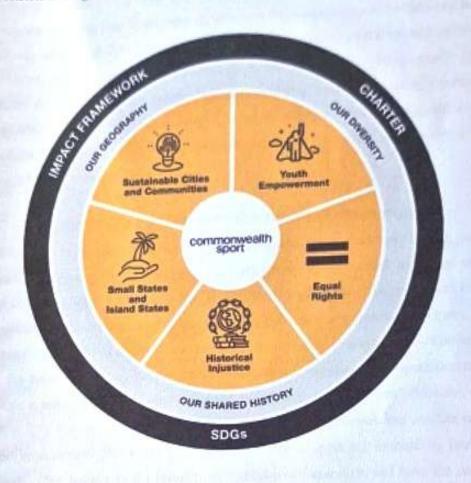
Developmental interventions and programs have to be anchored on these competencies that define positive outcomes of healthy youth.

# Measurable empowerment:-

Over the last two decades, quality of life (QOL) has emerged as an important unit of measurement to evaluate the success of empowerment programs. It is used as a goal of programs and as well as an indicator of effectiveness. However, there is no standard definition of QOL. A person's QOL is dependent upon subjective evaluation of the individual aspects of that individual's life

### Positive development settings:

Youth empowerment programs thrive in positive developmental settings. Positive developmental settings promote youth competence, confidence and connections. Two features of the positive developmental youth settings are supportive relationships and support for efficacy and mattering. Supportive relationships are those that are between youth and non-familial adults that foster trust and respect. Support for efficacy and mattering specifically focuses on youth being active, instrumental agents of change in their communities, collective decision-making and adults listen to and respect their voice.



India is a young country with 70 percent of people below the age of 35 years. It is this young population which constitutes, for India, a potential demographic dividend which needs to be properly addressed and harnessed towards positive, constructive and purposeful activities by imparting quality education, greater political participation of youth, gaining access to Information and Communication Technology and urgent attention to improving their quality of life. Unless harnessed and directed the energy of our Youth in constructive channels leading to development and progress, this very energy of the youth can fall prey to several dubious and anti social elements of the society posing danger to the very existence of the civilization thus resulting in crimes, drug addictions and violence which is rapidly increasing in today's time. The creative potential of the younger generation coupled with their zeal, enthusiasm, energy and versatility can work wonders for the country. We need to empower them so that they canmake a better tomorrow. Young people are the backbone on which every successful nation has been built. Unfortunately our country has yet to recognize the treasure they have in their youth and strategize how to tap into this profuse resource. According to a report published by IRIS Knowledge Foundation in collaboration with UN-HABITAT.

India is set to become the youngest country by 2020 with 64 percent of its population in the working age-group. It shows an increase in its working population from 353 million in 2001 to 430 million in 2011. Current predictions suggest a steady increase in the youth population to 464 million by 2021 and finally a decline to 458 million by 2026. The young population could benefit the nation only when they are enabled to acquire skill sets that fit into and contribute to the emerging economy thereby entailing higher economic growth and social development. Lack of access to formal education and vocational training, unable to access Information and Communication technology, increasing youth unemployment, malnutrition, are the main challenges before the empowerment of youth in the today's century. Hence, the present paper aims at identifying the challenges faced by today's youth and suggesting strategies and recommendations for uprooting them and attempts at creating such a nation where women are considered

# CONCEPT OF EMPOWERMENT OF YOUTH IN INDIA

Youth empowerment is an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults. The World Bank's publication Empowerment and Poverty: A Sourcebook views Empowerment broadly as increasing poor people's freedom of choice and action to shape their own lives. It implies control over resources and decisions (Narayan 2005). Youth empowerment "is based on the belief that young people are the best resource for promoting development and they are agents of change in meeting their own challenges and solving their own problems" (Ministry of State Youth Affairs, 2007, p. 13). For young people to be empowered, certain processes and mechanisms have to be maintained and implemented. The today's youth feels an urge to speak up, to stand by itself and by their beliefs and ideals. They believe in the Freedom of Speech and Expression and have the courage to stand against all sorts of injustice, inhumanity, social problems, racism, inequality, differentiation in religions, political issues, etc. The Youth, the future leaders of our country want to work hard to make the world a better place tomorrow when it will be passed onto them. They are aggressive yet strong enough to cater to the needs and wants of others.

# The United Nations Human Settlements Program (UNCHS-Habitat) (2005):

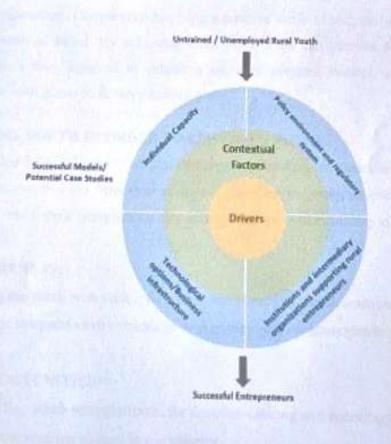
equallyrespectful and dominant as men.

It defines youth empowerment as "the circumstances and factors which enhance the development of citizenship and productiveness among young people as they move into adulthood. It is concerned with the adaptation of government structures and institutions to protect and deliver children's, Youth" and human rights, including the right to participation". The word 'empowerment' means giving power. According to the International Encyclopedia (1999), power means having the capacity and the means to direct one's life towards desired social, political and economic goals or status. Empowerment provides a greater access to

knowledge and resources, more autonomy in decision making, greater ability to plan lives, more control over the circumstances which influence lives, and freedom from customs, beliefs and practices. Teens Empowerment is essential since empowerment leads to competence and competence is linked to self-esseem (Harter, 1993). Teens with increased competency can honestly express their opinions and emotions, receive both formal and informal education and training, develop a voice and/are being able to exercise power and take action.

# The National Youth Policy, 2014 (NYP-2014):

Seeks to define the Vision of the Government of India for the Youth of the Country and identify the key areas in which action is required, where not enough is being done, to enable youth development and to provide a framework for action for all stakeholders. It provides a holistic Vision for the youth of India which is "to empower the youth of the country to achieve their full potential, and through them enable India to find its rightful place in the community of nations". The key areas are as follows:-Education , Employment and Skill Development, Entrepreneurship, Health and Healthy Lifestyle, Sports, Promotion of Social Values, Community Engagement, Participation in politics and governance, Youth engagement, Inclusion and Biosocial justice. Commonwealth Youth Ministers and Heads of Government are of the view that Young people are empowered when they acknowledge that they have or can create choices in life, are aware of the implications of those choices, make an informed decision freely, and take action based on that decision and accept responsibility for the consequences of those actions.



We need to empower our youth, which can only be done through quality education so that they will one day become successful leaders in life." Empowering youth is the need of our as 27.5% of the population comprise of the age group of 15-29 years contributing about 34% of India's Gross National Income (GNI). There exists a huge potential to increase the contribution of this class of the nation's citizens by increasing their labor force participation and their productivity. The need for empowering youth arises due to the following reasons:-- To enable youth to acquire such knowledge, skills and techniques which will help them in their personal and social growth as well as foster in them sensitivity towards problems in the society. -To promote national integration and international understanding by developing youth leadership and providing a forum for youth from diverse background. - To promote regional co-operation and exchange between people of various countries. - Foster initiatives for unfolding the potential of youth through a constant process of self-evaluation and self-exploration. -- Promote research in youth work. --Training Programs: Conducting training programs for youth across a wide spectrum of developmental activities. The issues mainly dealt are: Leadership & Personality Development, Entrepreneurship Development and Awareness, Training program on NGO Management, Fund Raising, Disaster Management, Water Conservation, Women Empowerment, Communication Skills, Prevention of Drug Abuse and Alcoholism and so on. There are 3C's for empowering the Youth:- Capacity building Capability to be empowered .Competence implying a positive sense of self, self-control, decision-making skills, a moral system of belief. By achieving these 3C's, India can become a superpower nation. An empowered person is thus expected to exhibit a sense of personal control, critical awarareness, and willingness to work with others to achieve desired goals.

# UNDERSTANDING YOUTH IN ORDER TO EMPOWER THEM:

Today India is called YOUNGISTAN as 21st century is the century of Youth who develop vibrant ideas and have the enthusiasm to learn from their mistakes. Listening to young people's vibrant ideas can both empower youth to voice their perspectives and strengthen our understanding of what youth identify as salient.

### CRITICAL AWARENESS:

It implies providing the youth with such information and resources which seems essential for analyzing issues that affect their lives and environments as well as tapping new strategies to act as agents of change for the nation as a whole.

### PROVIDING OPPORTUNITIES:

The process of providing youth with platforms for decision-making and encouraging their active and rigorous participation in creating change in our country.

# CHALLENGES AND STRATEGIES FOR YOUTH EMPOWERMENT

Educational Attainment Education is milestone of youth empowerment as only the educated youth can play a very dominant role in the economic development of our country as well as in becoming informed citizens, parents, and family members. The growth of youth's education in rural areas is very slow implying that still large women folk of our country are illiterate, the weak, backward and exploited. Therefore "Educating the women" is the most powerful tool of change of position in society bringing reduction in inequalities and functions as a means of improving their status within the family. Our nation today is faced with challenges of increasing educated unemployment; weakening of student motivation; increasing unrest and indiscipline on the campuses; frequent collapse of administration and deterioration of standards. Literacy and educational levels are increasing for Indian youth still there is negligible level of formal vocational training among young people in India as about 89 per cent of young people do not have any kind of vocational training and among the rest about half have received it through hereditary practices. Education implies not only gaining knowledge but also transforming that knowledge into application through vocational training and skill development.

# INFORMATION TECHNOLOGY AND YOUTH EMPOWERMENT:

Information and Communication Technology are an important aspect of youth culture offering solutions to the increasing youth participation in our nation thus promoting the social and economic development of India by empowering enthusiastic and energetic Youth. It is comprised of computers, networks, satellite communications, robotics, cable television, electronic mail ("e-mail"), electronic games, and automated office equipments. The use of computers and the Internet can aid youth by supporting communication and access to information, building awareness among the Youth, encourage decision making and dialogue between groups and support disadvantaged people thereby building social capital and capacity building. Status barriers can be reduced, and online communication with disenfranchised groups, such as women, people of color, and those with disabilities, can be promoted as well.

#### CHALLENGES:

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- Lack of access to information technology has remained a major challenge to today's youth. There is therefore an urgent need for programmer to engage the youth and children in creative projects in which they can channel their energies into constructive activities.
- Another challenge relates to our teaching pattern where technology courses are not part of their primary and secondary school curriculum in their early stage of training, and it is at this time that these young people are more likely to take interest in learning new technology. There is therefore the need to empower them through information technology. Young people are often the leading innovators in the use and spread of information technology and they quickly adapt, and are generally hungry for great quantities of information, locally and globally which can be provided through emerging information technologies.

This young people who are been to IT's generation have forced their knowledge, energy and their innovative ideas to inside better use of online technology. They are the exot important group in the networked society of the information age. They have grown up with IT and with this stillay they have developed to become technology experts and entrepreneurs. The communion empowerment of youth through information technology knowledge and skills will serve as as end to poverty, crime, violence, youth unemployment, etc. Most youth felt that computers increased their efficiency; gave that more constrol; increased their participation in decision making to support empowerment; increased their social status; made information, people, and materials more accessible; useful for storing their ideas, increased youth participation and empowerment by stronger social networks. Newer technologies such as Wats conferencing, and instant messaging have this potential and created a permanent record of their work.

