

# **SCHOOL EDUCATION**

(A CASE STUDY IN MAHALAKSHMI NAGAR OF KURNOOL CITY)

## **COMMUNITY SERVICE PROJECT – 2021-22**

Submitted to

**GOVERNMENT COLLEGE FOR MEN, KURNOOL**  
(CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL)  
Re Accredited by NAAC with B+ Grade (2.75 CPGA)



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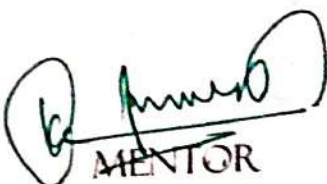
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## ACKNOWLEDGEMENT

We are extremely grateful to our Principal Dr. P. Kalavathi, MSc., PhD., of Government College for Men, Kurnool for the orientation and encouragement for our Community Service Programme (CSP) orientation.

We are thankful to the respondents of Mahalakshmi Nagar area who patiently and responsively answered the questions of our questionnaire. Our project came into a meaningful shape due to their responses and responsiveness.

We are also thankful to our mentor Dr. K.G. Mallikarjuna, MA, MPhil, NET, PhD., for spending his precious time and computer system skills in preparation of Logbook, Questionnaires, Master Table, Entry of responses, analysis and systematic representation and presentation of data into simplest and most attractive mode. The report could have not in the present stage in the absence of his guidance and care.

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# CONTENTS

S.NO	CHAPTER	PAGE
1	CERTIFICATE	1
2	AKNOWLEDGEMENT	2
3	CONTENT	3
4	CHAPTER – I: INTRODUCTION	4 - 5
5	CHAPTER – II: PROFILE OF THE DISTRICT AND SPECIFIED AREA OF SURVEY	6-8
6	CHAPTER – III: PROJECT METHODOLOGY	9
7	CHAPTER – IV: RESULTS AND DISCUSSION	10-15
8	CHAPTER – V: CONCLUSIONS AND SUGGESTIONS	16
9	PHOTOGRAPHS	17-21
10	APPENDIX – I SOCIO – ECONOMIC SURVEY QUESIONNAIRE	22
11	APPENDIX – II QUESTIONNAIRE OF SCHOOL EDUCATION	23
12	APPENDIX – III STUDENT LOGBOOK	24-25
13	APPENDIX – IV MASTER TABLE OF SOCIO-ECONOMIC SURVEY	26-27
14	APPENDIX – V MASTER TABLE OF SCHOOL EDUCATION	28-30
15	GRADE SHEET	31



# CHAPTER – I

## INTRODUCTION

### 1.1 PURPOSE OF COMMUNITY SERVICE PROJECT:



- ✚ Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development.
- ✚ Community Service Project involves us in community development and service activities and applies the experience to personal and academic development.
- ✚ Community Service Project is meant to link the community with the college for mutual benefit.
- ✚ The community will be benefited with the focused contribution of the college students for the village/ local development.
- ✚ The college finds an opportunity to develop social sensibility and responsibility among students and emerge as a socially responsible institution.

### 1.2 OBJECTIVES:

- It sensitizes the living conditions of the people who are around the surrounding area.
- It helps us to realize the stark realities of society.
- It brings about an attitudinal change in us and help us to develop societal consciousness, sensibility, responsibility, and accountability.
- It makes us aware of our inner strength and help us to find new /out of box solutions to the social problems.

### 1.3 NEED OF THE PROJECT:

- We are doing a project on the Socio-Economic status of 100 people in a particular area/village.

- Socio Economic status is a way of describing people based on their education, income, and type of job.
- It will help us know about work and employment of people in a particular area or village.
- Provision of community and social services, including welfare to individuals or community groups; social justice and general equity.

#### 1.4. SCOPE AND LIMITATIONS:

- The scope of our CSP is to do a survey of 50 households about their socio-economic status and the school education levels of their family.
- It can be done in any area we live in or can be done by choosing a particular village.
- The survey is limited to only 50 houses as there is a time limit of 4 weeks for the entire project.