# SOCIAL EMPOWERMENT OF YOUTH:

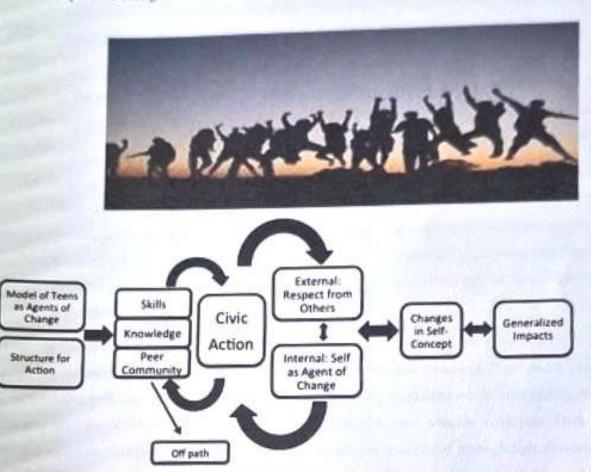
Proper nutrition, in the form of a balanced diet rich in nutrients, including iron, is the key to the health of youth. Not only are malnourished youth unlikely to contribute to their full potential to the economic growth of the nation, but their malnourishment can also threaten the health of the next generation. The nutritional status of youth is a matter of prime concern as adolescent females face high rates of iron-deficiency anemia. Another issue of grave concern among youth is substance abuse. Drug use, smoking and irresponsible alcohol consumption are common problems associated with youth. Substance abuse has many negative effects on the health of youth as well as on their educational attainment and productivity—Third National Family Health Survey (NFHS-3). Poor health is often caused by lack of information and lack of health services for the youth and problems resulting from them are sexually transmitted diseases including infection with HIV, early pregnancies, lack of hygiene and sanitation, mental diseases, drug abuse, unwanted risk-taking and destructive activities. The current generation of young people is especially vulnerable to contracting and transmitting of AIDs due to lack of information, peer pressure, inability to calculate risk. With IT, the Youth are empowered to make informed choices, have greater potential and opportunity to reduce the number of new infections.

### Marriage and family formation:

Too early an age at marriage can hinder healthy and responsible family life and parenthood. It is recommended that marriage and family formation be initiated after the legal age at marriage, and, preferably, after completion of education and the attainment of economic independence as early marriage not only hinders the completion of education and the acquisition of marketable professional skills, but also pushes women into motherhood at ages when their bodies are not mature enough to safely bear children. Although, in India the legal minimum age at marriage for girls and boys is 18 years and 21 years, respectively, a sizeable proportion of women and men marry at much younger ages.

Young people are the future of any democracy. Today's Fourth are tomorrow's leaders, and they can already bring new ideas to solving the world's problem at the core of Fourth Empowerment is the belief that young people are capable of incredible things. When young people have exposure, it allows children and young people to explore, discover and develop their skills and strengths. Youth Empowerment is the process of people to explore, discover and develop their skills and strengths. Youth Empowerment is the process of involving the youth and the young population in the decision-making of a community.

A flow diagram displaying the Youth Development Model (Schwartz and Suyemoto 2013; 348) This model illustrates how the structure of the programme treated youth as solutions and agents of cliange, and focused on sharing knowledge and skills whilst keeping youth on a fruitful path through civic action focused on sharing knowledge and skills whilst keeping youth on a fruitful path through civic action from positive youth (service). This process is closely linked to peacebuilding because positive civic action from positive youth creates positive change.



- By AS Akhyadi 2021 this study investigates youth empowerment using participatory training methods and adult education strategies through graphic design training.
- Youth empowerment is a process where children and young people are encouraged to take charge of
  their lives. They do this by addressing their situation and then take action in order to improve their access to
  resources and transform their consciousness through their beliefs, values, and attitudes.

- psychological,
- community,
- organisational,
- economiste.
- Social and cultural.
- Empowerment is the degree of autonomy and self-determination in people and in communities. This enables them to represent their interests in a responsible and self-determined way, acting on their own authority. It is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's right. Empowerment as action refers both to the process of selfcorpowerment and to professional support of people, which enables them to overcome their sense of powerlessness and lack of influence, and to recognize and use their resources.
- As a term, empowerment originates from American community psychology and is associated with the social scientist Julian Rapp port (1981). However, the roots of empowerment theory extend further into history and are linked to Marxist sociological theory. These sociological ideas have continued to be developed and refined through Neo-Marxist Theory (also known as Critical Theory).
- In social work empowerment forms a practical approach of resource-oriented intervention. In the field of citizenship education and democratic education, empowerment is seen as a tool to increase the responsibility of the citizen. Empowerment is a key concept in the discourse on promoting civic engagement. Empowerment as a concept, which is characterized by a move away from a default oriented towards a more strength-oriented perception, can increasingly be found in management concepts, as well as in the areas Processin management

1777777777777777777 In the sphere of managementand organizational theory, "empowerment" often refers loosely to processes for giving subordinates (or workersgenerally) greater discretion and resources: distributing control in order to better serve both customers and the interests of employing organizations. It also giving employees the authority to take initiatives, make their own decisions, find and execute solutions. Data from survey research using confirmatory factor analysis empowerment can be captures through four dimensions, namely meaning, competence, self-determination, and impact; whereas some exploratory factor analysis identifies only three dimensions, namely meaning, competence, and influence (a conflation of self-determination and impact).

One account of the history of workplace empowerment in the United States recalls the clash of management styles in railroad construction in the American West in the mid-19th century, where "traditional" hierarchical East-Coast models of control encountered individualistic pioneer workers, strongly supplemented by methods of efficiency-oriented "worker responsibility" brought to the scene by Chinese laborers. In this case, empowerment at the level of work teams or brigades achieved a notable (but short-lived) demonstrated superiority. See the views of Robert L. Webb.

Since the 1980s and 1990s, empowerment has become a point of interest in management concepts and business administration. In this context, empowerment involves approaches that promise greater participation and integration to the employee in order to cope with their tasks as independently as possible and responsibly can. A strength-based approach known as "empowerment circle" has become an instrument of organizational development. Multidesciplinary empowerment teams aim for the development of quality circles to improve the organizational culture, strengthening the motivation and the skills of employees. The target of subjective job satisfaction of employees is pursued through flat hierarchies, participation in decisions, opening of creative effort, a positive, appreciative team culture, self-evaluation, taking responsibility (for results), more self-determination and constant further learning. The optimal use of existing potential and abilities can supposedly be better reached by satisfied and active workers. Here, knowledge management contributes significantly to implement employee participation as a guiding principle, for example through the creation of communities of practice.

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However, it is important to ensure that the individual employee has the skills to meet their allocated responsibilities and that the company's structure sets up the right incentives for employees to reward their taking responsibilities. Otherwise there is a danger of being overwhelmed or even becoming lethargic in management

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Empowerment is the process of obtaining basic opportunities for marginalized people, either directly by those people, or through the help of non-marginalized others who share their own access to these opportunities. It also includes actively thwarting attempts to deny those opportunities. Empowerment also includes encouraging, and developing the skills for, self-sufficiency, with a focus on eliminating the future need for charity or welfare in the individuals of the group. This process can be difficult to start and to implement effectively.

#### Strategy

One empowerment strategy is to assist marginalized people to create their own nonprofit organization, using the rationale that only the marginalized people, themselves, can know what their own people need most, and that control of the organization by outsiders can actually help to further entrench marginalization. Charitable organizations lead from outside of the community; for example, can disempowered the community by entrenching a dependence charity or welfare. A nonprofit organization can target strategies that cause structural changes, reducing the need for ongoing dependence. Red Cross, for example, can focus on improving the health of indigenous people, but does not have authority in its charter to install waterdelivery and purification systems, even though the lack of such a system profoundly, directly and negatively impacts health. A nonprofit composed of the indigenous people, however, could ensure their own organization does have such authority and could set their own agendas, make their own plans, seek the needed resources, do as much of the work as they can, and take responsibility - and credit - for the success of their projects (or the consequences, should they fail).

The process of which enables individuals/groups to fully access personal or collective power, authority and influence, and to employ that strength when engaging with other people, institutions or society. In other words, "Empowerment is not giving people power, people already have plenty of power, in the wealth of their knowledge and motivation, to do their jobs magnificently. We define empowerment as letting this power out."It encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately, help them develop within themselves or in the society.

In empower a female " sounds as though we are disminsing or ignoring males, but the truth is, both genders desperately need to be equally empowered." Empowerment occurs through improvement of conditions, standards, events, and a global perspective of life.

### Criticism

Before there can be the finding that a particular group requires empowerment and that therefore their selfexteem needs to be consolidated on the basis of awareness of their strengths, there needs to be a deficit diagnosis usually carried out by experts assessing the problems of this group. The fundamental asymmetry of the relationship between experts and clients is usually not questioned by empowerment processes. It also needs to be regarded critically, in how far the empowerment approach is really applicable to all patients/clients. It is particularly questionable whether [mentally ill] people in acute crisis situations are in a position to make their own decisions. According to Albert Lenz, people behave primarily regressive in acute crisis situations and tend to leave the responsibility to professionals. It must be assumed, therefore, that the implementation of the empowerment concept requires a minimum level of communication and reflectivity of the persons involved

Empowerment in the work for senior citizens in a residential home in Germany

In social work, empowerment offers an approach that allows social workers to increase the capacity for self-help of their clients. For example, this allows clients not to be seen as passive, helpless 'victims' to be rescued but instead as a self-empowered person fighting abuse/ oppression; a fight, in which the social worker takes the position of a facilitator, instead of the position of a 'rescuer'.

opppppppppppppppp Marginalized people who lack self-sufficiency become, at a minimum, dependent on charity, or welfare. They lose their self-confidence because they cannot be fully self-supporting. The opportunities denied them also deprive them of the pride of accomplishment which others, who have those opportunities, can develop for themselves. This in turn can lead to psychological, social and even mental health problems. "Marginalized" here refers to the overt or covert trends within societies whereby those perceived as lacking desirable traits or deviating from the group norms tend to be excluded by wider society and ostracized as undesirables.

### In health promotion practice and research

As a concept, and model of practice, empowerment is also used in health promotion research and practice. The key principle is for individuals to gain increased control over factors that influence their health status.

To empower individuals and to obtain more equity in health, it is also important to address health-related behaviors.

Studies suggest that health promotion interventions aiming at empowering adolescents should enable active learning activities, use visualizing tools to facilitate self-reflection, and allow the adolescents to influence intervention activities.

### In economics

According to Robert Adams, there is a long tradition in the UK and the USA respectively to advance forms of self-help that have developed and contributed to more recent concepts of empowerment. For example, the free enterprise economic theories of Milton Friedman embraced self-help as a respectable contributor to the economy. Both the Republicans in the US and the Conservative government of Margaret Thatcher built on these theories. 'At the same time, the mutual aid aspects of the concept of self-help retained some currency with socialists and democrats.

In economic development, the empowerment approach focuses on mobilizing the self-help efforts of the poor, rather than providing them with social welfare. Economic empowerment is also the empowering of previously disadvantaged sections of the population, for example, in many previously colonized African countries.

### Increasingly engaged corporate directors

The World Pensions Council (WPC) has argued that large institutional investors such as pension funds and endowments are exercising a greater influence on the process of adding and replacing corporate directors – as they are themselves steered to do so by their own board members (pension trustees).

This could eventually put more pressure on the CEOs of publicly list companies, as "more than ever before, many [North American], UK and European Union pension trustees speak enthusiastically about flexing their fiduciary muscles for the UN's Sustainable Development Goals", and other ESG-centric investment practices

#### Legal

Legal empowerment happens when marginalized people or groups use the legal mobilization i.e., law, legal systems and justice mechanisms to improve or transform their social, political or economic situations. Legal empowerment approaches are interested in understanding how they can use the law to advance interests and priorities of the marginalized.

According to 'Open society foundations' (an NGO) "Legal empowerment is about strengthening the capacity of all people to exercise their rights, either as individuals or as members of a community. Legal empowerment is about grass root justice, about ensuring that law is not confined to books or courtrooms, but rather is available and meaningful to ordinary people.

Lorenzo Cotulla in his book 'Legal Empowerment for Local Resource Control' outlines the fact that legal tools for securing local resource rights are enshrined in legal system, does not necessarily mean that local resource users are in position to use them and benefit from them. The state legal system is constrained by a

range of different factors - from lock of resources to enfoural lenses. Among these factors economic, geographic, linguistic and other constraints on access to courts, lack of legal awareness as well as legal analytisance tend to be recurrent problems.

In many contexts, marginalized groups do not trust the legal system owing to the widespread manipulation that it has historically been subjected to by the more powerful. To what extent one knows the law, sed make it work for themselves with 'Para legal tools', is legal empowerment, assisted utilizing innovative approaches like legal literacy and awareness training, broadcasting legal information, conducting participatory legal discourses, supporting local resource user in negotiating with other agencies and stake holders and to strategies combining use of legal processes with advocacy along with media engagement, and socio legal mobilization.

Sometimes groups are marginalized by society at large, with governments participating in the process of marginalization. Equal opportunity laws which actively oppose such marginalization, are supposed to allow empowerment to occur. These laws made it illegal to restrict access to schools and public places based on race. They can also be seen as a symptom of minorities' and women's empowerment through lobbying.

## In management

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# Learn from girls about their empowerment needs

\*Use success stories: The power & peril of role models

\*Make use of peer-to-peer approaches

Empower girls through life skills and SRHR education

# Learn from girls about their empowerment needs

It is important to acknowledge that due to the lack of opportunities and the gender discrimination and inequality they face, empowerment interventions alone do not always suffice for girls to make alternative life choices. It can be difficult for girls to make alternative choices as this research example from Niger shows. Furthermore, girls may use their (limited) agency in favor of marriage in contexts where marriage is a way to secure economic security, social belonging, and respect. Check out our five tips for addressing girl's agency in programs and read the full article with tools to understand girls' agency and community control to better design activities that match girls' empowerment needs.

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# V.S.R. Govt.Degree & PG College, MOVVA

COMPANYTY SERVICE PROJECT

Socia-Economic Survey

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- Citi) Drinking Water facility: Well/Bore-well/Govt. Tap connection /Common tap
- (ne) Availability of Agricultural Land :Yes/No
- (v) Extent of Agricultural land: No Acres
- (in) Names of crops :Paddy/ Sugarcane/Groundnuts/Vegetables/ Any other NO
- (vii) Cattle: No Cows No Dx No Buffaloes NO Sheep/Goats
- (wiii) Do you have own tailet: Yes/No
- (in) Type of Cooking fuel used :LPG/Kerosene/Electricity/Wood/others specify Cyflindor
- (w) Is any family member part of DWACRA group :Yes/ No
- (xi) Do you have Ration Card :Yes/No
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- 3. Economic Status details:
- (i) Type of House Building :Hut/Semi Pucca/ Pucca /Apartment/Bungalow
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- (x) Is any family member part of DWACRA group :Yes/ No
- (xi) Do you have Ration Card :Yes/No
- (xii) Do you have vehicle :Two wheeler/Auto / Car/Any other vehicle
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#### V.S.R. Govt.Degree & PG College, MOVVA COMPMUNITY SERVICE PROJECT Socio-Economic Survey ernest the Student M. Naga pavan. BSC (April Registration Number 6906 Hobitet H-90 Punchayat Post office Luzchiputi Mandat Mowo District Kuchipudi Kritha 1. Femily Details: CONTRACTOR Name of the Respondent Gender: Age Education Profession A. Sai batu Tallox 62 A. Vijaya lakstni -House wite 69 A. Civa kumari 9th 43 2. Social Status details: (1) Coste OC SCIST MC-A-1-C-0-E/OC (11) Sub-Coste Kapu (iii) Religion: 1. Economic Status details: (i) Type of House Building :Hut/Semi Pucca/ Pucca /Apartment/Bungalow (ii) Nature of House building: Own/ Rented (iii) Drinking Water facility: Well/Bore-well/Govt.Tap connection /Common tap (nv) Availability of Agricultural Land :Yes/No (v) Extent of Agricultural land: No. Acres (vi) Names of crops :Paddy/ Sugarcane/Groundnuts/Vegetables/ Any other NO (vii) Cattle: NO cows Ain Ox Ain Buffalses NO Sheep/Goats (viii) Do you have own tailet: Yes/No (in) Type of Cooking fuel used ±PG/Keresene/Electricity/Wgod/others specify 00 Is any family member part of DWACRA group :Yes/ No (xi) Do you have Ration Card :Yes/No (xiii) Do you have vehicle: Two wheeler/Auto / Car/Any other vehicle (what are the monthly earnings of your family Rs. 4,000 -

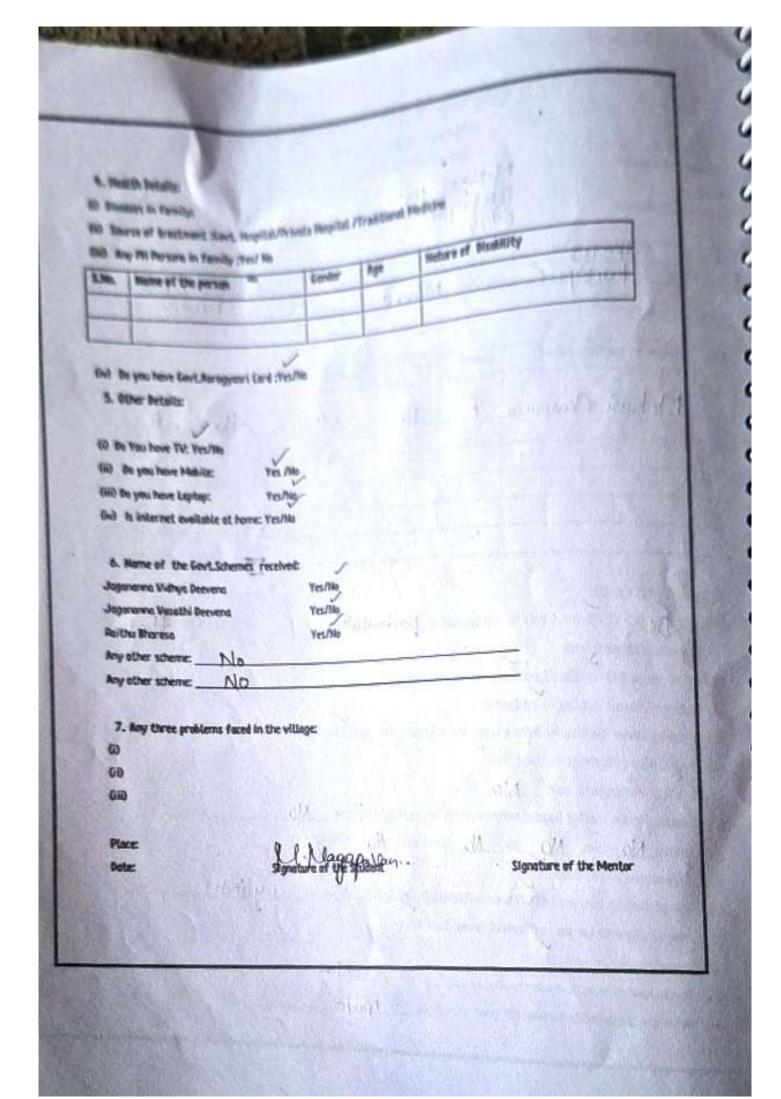
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## V.S.R. Govt.Degree & PG College, MOVVA COMPRIMITY SERVICE PROJECT Socio-Economic Survey W. Mada bayon igistration Number 6906 **Ponchoyet** (cuchi pudi Habitat District MOVVa Mandat exchipes 1. Family Details: Profession Education Age Gender Name of the Respondent House wife 5th 70 M. Kasi Amapura 2. Social Status details: (iii) Religions Hindu 10 coste Be SUST /BC-A-B-C-D-E/ OC (11) Sub-coste pardmasalilo 3. Economic Status details: (i) Type of House Building :Hut/Semi Pucca/ Pucca /Apartment/Bungalow (iii) Nature of House building: Own/ Rented Citil Drinking Water facility: Well/Bore-well/Govt.Tap connection /Common tap (ne) Availability of Agricultural Land : Yes/No (v) Extent of Agricultural land: No Acres (vi) Names of crops :Paddy/ Sugarcane/Groundnuts/Vegetables/ Any other NO (vii) Cattle: No Cows No Ox No Buffaloes No Sneep/Goats (viii) Do you have own tailet: Yes/No. (ix) Type of Cooking fuel used :LPG/Kerosene/Electricity/Wood/others specify\_\_\_\_\_ (N) Is any family member part of DWACRA group :Yes/ No (xii) Do you have Ration Card :Yes/No (and Do you have vehicle :Two wheeler/Auto / Car/Any other vehicle No (xiii) What are the monthly earnings of your family Rs. 1 pod-