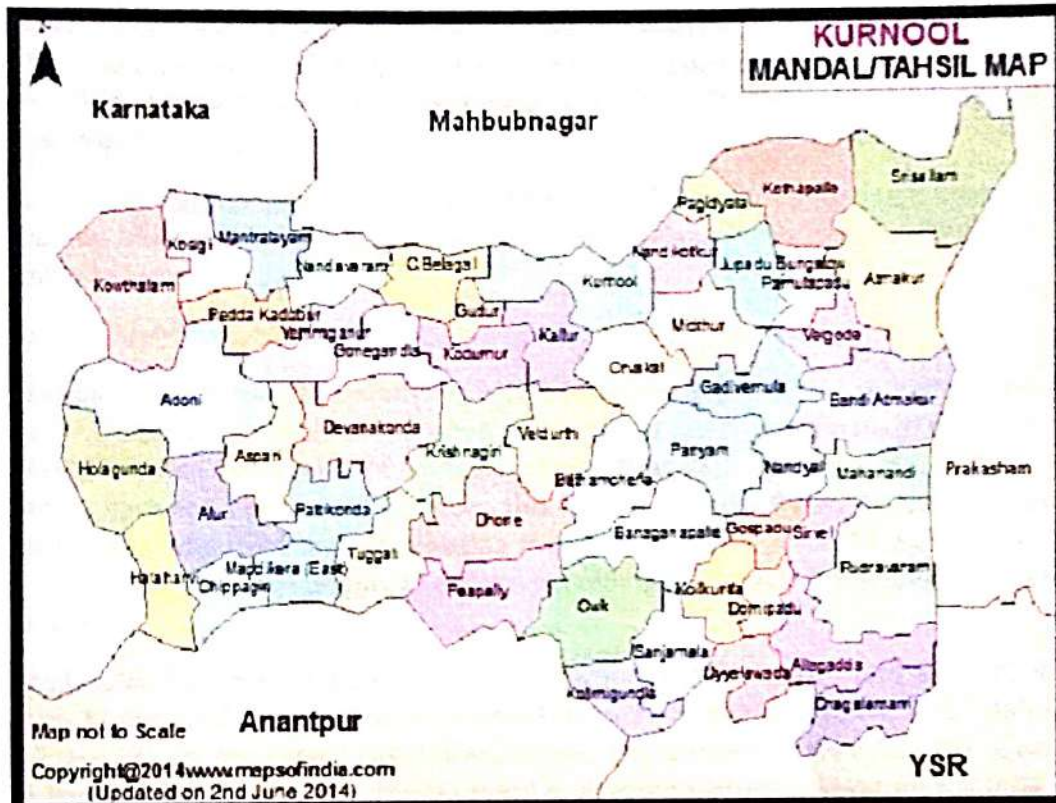
#### 1.5. CONCLUSION AND SUGGESTIONS:

We hope that your eyes have been opened to see the needs of citizens within your local community and those around the world. These needs are being met by organizations who are partnering with VOLUNTEERS such as yourself. Your research and volunteer experience have hopefully helped you to discover that "giving back" is a rewarding role of being a citizen and not only benefits those in need, but it benefits you too. It is my hope that you will continue to volunteer and more importantly, persuade and motivate others to do the same.