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(iii) Any PH Persons in Family :Yes/ No 5.30. Name of the person	Center	Age Not	sere of Disability	
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(in) Do you have Govt. Aarogyaari Card :	Yes/No			
5. Other betalts:				drain!
(ii) the Yeu have TV: Yes/No	/			
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(iv) is internet evaluable at home: Yes	/190			
6. Name of the Govt.Schemes rece				
Jagananna Vidhya Dervera	Yes/No			
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Reithu Bharese	Ves/No			
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7. Any three problems faced in the	village:			
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Type of House Building :Hut/Semj.Pucce/ Pucca /Apartment/Bungalow  Nature of House building: Own/ Rented	
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7. Any three problems for	ed in the vittage:					
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House No.   5-79	Habitat Mardat	Mowe	Pand Bistr	
Post office   Euchipedi	Mannet	TE/Over		
1. Family Details:	Gender	Age	Education	Profession
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3. Economic Status details: Type of House Building: Hut/Sem Nature of House building: Own	i Pucca/ Pucca / Rented	/Apartmen	t/Bungalow	(iii) Religion: 447 c
3. Economic Status details:  Type of House Building :Hut/Sem  Nature of House building: Own  Drinking Water facility: Well/  Availability of Agricultural Land:	i Pucca/ Pucca / Rented Bare-well/Gov nd:Yes/No No Acres	/Apartmen	t/Bungalow ction /Common top	
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7. Any three proble	erns faced in the vi	lliage:			
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3.0	arnity betails:				
130	Name of the Responde	nt Gender	Age	Education	Profession
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	t of House Building :Hut/Se ture of House building: Ow Inking Water facility: Wel Bilability of Agricultural L	m/ Rented I/Bore-well/Govt.To and :Yes/No	ap connection	/Common top	
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60) Source of treatment Stock, F		Constituted Medicine		
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6nd to you have Gavt. Aurogyest	Tana Market			
5. Other Petaltic	I dat a tresent			86
			e Jal	
(i) de l'au hove TV: Yes/No	The state of			
600 to you have Makille:	Yes /No		11	411
(iii) be you have Laptop:	Yes/No.		II and the	
(iv) is internet evertable at hor	ne: Yes/No			
6. Name of the Govt.Scheme	received:			
Jagananna Vidhya Deevena	Yes/No			
Jagananna Vasethi Dervena	Yes/No	ISTA STORY		
Raithu Bharasa	Yes/No			
Any other scheme:	mavod	and the state of t	E IN A ST	
Any other scheme NO		The little sta	THOUSE STREET	
7. Any three problems faced	in the village:		A STATE OF THE STA	
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Grap Segistration Number	Dec (S			
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- Luchy Wa	Mandat	IMOV	Va j visa i	IF TIPPES
1. Family Details:	yar la		1127 1496	
S.No Name of the Respondent	Gender	Age	Education	Profession
1. S. Ventateran Po	M	38	581	Primer
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6. S. Bhary	F	7	grd.	Sheling
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3. Economic Status details: (ii) Nature of House building that/Semi (iii) Nature of House building: Own/( (iii) Drinking Water facility: Well/Bo (iv) Availability of Agricultural Land	Pucce/ Pucce /Ap Rented re-well/Govt.To :Yes/No	oartment/8	ungalow	(iii) Religions — Hindu
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3. Economic Status details:  (ii) Nature of House Building Hut/Semi  (iii) Nature of House building: Own/  (iii) Drinking Water facility: Well/Bo  (iv) Availability of Agricultural Land  (v) Extent of Agricultural Land:  (vi) Names of crops: Paddy/ Sugarcan  vii) Cattle: Notows No 0  viii) Do you have own tailet: Yes/No  k) Type of Cooking fuel used: LPG/Ke	Pucca/ Pucca /Ap Rented re-well/Govt.Ta :Yes/No Acres e/Groundnuts/Vo x_No_Buff	p connection egetables/ aloes^	Any other NO	Cylin do r
3. Economic Status details:  (ii) Nature of House Building Hut/Semi  (iii) Nature of House building: Own/  (iii) Drinking Water facility: Well/Bo  (iv) Availability of Agricultural Land  (v) Extent of Agricultural Land:  (vi) Names of crops: Paddy/ Sugarcan  vii) Cattle: Notows No 0  viii) Do you have own tailet: Yes/No  (v) Type of Cooking fuel used: LPG/Ke  (v) Is any family member part of DWA	Pucca/ Pucca /Ap Rented re-well/Govt.Ta :Yes/No Acres e/Groundnuts/Vo x_No_Buff	p connection egetables/ aloes^	Any other NO	Harry Harry
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(iv) to you have Govt Aarogyesri Card	(Yes/No			1.00	
5. Other Details:				NA SPECIALISM	
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60 the You have TV: Yes/No	/	-30		Total	
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(iv) is internet evolutile at home: Ye	s/No	AL S			
6. Home of the Govt. Schemes reco	V .				
Japanerne Vidhya Desvera	Ves/No				
Jaganama Vasethi Decvena	Yes/No	Market			
Ruittu Bharesa	Yes/No				
	ma vadi				
Any other scheme:			THE PARTY		
7. Any three problems faced in the	village				
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1. Furthy betake:				
3.36 Nome of the Respondent	Gender	Age	Education	Profession
		120	AND STORY	former
1. K. Babu Rad	M	63	514	House wife
k Sarahuathi			213/05/10	
		1		101/22/2010
2. Social Status details:  (i) Caste: S.C. St./ ST /BC-A-B-C-D-E/  3. Economic Status details:  (i) Type of House Building Hut/Semi	Putta/ Putta			(III) Religions - Hindu
3. Economic Status details:  10 Type of House Building Hut/Semi  10 Nature of House building: Own/  10 Drinking Water facility: Well/B  10 Availability of Agricultural Land  10 Extent of Agricultural Land  11 Nature of cones -Policy/ Sugarca	Pucca/ Pucca Rented ore-well/Gov d:Yes/No No Acre	/Apartment/B t_Tap connections ts/Vegetables	ungelow on /Common top / Any other <u>N</u> 3	(III) Religions - Hindu
10 Caster S.C. St./ ST /BC-A-B-C-D-E/ 3. Economic Status details: 10 Type of House Building Hut/Semi 10 Nature of House building: Own/ 100 Drinking Water facility: Well/B 100 Availability of Agricultural Land	Pucca/ Pucca Rented ore-well/Gov d:Yes/No No Acre pre/Groundnu 0x_610  /Kerosene/Eli WRCRA group	/Apartment/B t.Tap connection s ts/Vegetables Buffaloes_2 ectricity/Wood	ungelow on /Common top / Any other <u>N.10</u> AND Sheep/Gosts	Cylinds Y

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Pende to.   4 - 88	Hebitet		Parete Natra	Control District Control
1. Family betalts:	Mandal	I. Moss	1 *****	I kyishia
S.No Moree of the Respondent	Gender	Age	Education	Profession
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		A SERVICE	A STATE OF THE STA	
2. Social Status details:  10 Easter [SCASC/ST /BC-A-B-C-D-E/DC  3. Economic Status details:  10 Type of House Building Shut/Semi Pu  (10) Nature of House building: Own/Re	era/ Pucca /A	partment/	lungatow	(III) Religione - 1-5% dun
2. Social Status details:  10 Easte: [SCASE/ST /8C-A-8-C-D-E/DC  3. Economic Status details:  10 Type of House Building :Hut/Semi Pu  10 Mature of House building: Own/ Re  10 Drinking Water facility: Well/Bore  10 Availability of Agricultural land: [No Extent of Agricultural land: [No Extent of Agricultural land: [No Cours No Ox	real Pucce /A nted well/Govt.T res/No O_Acres Groundruits/	partment/lap connecti Vegetables	Any other ND Sheep/Goats	
2. Social Status details:  10 Easte: [SCASE/ST /8C-A-8-C-D-E/DC  3. Economic Status details:  10 Type of House Building: that/Semi Pu  10 Mature of House building: Own/Re  10 Drinking Water facility: Well/Bore  10 Availability of Agricultural land:  10 Extent of Agricultural land:  10 Extent of Agricultural land:  10 Names of craps: Poddy/ Sugarcane/  10 Cattle: No Cows No Ox  10 Do you have own toilet: Yes/No  10 Type of Looking fuel used: LPG/Ken  10 Is any family member part of DWRC	rest/Pucce /A nted well/Govt.Y res/No OAcres Groundruits/A/OBu osene/Electr	partment/lap connecti Vegetables  ffaloes	Any other ND Sheep/Goats	Ginder
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(iv) the year best Covt, A	proposeri Card (Fe)/Fe		
5. Other Petalis:			
		The state of the s	
(i) to You have TV: Yes	7Nh		
(ii) Do you have Habits	e Yes /No		
(iii) Do you have Laptop:	Yellio		
(iv) Is internet evoltab	ile at home: Yes/No		
6. Name of the Govi			
Jaganenna Vidhya Deni			
Jaganawa Vinathi Bee Raithu Bharesa	Venil Yes/No		
Any other scheme:		of the same of the	
Any other scheme:	No	The same of the same of	
	ns faced in the village:		
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STATE OF THE PARTY			
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Place	4 1 4 11		

Mouse No. 5-89	Name of the Statent : M. Na.ga pavan.  Group Registration Number : 6906							
Bank Co.	Habitet Mandal	Mow	Panchay District	The State of the S				
1. Family Details:	1 Print street	1 11000						
S.No Name of the Respondent	Gender	Age	Education	Profession				
The or the Respondent	- PENG	uite	- 12 / 5 / 5	10.				
1. V. venkaterwar Ro	M	60	10th	former				
2. V. Naga mani	F	50	54	House wife.				
3. V. Vashi	F	19	-					
	1	111						
L Social Status details:	F 11	, Bank						
Caste: Sc SC/ST /BC-A-B-C-D-E/ OC 3. Economic Status details: Type of House Building :Hut/Semi Pu Nature of House building: Own/ Res Drinking Water facility: Well/Bore Availability of Agricultural Land :Y Extent of Agricultural land: NO	cca/ Pucca // inted well/Govt. 'es/NoAcres	Apartment/I Tap connecti	Bungalow ion /Common tap	(iii) Religion: Hindu				
Caste: Sc SC/ST /BC-A-B-C-D-E/ OC 3. Economic Status details: Type of House Building: Hut/Semi Pu Nature of House building: Own/ Res Drinking Water facility: Well/Bore Availability of Agricultural Land: Y	cca/ Pucca // nted well/Govt. 'es/NoAcres Groundnuts	Apartment/I Tap connecti	fungatow ion /Common top / Any other NO	(iii) Religion: Hindu				
Caste: Sc SC/ST /BC-A-B-C-D-E/ OC  3. Economic Status details:  Type of House Building :Hut/Semi Pu  Nature of House building: Own/ Res  Drinking Water facility: Well/Bore  Availability of Agricultural Land: Y  Extent of Agricultural land: NO  Names of crops:Paddy/ Sugarcare/  Cattle: NO Cows NO Ox  Do you have own tailet: Yes/No  Type of Cooking fuel used:LPG/Kero  s any family member part of DWACO	cca/ Pucca / nted well/Govt. 'es/NoAcres Groundnuts. BioBio	Apartment/I Top connecti /Vegetables affaloes	langalow  ion /Common top  / Any other NO  No Sheep/Goats	ylinder				
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(iii) Any the Dersons in Family	Crest No.	Notice of	besigners	Transfer d	
E.No. Name of the person	Genter A				
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(in) the year have Gent Amergyon 5. Other Details:	ori Earl (Yes/No			instantia merinada	1
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(ii) Do you have Nabite:	Yes /No				
0m) to you have Employ:	Yes/No				
(iv) is internet evolution at h	The second secon				
6. Name of the Govt.Schen Jaganesna Vidhya Deevena					14 19
Jaganawa Vetethi Deevena	Yes/No				20
Raithu Bharese					
Any other scheme:	No Yes/No				
Any other scheme:	NO	Marchaule.			
7. Any three problems face	d in the village				
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Place	1111	H440.000	200	WALL TO SEE	5
Date	Signature of the Sign	gavan.	SIgnatu	re of the Mentor	
	NAME OF TAXABLE PARTY.				

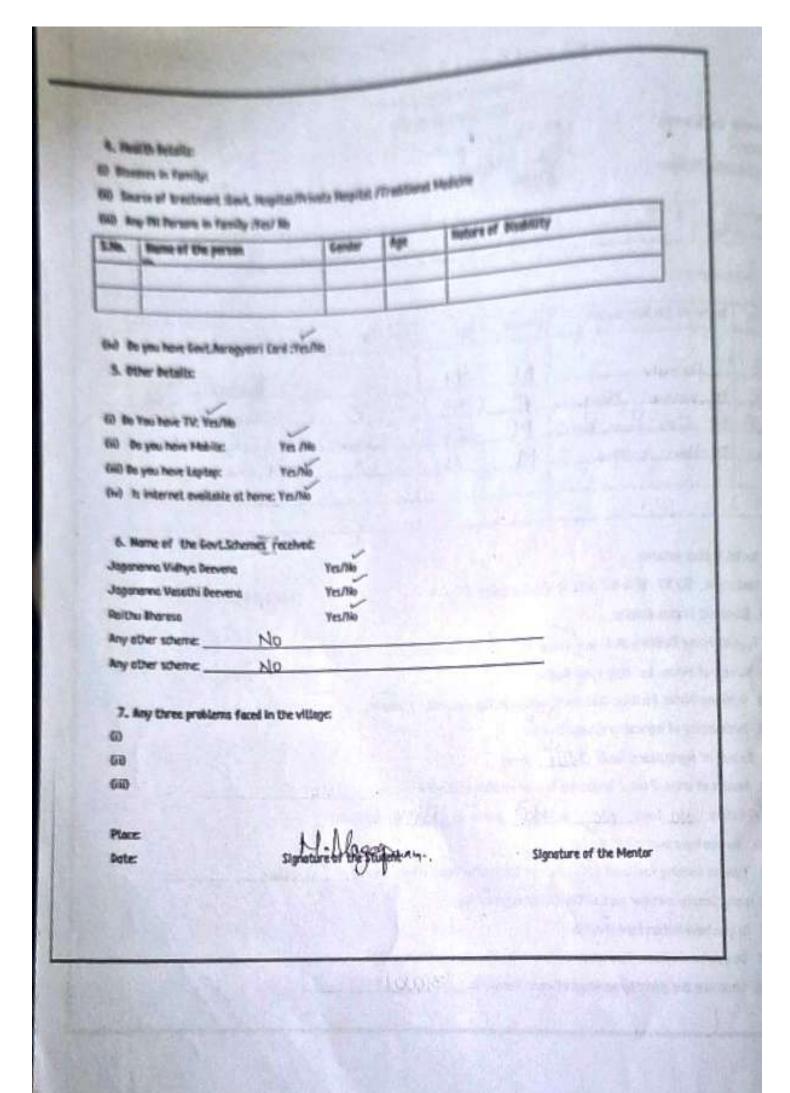
#### V.S.R. Govt.Degree & PG College, MOVVA COMMUNITY SERVICE PROJECT Socie-Economic Survey CCCCCCC Name of the Student : M. Abiga pavan Bac Gabal Registration Number 6906 Kuchipodi **Panchayat** House No. Hobitat. District. Post office MOUVE Mandal. MONNO kuchiputi 1. Family Details: Profession S.No Education Name of the Respondent. Age Gender M. Narchara yo 42 House wife 37 M. Sai Durga Rao Degree Shagero M. Siva Rhovani Degree 19 2. Social Status details: (iii) Religions Hindu 10 Coste Sc SC/ST /BC-A-B-C-D-E/OC (ii) Sub-Coste: Make 3. Economic Status details: (1) Type of House Building :Hut/Semi Pucca/ Pucca /Apartment/Bungalove (ii) Nature of House building: Own/ Rented (iii) Drinking Water facility: Well/Bore-well/Govt. Top connection /Common top (nv) Availability of Agricultural Land :Yes/No (v) Extent of Agricultural land: NO Acres (vi) Names of crops :Paddy/ Sugarcane/Groundnuts/Vegetables/ Any other th (wil) Cattle: No Cows No Ox No Buffaloes 3 Sheep/Goats (viii) Do you have own toilet: Yes/No (ix) Type of Cooking fuel used :LPG/Kerosene/Electricity/Wood/others specify\_ (x) is any family member part of DWACRA group :Yes/ No (xi) Do you have Ration Card :Yes/No. (xii) Do you have vehicle :Two wheeler/Auto / Car/Any other vehicle (wiii) What are the monthly earnings of your family Rs. 6,000

	torit, Nampital/Personia Manpital /Traditional S mily (Ver) No.   Gender   Age	Sebert of Displatity	
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Gul Do you have Gort Ass	sgyesti (ard :Tes/lio		and out of the last
5. Other Details:			
(i) to You have TV: Yes/N	1		
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(as) be you have Leptop: (iv) It internet evoluble			
6. Name of the Govt.S	charmes received:		
Jagananna Vidhya Perver	to verillo		
Jaganama Vesethi Berve	est Yes/No		40
Reithu Bharesa Any other scheme:			S milet 191
Any other scheme:	No		
	S. James		
7. Any three problems	faced in the village	THE PARTY NAMED IN	
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(ii)	STATE OF THE STATE OF		
	Signature of the Stylenit		Signature of the Mentor
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man	Morf the Student	sw the bove	te-Economic	NCE PROJECT Survey POLYTON	
- SER	p stretim Number	Dec 114			
House	No. 5-23	Hishitet		Penchayat District	Kritones
Post	ernor kuchipudi	Mandat	Movy	o juidice	1 Km Ivace
1. Fe	milty Detailts:				
S.Mo	Name of the Respondent	Cender	Age	Education	Profession
1.	M. Gope bud	M	φς	1044	Power
2	M. Noon lakelimi	F	33	_	-House wife.
3.	M. Verbal Chadu	M	22	Degree	Shidying
op-	M. Vinay Buby	M	Ia	Total Brech	Shirying
3. Econ Type o	Status details:  S.C. SC/ST/BC-A-B-C-D-E/O  omic Status details:  f House Building :Hut/Semi Po  e of House building: Own/ Re ino Water feeilite Well/Recei	ncce/ Pucce //	Ipartment/I	lungalow	(iii) Religion: Hindu
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(i) Castes 3. Econ (i) Type o (ii) Natur (iii) Drink (i) Availt (iii) Extent	S.C. SC/ST /BC-A-B-C-D-E/ Or ormic Status details: If House Building :Hut/Serni Pu e of House building: Own/ Re ing Water facility: Well/Bore ibility of Agricultural Land :h of crops :Paddy/ Sugarcare/	nted -well/Govt.1 /es/NoAcres Groundnuts/	ipartment/l (ap connecti Vegetables/	n /Common top  Any other NO	
O Caste: 3. Econo Type o Natur O Drink Avaite Extent Names Cattle	SC SC/ST /BC-A-B-C-D-E/ Ormic Status details:  f House Building :Hut/Semi Ple of House building: Own/ Reing Water facility: Well/Bore billity of Agricultural Land:  af Agricultural land: All of crops:Paddy/ Sugarcare/	nted -well/Govt.1 /es/NoAcres Groundnuts/	ipartment/l (ap connecti Vegetables/	n /Common top  Any other NO	
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(i) Caste:  3. Econo  i) Type of  ii) Natur  ii) Drink  ii) Avaita  Extent  Names  Cattle  Do you  Type of  Bo you h	S.C. SC/ST /BC-A-B-C-D-E/ Ormic Status details:  If House Building :Hut/Semi Pue of House building: Own/ Reing Water facility: Well/Bore billity of Agricultural Land:  of Grops :Paddy/ Sugarcare/  of Grops :Paddy/ Sugarcare/  of Looking fuel used :LPG/Kemi Puel Ration Card :Yes/No	nted well/Govt.1 res/No Acres Groundnuts/ Disene/Electri RA group :Yes	op connective Vegetables/	Any other No others specify (	
O Caste: 3. Econ Type of Natur O Prink Avaita Extent Names Cattle Do you Type of s any fo	S.C. SC/ST /BC-A-B-C-D-E/ Ormic Status details:  f House Building :Hut/Semi Ple of House building: Own/ Reing Water facility: Well/Bore billity of Agricultural Land:  of Grops :Paddy/ Sugarcare/  s. Nic. Cows No. Ox or have own tailet: Yes/No Cooking fuel used :LPG/Kemmily member part of DWACI	nted  well/Govt.1  res/No  Acres  Groundnuts/  No But  asene/Electri  A group :Yes  uto / Car/Ar	op connective vegetables/ Iffaloes icity/Wood/ icity/Wood/	Any other No others specify (	

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-	You have TV: Yes/No						11514
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	s you have Laptop:	Yes/No	-				
Del 1	t internet available	at home Yes/No					
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	Name of the Govt.S		1				
	neme Vidhya Deeven		Yes/No				
	rama Vasthi Decva nu Maresa	ne.	VENNO	-			
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	other scheme	No				Contracts	
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7.	any three problems	s faced in the vi	llane:				
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Registration Number 1	6906	tpu)		
The state of the s	Handal	3.775(85)	Penches Bistrict	
1. Family Details:				
S.No Name of the Respondent.	Gender	Age	Education	Profession
1 M		47		former
2. M. pamulu	M	45	alts.	-House wife
THE TOTAL INCOLLIN	M	27	Tinter	Pos
4. M. Siva Ram borish	M	25	10th	Former -
CICTON KYILMA	1,1			
. Social Status details:  ) Caste: Sc SC/ST/BC-A-8-C-D-E/OC  3. Economic Status details:  Type of House Building :Hut/Semi Puci	ca/ Pucca /			(iii) Religione Nined
Caste: Sc SC/ST /BC-A-B-C-D-E/OC  3. Economic Status details:  Type of House Building :Hut/Semi Puc	ted well/Govt. rs/No LO Acres iroundnuts sene/Elect	Apartment/I Tap connecti //vegetables. urfaloestricity/Wood	on /Common tap  / Any other	
Caste: Sc St/ST /BC-A-B-C-D-E/ OC  Economic Status details:  Type of House Building :Hut/Semi Puol Nature of House building: Own/ Ren Drinking Water facility: Well/Bore Availability of Agricultural Land: Ye Extent of Agricultural land: I did Names of crops: Paddy/ Sugarcane/O Cattle: Alo Cows No Ox Do you have own tailet: Yes/No Type of Cooking fuel used: LPG/Kero Is any family member part of DWACE	ted wet!/Govt. rs/No LO Acres broundnuts rsene/Elect M group : Y	Apartment/I Tap connecti  //Vegetables.  tricity/Wood  /es/ No	on /Common tap  Any other	D