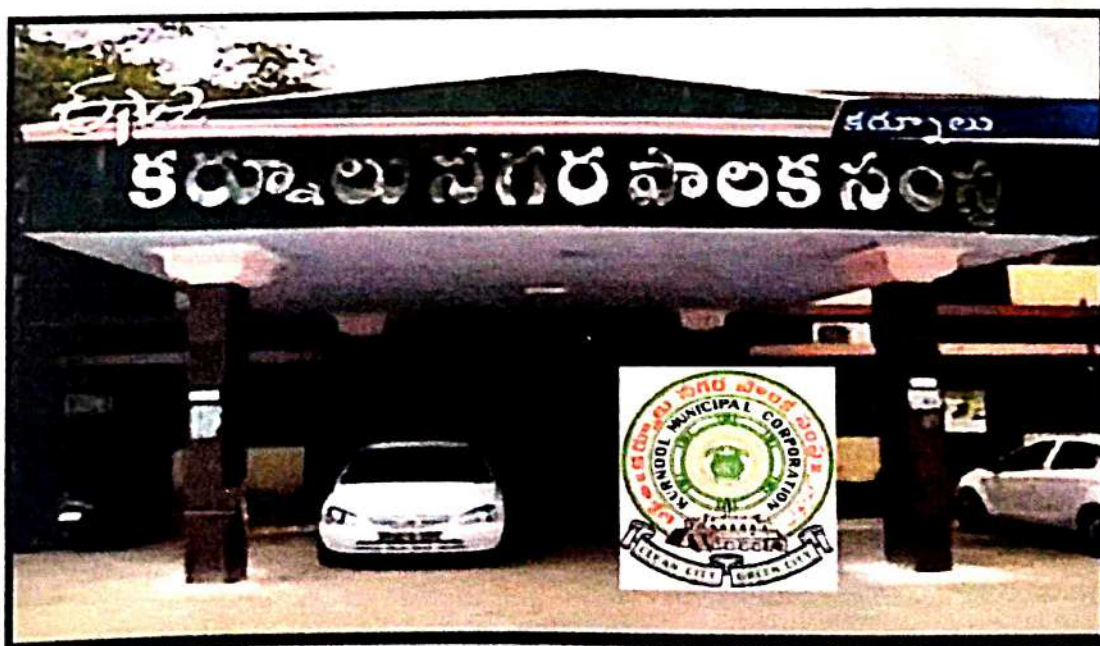
## CHAPTER - II

### PROFILE OF THE DISTRICT AND SPECIFIED AREA OF SURVEY



#### 2.1: About the Kurnool District:

The district derives its name from its chief town Kurnool the capital of former rulers, Capital of Andhra Pradesh State from 1st October 1953 to 1st November 1956 and at present the headquarters of the district. The name 'Kurnool' is said to have been derived from "Kandanavolu".





Kurnool District lies between the northern latitudes of 14° 54' and 16° 18' and eastern longitudes of 76° 58' and 79° 34'. The altitude of the district varies from 100 ft above the mean sea level. This district is bounded on the north by Tungabhadra and Krishna rivers as well as Mahbubnagar district of Telangana State, on the south by Kadapa and Anantapur Districts on the west by the Bellary district of Karnataka State and on the east by Prakasam District. The district ranks 10 in population with 43.23 People accounting for 4.63 % of the total Population of the state as per 2022 Population estimates, while in area it occupies the 3rd place with 17658 Sq. Kms., which account for 6.41 % of the total area of the state.

At present Kurnool District comprises 3 Revenue Divisions, 54 Revenue Mandals 53 Mandal Parishads, One Municipal Corporation, 4 Municipalities, 4 Nagara Panchayats, 889 Gram Panchayats, 921 Revenue Villages.

## 2.2: History of Kurnool District:

Kurnool district and its synonymous headquarters are a study in history and resilience. Situated in the interiors of Andhra Pradesh, Kurnool has its fair share of natural wonders like caves, rivers, thickly forested slopes and, of course, a city bustling with people, trade, and tourists. With a history dating back as far as the 11th century, this region was ruled by the Cholas, the Kakatiya kings and Achyuta Raya who gave the city a lasting memorial in the form of the Kurnool Fort. Naturally blessed, and with a deep and impactful culture pervading it, Kurnool is intriguing to travelers, both local and foreign.