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House		Hebitet.		Penchaye District	et fearthfurts
Post	office backipuli	Mandat	Mow	Destrict	I k signs
1. Fa	mily Details:				
S.Mo	Name of the Respondent	Gender	Age	Education	Profession
1.	V. Ventata Povi Babo		43	7th	Povmer
	V. Kusuma kumari	F	35	Loth	House wife
	V. Upendra kumar	11	20	Degree	Shadying
	v. provalita	F	18	Degree	Should
	The state of the s				
2. Socie (i) Caste 3. Ero (i) Type (ii) Nati	al Status details:  E: SC SC/ST/BC-A-B-C-D-E/OC  nomic Status details:  of House Building :Hut/Semi Puc  ure of House building: Own/ Ren  nking Water facility: Well/Bore-  ilability of Agricultural Land :Y	re/ Pucce / ited well/Govt	/Apartment/	Bungelow	(iii) Religions—Him
2. Social (i) Caste (ii) Caste (ii) Type (ii) Nate (iv) Ava (i) Exte (i) Narr (ii) Cat (ii) Do (iii) Type	nomic Status details:  of House Building :Hut/Semi Pucure of House building: Own/ Renaking Water facility: Well/Bore	real Pucce of ted well/Govt es/No Acres Groundnuts No	Tap connect  Vegetables  tricity/Woo	Bungalow ion /Common top  I/ Any other NO  3 Sheep/Goats	
2. Social 3. Eco (i) Casta 3. Eco (i) Type (ii) Nati (ii) Dri (iv) Ava (i) Exte (i) Narr (ii) Cat (ii) Do (ii) Type (is any (iii) Do yo	nomic Status details:  of House Building :Hut/Semi Pucture of House building: Hut/Semi Pucture of House building: Own/ Renaking Water facility: Well/Bore-ilability of Agricultural Land: Microst of Crops: Paddy/ Sugarcane/lites_N.Cows_N.DOxyou have own tailet: Yes/No e of Cooking fuel used: 1.PG/Kero	real Pucce inted  well/Govt es/No Acres Groundnuts No I	Apartment/ Tap connect s/Vegetables suffaloes_ tricity/Wao	Bungalow ion /Common top  I/ Any otherNO	

4. Health betails: D Biseases in Yamily!	Neopital/Private N	opital Pirenties	a praediction	Biseletty		
(iii) day th Derson in Egmily S.No.   Name of the person	Strain tree	nder Age	Setore o		//44/67	
		-				
		N. State				
(h) the year have Gent Acrogyt	earl Card (Yes/No			-		tout !
S. Other Betelts:						Lie!
X						-
(ii) Do you have Nobile:	Yes /No			71		Lance
(iii) Do you have Laptap:	Yes/No.					
(W) is internet evolution at I	Nome: Yes/No					
Jaganarina Vasalhi Deevena Raithu Bharasa Any other scheme:  Any other scheme:	No	s/No				
7. Any three problems fo	rad in the village:			dh ge		
(i)	and an out road.					
60					de de	
GIO		e .560				
				PLC NA		and the
Place	M.	Magsifiani	24		gnature of the M	lenter
Date:	Signature	pt and zelepent.	ALL.	26	gnature or the r	PETITAN
		V	F - 610			

in Processing		
	ABSTRACT OF SOCIO ECONO	MIC SURVEY
	♦ Location of Survey	Kuchipudi Village
	Total Nooffimilies surveyed	25
	1) Socialstatusoffamilies' details:	
A part of		01 , BC-B:01 ,BC-C:00 , BC-D:01 ,OC:04 ,0-
I DE	BC:02	NO. Chaladana 400
	Religion : Hindus:25, Muslim	s: 00 ,Christians:00
	NumberofMales: 44 Females:35	
	Number of Literates: 62	
The same	Number of Illiterates: 15	
The same of the sa	Number of Graduates:03	
	NumberofJobholders: 09	
The same of the sa	NumberofPH people: 00	
	2) Economicstatusofthehouseholds:	
Canada .	Categoryof houses:-Huts: 00	
·	Owned houses:23 Rented :02	
water .	Drinkingwaterfacility :16	
	3) Wells: NO	2) Bore-wells: 16 3) Govt.tap connections:
	09	2) Dote-wens. 10 3) Governap connections:
	No of house hold possessing ov	vn Agriculture land:02
	Total no. of live stock in the hab	itat:-0
-	Type of cooking fuel used :-LPC	3: 25 ,WOOD:00
-	Two Wheeler Vehicles: 18Thre	
Land .	No. of house hold have own toile	
-	No. of ration cards	:23
	Road connectivity to the village	
-	Bus facility available	: Kuchipudi
	Das facility available	:Yes
4)	Healthdetailsofsample household:-	
	Commonhealthproblemsinthevilla	ge :B.P
	Governmenthospital	
- 600	Privatehospital	: 00
	The state of the s	:08

8) Other details:	
No. ofhouses haveTV	124
Noofhouseshave mobile	124
6) NameoftheGovt.Schemesrece	ived
JaganannaVidhya Deevena	: 04
JaganannaVasathi Deevena	: 01
RhythmBarossa	: 00
Others	: 00
7) Major problems being faced	in the village:
1) DRINAGE PROBLEMS	
2) STREET LIGHT PROBI	EMS
3) ROAD PROBLEMS	
4) DUMPING YARD PRO	BLEMS

## CHAPTER-4

## VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT

LOG BOOK

Stroup: Bsc [Mpcs]

2189 22 3050011 HT No:

AREA OF THE CSP CONDUCTED: KUCKIPULI .

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
1)	17/7/20	SOCIO ECONOMIC SURVEY IN KUCHIPUDI	3hrs	who	

Group: BSCEMPOD
HT No: Que

HT No:

buchipust.

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
3)	24 Ata	SOCIO ECONOMIC SURVEY IN EUCHIPUDI	2hrs	Hologer	

Name of the Student: M. Maga pavon

Group: Bsc CMpcD.

HT No: 2129223050011 [Cuchipust.

Nature of Activity (Survey/Awareness programme/Others):

Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
	SOCIO ECONOMIC SURVEY IN KUCHIPUDI	2hrs	H-Nagop	
		Date Observations  SOCIO  ECONOMIC  SURVEY  IN	Date Observations spent in the village/ward  SOCIO  ECONIOMIC  SURVEY  1N	Date Observations spent in the village/ward the Student  SOCIO ECONIOMIC  SORVEY  1N

Name of the Student: M. Naga Pavan
Group: BSc [Mpo]

HT No:

AREA OF THE CSP CONDUCTED:

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
φ)	-H08]21	SOCIO ECONOMIC SURVEY IN EUCHIPUDI	2 hrs	11. Alogoit	

Name of the Student: M. Maga Povbu

Group:

HT No: 2129223050011 Kuchipudi.

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
5)		SOCIO ECONOMIC SURVEY IN ICUCHIPUDI	2 hrs.	M. Flogat	

Name of the Student: M. Noga Pavan
Group: BSC [MpcD]
HT No: 2129203050011

AREA OF THE CSP CONDUCTED: CUCHI FULL.

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
6)	19/8/2	SOCIO ECONOMIC SURVEY INI ECCHIPODI	2 hrs	H. Noger	

Name of the Standard: M. N. N. Dago Parion

Group: BAC (Mpc)

HT No: 212/4 2023/50011

AREA OF THE CAP CONDUCTED: EACH PLAN

Nature of Activity (Survey/Americans programme/Orders):

Oncide

No of heart

Signature of Remarks

S.No	Date	Omite Observations	No of bours spent in the village/ward	Signature of the Student	Remarks
7)	20 8 22	SOCIO ECONOMIK SURVEY IN LUCHIPUDI	2 hrs	w. Alagap	

## WEEKLY REPORT

Name of the Student: M. Naga Pavan

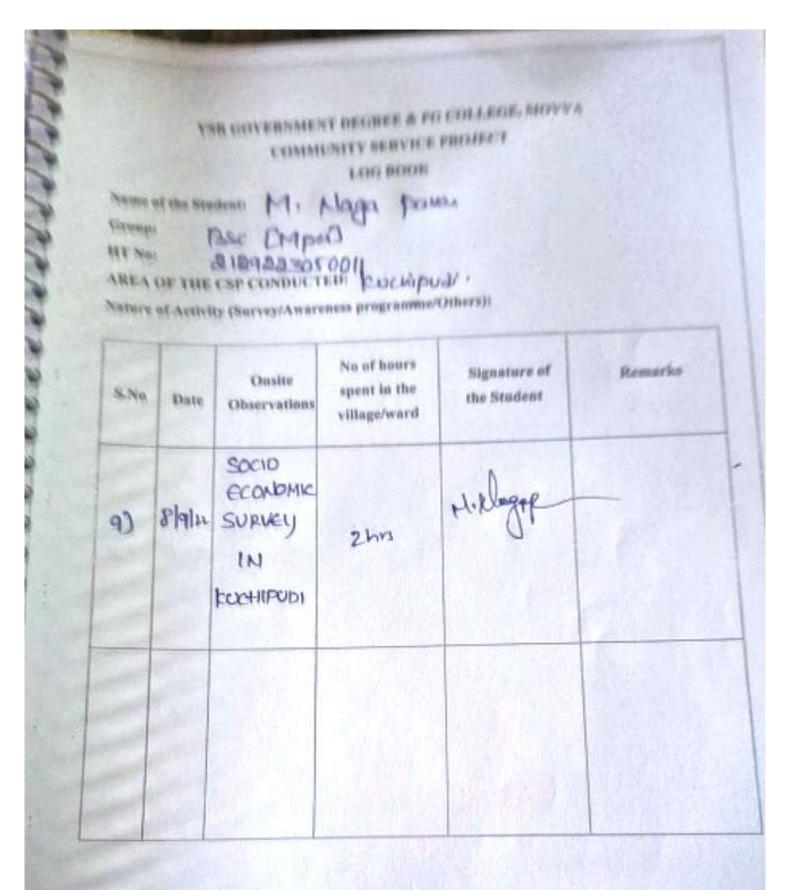
Group: BSC [Mpen]

HT No: 212922 305 0011

AREA OF THE CSP CONDUCTED: KUCKI POST

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
8)	719122	SOCIO ECONOMIC SURVEY IN CUCHIPUDI	2.hvs	Magay	



## VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT LOG BOOK Erroup: BSC [Mpcs] THE CSP CONDUCTED: Lochipul. Nature of Activity (Survey/Awareness programme/Others): No of hours Remarks Signature of Onsite spent in the the Student Date Observations village/ward 20010 ECONOMIC 2 hrs SURVEY 10) 9/9/22 IN KUCHIPUDI Signature of the Mentor

LOG BOOK

Name of the Students M. Maga Pavan

Group: 135c [MpcD

HT No: 212022 30 50011

AREA OF THE CSP CONDUCTED: CUCHPUS!

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
11)	10/9/20	SOCIO ECONOMIC SURVEY IN CUCHIPUDI	2 hrs	22 Daget	

Name of the Student: M. Abga pavan

Group: BSC CMPSI

AREA OF THE CSP CONDUCTED: Cochipudi

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
12)	12/9/22	SOCIO ECONOMIC SURVEY IN KUCHIPUDI	2 hrs	wolger	

LOG BOOK

Name of the Student: M. Naga panon
Group: BSC[Mped].
HT No: 212922 3050011
AREA OF THE CSP CONDUCTED: Kuchipudi.

AREA OF THE CSP CONDUCTED:

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
13)	13/9/22	SOCIO ECONOMIC SURVEY IN EXCHIPUDI	2 hrs	whole	

LOG BOOK

Stroup: Bsc [Mpcs]

HT No: 212922 3050011

AREA OF THE CSP CONDUCTED:

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
14)	φ q <sub> 23</sub>	SOCIO ECONOMIC SURVEY IN KUCHIPUDI	2 hvs	werlegen	

1	WEEKLY REPORT
P	WEEK (From Dr 2 to Dr 150 1 7 12.5
,	Objective of the Activity Dones
,	Detailed Report:
-	We survey 15 more haves in loucing
'	and identify the few houses were made up
	of Concrete and few are hots. Majority of
	the houses are rested and water - Paciffy of
	Those houses is from the administry Municipality
	It is identified that the dring
1	system is not up to the mark. The roads
	P not Comfortable for the chily travels. We
I	Hound many demping gards in the Community.
t	The clearliness of the Comunity is very poorly
r	maintained we bund the majority of people are
+	based on agriculture. Lew of the people we
	availing benefits from the government we have
	Successfully Completed 15 more houses of Socio
	Economic Survey in Euchipudi.

COMP	LOG BOOK LOG BOOK LOG BOOK LOG BOOK LOG BOOK LOG BOOK	wd.	
S.No Date Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
Community Accordance  15) 15/9/16 programme Conducted on "Shop Child marriaged	Lphv3.	culage	
		Signatur	e of the Mentor

LOG BOOK

Name of the Student: M. Maga Pavan Group: BSC [Mpei] HT No: 2129223050011

AREA OF THE CSP CONDUCTED: DUCKIPUS'.

Nature of Activity (Survey/Awareness programme/Others):

S.No.	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
16)	16 qu	Job opportunity awarness programs at inter College	Lphrs.	ne plaget	

LOG BOOK

Werne of the Students M. Maga povar Group: BSC CMpcs)
HT Not 212923050011

AREA OF THE CSP CONDUCTED: COCH DON'

Nature of Activity (Survey/Awareness programme/Others):

S.No.	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
14)	19/9/2	Job Opportuity awarnem programe at inter College	Lphys.	and good	

Name of the Student: M. Naga

Group: BSCEMPON

HT No:

AREA OF THE CSP CONDUCTED:

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
18)	19/9/21	Job Opportunity awarrens programme at inter college	4hrs.	alflogat	

## NR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT LOG ROOK Name of the Student: M. Naga Doven Group: BSC[MpcD. HT No: 212420 3050011 AREA OF THE CSP CONDUCTED: Nature of Activity (Survey/Awareness programme/Others): No of hours Signature of Remarks Onsite spent in the S.No. the Student Date Observations village/ward Door to 2019 a Compaign Stop Child marriages Signature of the Mentor

Name of the Student: M. Alaga 150 Vov.

Group: BSC [Mpci)

HT No: 2129223050011 (Euchipudi.

AREA OF THE CSP CONDUCTED: (Euchipudi.)

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
20)	24/9/2	Door to Door Campaign On Stop Child Marriages	2hrs.	malage	

LOG BOOK

Stroup: BS CEMPED.

HT No: 2129223050011

AREA OF THE CSP CONDUCTED:

Nature of Activity (Survey/Awareness programme/Others):

Shop	S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
0	(اف	26/9/3	Door Canpaign	2 hrs.	m. Dogs	

	WEEK (From Dt .1.5. to Dt 2.6 - 9-2.3	
THEFT		
Obj	Jective of the Activity Done:	
	tailed Reports 15  9 21	
-	15  9/21	
_	We went to Sachivahyan	to express
00		
0	us interest of conducting Awamen C	umpaign
P	ragram od "stop child marriages" an	a tarly
1	naminages we gathered on the works	-from the
K	ochipudi and created awarmen among	them by
2	showing brochures and explaining them	about the
0	laborhages and disadvartages. Many wa	Done Davide
a	ad bearoughed basilians a comme	i parnupa
	ad responded positively and Orkively in	The program
u	m + 20,26,26/9/22 on this days	we Conducte
	to book campaign" on "Shop Chi	ld marriages
	non plogramme	-Roy this
u	week.	
		DATE OF
4		

LOG BOOK

Numentale Students M. Moga Povos

BSE CMPETI

AREA OF THE CSP CONDUCTED: KUCKIPULL

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
22)	39 Hh	Door to Door Compaign On Slop Child marriage	2hrs.	1. Dogs	

LOG BOOK

Name of the Students M. Naga Pavan Group: BSC (Mpcs)

HT No: 2129223050011 LUCHIPULI.

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
23)	2.8  9/*	Door to Door Compaign On Stop Child marriage	2hrs.	refero	

## SR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT LOG BOOK Name of the Students M. Nogo povon BSC [Mpcs] DIBARBIOTODII AREA OF THE CSP CONDUCTED: CUCHIPULA! Nature of Activity (Survey/Awareness programme/Others): No of hours Signature of Remarks Onsite spent in the Date the Student Observations village/ward boox to 24) 29/9/2 Campaign 2 hrs. 00 Shop Chil marriages Signature of the Mentor

1.00 BOOK

Name of the Steeless M. Nago Dava

Group: BSC CHIPEND

HT No. 3 10930 3050 011

AREA OF THE CSP CONDUCTED: COXH PUBL.

Nature of Activity (Survey/Awareness programmse/Uthers):

S.No	Date	Onsite	No of hours spent in the village/ward	Signature of the Student	Remarks
25)	2c 9 22	Door to boor to boor to child marriage,	3hm.	Jan Jan	

Name of the Students Mi Maga

Green BACE MIDED

HT New Diagon STOOL

AREA OF THE CSP CONDUCTED: CUCH PULL

Nature of Activity (Survey/Awareness programme/Others):

S.No.	Date	Onsite	No of hours spent in the village/ward	Signature of the Student	Remarks
26)	lolida	Door to Door Campaign On Stop Chill marriages	zhrs.	Typhia	

#### VSR COVERNMENT DEGREE & PG COLLEGE, SROVVA

COMMENTY SERVICE PROJECT

ECPG WOOK

Name of the Statement M. Noga Pavas

Box CAPED

No. 312 920 30 50011

AREA OF THE CSP CONDUCTED: KUCHPUH

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of bours spent in the village/ward	Signature of the Student	Remarks
21)	11/10/25	Door to Door Campaign On Stop Child Marriages	2 hrs.	1. Doge	

### VER CONTENNERS WESTERN & PURSUES, 10000 x COMMUNICATE SERVICE PROJECT M. HORES BROKENSO Group: BSE CMPOD HT No. 212022 3050011 AREA OF THE CSP CONDUCTED: CLEAPOUT Nature of Activity (Survey/Awareness programmo-Orbers): No of bours Remarks Signature of Onsite opent in the the Student S.No. Date Observations village/ward Door to 12001 28) 12/10/20 Compaign On Stop Child 2 hrs. Marriages Signature of the Mentor

	WEEKLY REPORT WEEK (From DE A) 12 10 11 10 11 10 11 10 11 10 11 10 11 10 11 10 11 10 11 10 11 10 11 10 11 10 11 10 11 10 11 11
Objective of the	Activity Done:
Detailed Report:	
	We went to Sachtvologian to emp
our into	rest Of Conducting - Awrenen Compaign pro
	Job opportunities we gathered on the
	at inter colleges and Committy
Creates -	Awareness among them by Showing
brochures	and emphining them about the
advantages	of Tab opportunities. Many straters
Darkcipate	and responded positively and -Classic
	Dyna ra nine.
	we have allocated lights progr
or this u	week.
A LUCION	
TOTAL SECTION	
A SECTION AND A	

# VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT LOG BOOK

Name of the Student: M. Maga Pavan

Group: BSCEMPOD

HT No:

2129223050011

AREA OF THE CSP CONDUCTED: CUCHIQUE

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
29)	130/22	Door to Door Campaign on Stop Child marriage	2hrs.	- Andrews	

### VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT LOG BOOK

Group: BSC EMPCIJ
HT No: 2129223050011

AREA OF THE CSP CONDUCTED: CUCH pust

Nature of Activity (Survey/Awareness programme/Others):

S.No.	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
30)	ιφιιφ	Door to Door Compaign On Stop Child marriages	2 hrs	12. Daget	

### COVERNMENT DECIREE & PG COLLEGE, SHOUTA COMMUNITY SERVICE PROFEST LOG BOOK

Croups BSC CMPOD

AREA OF THE ESP CONDUCTED: CUCH PUB.

Nature of Artivity (Survey/Awareness programme-(195ers):

Project report on Job opportunition 2 hrs. and Stop child marriages	S.No	Dute	Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
	31)	MO.	Tob opportunition and Stop cuild	2 hrs.	L. Dage	

# VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT LOG BOOK

Name of the Students M. Haga Davon

Group: BSC EMPED

bbbbbbbbbbbbb

HT No: 218928 3050011

AREA OF THE CSP CONDUCTED: CUCH pud

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
32)	p) 1922	Project Report on Tob Oppor -brikes and stop Child marriages	2 hrs.	more	

### VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA

#### COMMUNITY SERVICE PROJECT

LOG BOOK

Name of the Student: M. Maga pavon.

Group: 13SCL Mpci)

HT No: 2129223050011

AREA OF THE CSP CONDUCTED: CUCHIPULI

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
83)	180012	Project Report		L. Dogst	
		Job Opportunities and stop Child marriages	2hrs.		
		and stop Child marriages			

# VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT LOG BOOK

Name of the Student: M. Maga Pavan

Group: BSCEMPOD

HT No: 2129223050011

AREA OF THE CSP CONDUCTED: Cuchi pub.

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
34)	(a) (d)2·	-//	2 hrs.	, Degat	

### SR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT LOG BOOK

Name of the Student: M. Maga poven
Group: BSEMPCT

AREA OF THE CSP CONDUCTED: CUCHIPULI

Nature of Activity (Survey/Awareness programme/Others):

S.No.	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
35)		Project report on Job opportnities and Stop child marriages	3hrs,	a Page Area	

### WEEKLY REPORT WEEK (From Dt 13.to Dt...10-10-11

Objective of	the Activity Done:
Detailed Rep	orti
Socia Rist	We also prepared abstract of  Economic Survey which was done in the  two weeks of the project.  We allocated 15hrs in this  or report preparation we noted down  I onrite observations during the survey.

### VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA

### COMMUNITY SERVICE PROJECT

LOG ROOK

Group: BSC [14 pcs]
HT No: 212420 3050011 Davas

AREA OF THE CSP CONDUCTED: CLEW PLAN

Nature of Activity (Survey/Awareness programme/Others):

S.No		Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks	
36)	ellok	Project Report on Job opportunities and Stop Child marriages	2 hrs.	appel .		

VAR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT LOG BOOK

Group: Bac [Mpcs]

HT No. 212922305 0011

AREA OF THE CSP CONDUCTED: CUCHIPUM

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
37)	2 2/10/22	project report on Job appor builties and stop child marriages	2hrs.	J. Dor	

VAR GOVERNMENT DEGREE & PG COLLEGE, MOVYA.
COMMUNITY SERVICE PROTECT
LOG BOOK

Name of the Standards M. Alaps (Co.)