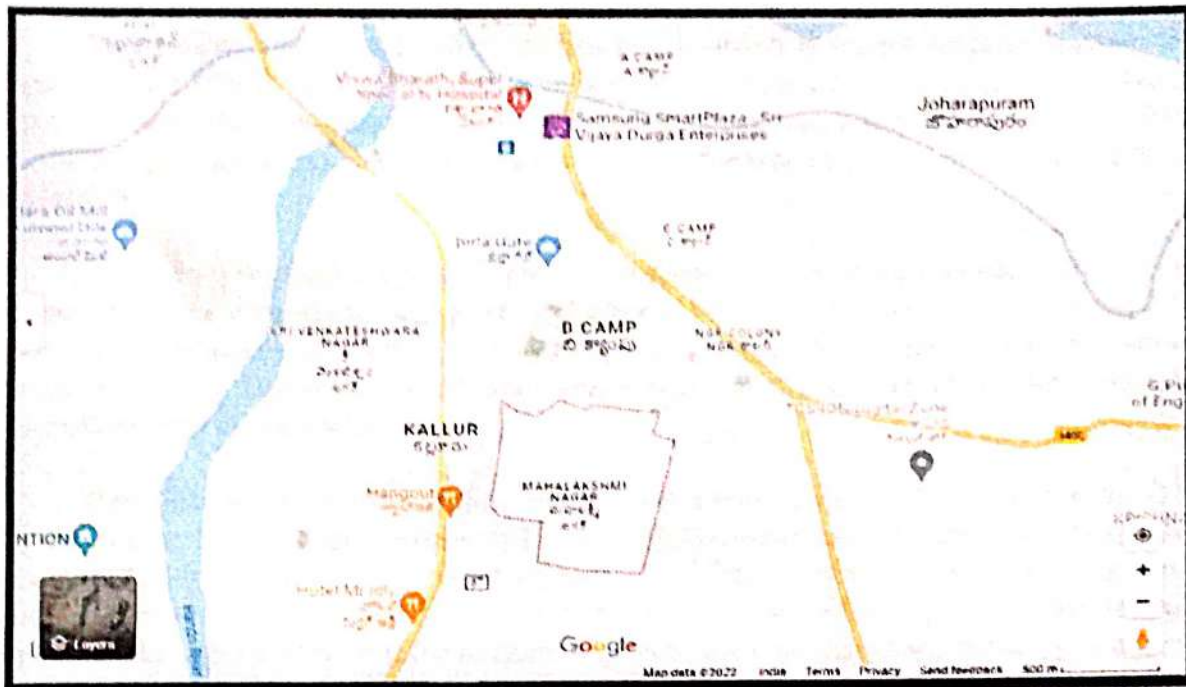
2.3: Demographic Features of Kurnool District: Kurnool District population in 2022 is 4,321,457 (estimates). As per 2011 census of India, Kurnool District has a population of 4,053,463 in 2011 out of which 2,039,227 are male and 2,014,236 are female. Literate people are 2,127,161 out of 1,246,369 are male and 880,792 are female. People living in Kurnool District depend on multiple skills, total workers are 2,029,425 out of which men are 1,164,122 and women are 865,303. Total 293,947 Cultivators are depended on agriculture farming out of 198,302 are cultivated by men and 95,645 are women. 869,074 people work in agricultural land as labor, men are 410,120 and 458,954 are women. Kurnool District sex ratio is 988 females per 1000 of males. Next Kurnool District Census will be in 2022-2023.

## 2.4: Profile of the study area – Mahalakshmi Nagar:

Name of the locality	: Mahalakshmi Nagar
Mandal Name	: Kurnool
District	: Kurnool
State	: Andhra Pradesh
Region	: Rayalaseema
Language	: Telugu
Time zone	: IST (UTC+5:30)
Elevation / Altitude	: 293 meters. Above Sea level
Telephone Code / Std Code	: 08518
Assembly constituency	: Kurnool
Assembly MLA	: Abdul Hafeez Khan
Lok Sabha constituency	: Kurnool Parliamentary constituency
Parliament MP	: Sri. SANJEEV KUMAR
Enter Pin Code	: 518002



## 2.5: Overall view of