Green Bis CMPU)

the Bundaness

AREA OF THE CSP CONDUCTED KUCKPUT

Nature of Activity (Survey/Awareness programme/Others):

S.No.	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
38)	2.d tob	project Report On Job Opportunition and Stop Child Morriagen	zhrs.	salget	

### VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT

LOG BOOK

Name of the Student: M. Maga Pavan

Group:

BSCCMPED 21292050011 HT No:

AREA OF THE CSP CONDUCTED: KUCKIPUS

Nature of Activity (Survey/Awareness programme/Others):

S.No.	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
39	2.મી.ધ્યું <u>ગ</u>	Project Report On Job Opportunition and Shop child marriages	2 hvs.	W. Daget	

### VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT

LOG BOOK

Group: BSC [Mpcs] Povan

HT Not

AREA OF THE CSP CONDUCTED: KUCKIPUSI

Nature of Activity (Survey/Awareness programme/Others):

S.No	Date	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
40)	28/19	Project Report On Job Opportunities and Stop Child marriages	2hrs.	W. Dogle	

### VSR GOVERNMENT DEGREE & PG COLLEGE, MOVVA

COMMUNITY SERVICE PROJECT

LOG BOOK

Croup: BSC [Mpcs]

HT No: 2129 22 3050011

AREA OF THE CSP CONDUCTED:

Nature of Activity (Survey/Awareness programme/Others):

S.No	-	Onsite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
41)	29/9/22	Elearnem  programme  for  prevention  of  child  morriogen	Chrs.	N. Pegal	

### SR GOVERNMENT DEGREE & PG COLLEGE, MOVVA COMMUNITY SERVICE PROJECT

LOG BOOK

Name of the Student: M. Nago Povan

Group:

HT No:

AREA OF THE CSP CONDUCTED: CUCHIPUSI

Nature of Activity (Survey/Awareness programme Others):

S.No	Date	Ousite Observations	No of hours spent in the village/ward	Signature of the Student	Remarks
(42)	100	project report on Job opportunities and Stop Cull ld moxriages	Cephra.	Dr. Dagge	

### WEEKLY REPORT

All the individual reports are Consultated and abstract, is prepared.  Two Community automen Compaign well Conducted during the project.  On automen Campaign on Stop  Child marriages and prevent early marriages and other Compaign on Tols apportantities was  Conducted well woment and target avidence for the Second Campaign were Students The Shakens of Kexhipuli were addressed and created automent on job apportantities Report preparation is done for 18 hours.		e Activity Done:	
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### CHAPTER 5: OUTCOMES DESCRIPTION

Details of the Socio-Economic Survey of the Village/Habitation. Attach the questionnaire prepared for thesurvey,

Details of the Socio-Economic Survey of the Village/Habitation: Kuchipudi

We did socio-economic survey in Kuchipudi and visited 25 houses, interacted with those people and enquired their details about their professions and problems.

- In that village, they are involved in different types of professions like mechanics, workers, farmers, painters, hotel managers and daily laborers.
- People here belong to different castes and all of them are living in one area. In Kuchipudi village, Agraharam people are following their tradition.
- In Kuchipudi Agraharam people face some problems like lower salaries because of their caste and they can't receive any schemes from government.
- We initiated some programs like awareness of evils of child marriages besides creating awareness of job opportunities.

### Objectives:

- To tell about youth empowerment.
- To bring awareness on evils of child marriages.
- To explain clearly about job opportunities and career options for students.
- To enlighten youth that their decisions lead to youth development.
- To tell the importance of active participation of youth in social activities
- To tell about the importance of skill development to youth

### Problems identified and analysis of problems:

The social and economic conditions of the community have been identified in the major part of the community. They were physically handicapped, widows, and also mentally ill people among the sample size. Almost the whole community is below the poverty line and the economic condition is very poor. This apart, the issues related to drainages, dumping yards, roads, streetlights, early and child marriages, lack of proper guidance to youth also linger.

### **Problems Identified in Community:**

- Drainage Problem
- ♦ Street Light Problems
- Road Problems
- Dumping Yard Problems

Short -term and long-term action plan for possible solutions for the problems identified and that could be recommended to the concerned authorities for implementation.

### Short term plan:

- 1. Plan to conduct awareness programmer on child marriage.
- 2. Plan to conduct awareness programmer on job opportunities.

### Long term plan:

- 1. Conduct literacy camps to illiterate adults from college students.
- 2. Regular conditions of counseling enumerating the evils of child marriages.
- 3. Empower girls with information, skills and support network.
- 4 Educate and rally parents and community members around these suggested points

Description of the Community awareness programmers conducted wart the problems and their outcomes.

- Students got clarity about their careers.
- > Students learnt how to talk and interact with people.
- > Youth learnt the importance of skill development.
- > Youth tried to participate in social activities.
- > Youth learnt value of time and future.

### CHAPTER 6

## RECOMMENDATIONS AND CONCLUSIONS OF THE PROJECT

#### Recommendation:

### Learn from girls about their empowerment needs

- \*Use success stories: The power & peril of role models
- \*Make use of peer-to-peer approaches
- \*Empower girls through life skills and SRHR education

It is important to acknowledge that due to the lack of opportunities and the gender discrimination and inequality they face, empowerment interventions alone do not always suffice for girls to make alternative life choices. It can be difficult for girls to make alternative choices as this research example from Niger shows. Furthermore, girls may use their (limited) agency in favor of marriage in contexts where marriage is a way to secure economic security, social belonging, and respect. Check out our five tips for addressing girl's agency in programs and read the full article with tools to understand girls' agency and community control to better design activities that match girls' empowerment needs.

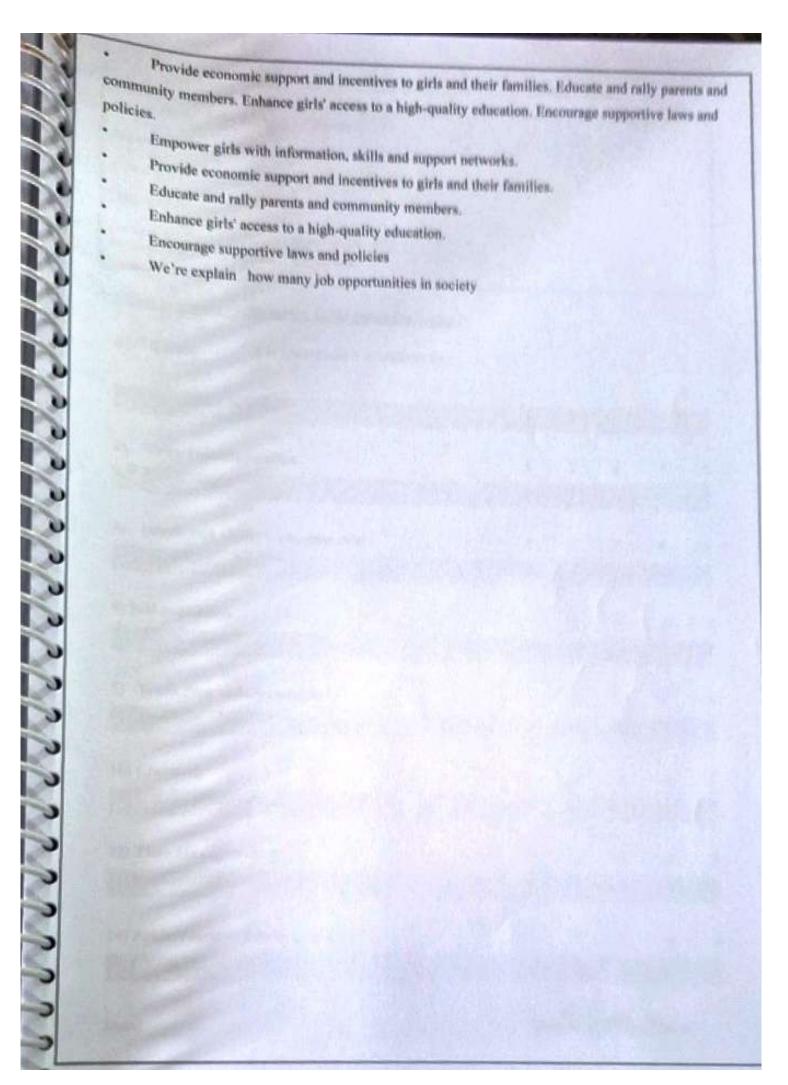
The programming across the Youth Empowerment Program is built on an "asset model," which reversed the normal decline of youth assets during adolescence as all YEP grantees who measured youth assets reported stabilization of asset levels, and each showed one or more assets which improved significantly

Based on preliminary data, the stabilization of, or actual increase in, minority youth assets in YEP grantee over baseline levels. programs correlates with more positive health outcomes, like reduced levels of teen pregnancy, STD's, violence, and substance abuse, along with better academic and wellness outcomes. These improved assets and health outcomes have been reported across the country by multiple YEP grantees, contributing to cumulative YEP data sets. Better youth asset profiles in YEP participants are an underlying foundation for better health choices.

The use of an asset model supplements and enhances direct disease prevention and health promotion

Asset models appeared highly effective in changing drug, alcohol, and tobacco use in minority youth. Swarthmore's Blueprints Program tested the effects of an asset model alone.

While providing no direct prevention programming in substance abuse, Swarthmore YEP students reduced these risky behaviors through asset-building alone.



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Date of Evaluation:  Name of the Person in-charge: PAFIAM SG Address with mobile number: MOVVA  Please rate your performance in the following areas:  Rating Scale: 1 is lowest and 5 is highestrank		5,1			
RatingScale: 1 is lowest and 5 is highestrank					
1) Oral communication	1	2	3	4	8
2) Writtencommunication	1	2	3	4	5
3) Proactiveness	1	2	3	4	5
4) Interaction ability withcommunity	1	2	3	4	5
5) PositiveAttitude	1	2	3	4	5
6) Self-confidence	- 1	2	3	4	5
7) Ability tolearn	1	2	3	4	5
8) Work Plan andorganization	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	
15) OVERALL PERFORMANCE	1	2	3	4	
		N	1		

# Evaluation by the Person in-charge in the Community/Habitation Stadent Name: M. Naga pavan Registration No: Period of CSP. From: 14/4/12 To: 30/10/12 Date of Evaluation: Name of the Person in-charge: RAFIAH \$13 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 selfevaluation RatingScale: 1 is lowest and 5 is highestrank

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I) Oral communication		2	3	4	III .
2) Written communication	1	2	3	4	5
3) Proactiveness	1	2	3	4	3
4) Interaction ability withcommunity	1	2	3	4	5
5) PositiveAttitude	1	2	3	4	5
6) Self-confidence	1	2	3	4	5
7) Ability tolears	1	2	3	4	
8) Work Plan andorganization	1	2	3	4	5
9) Professionalism	1	2	3	4	5
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I) Quality of work done	1	2	3	4	5
2) Time Management	1	2	3	4	5
1) Understanding the Community	1	2	3	4	5
	1	2	3	4.	
f) Achievement of Desired Outcomes  OVERALL PERFORMANCE	1	2	3	4	
) OVERALL PERFORMANCE					

Date:

Signature of the Supervisor

## PHOTOS AND VIDEO LINKS







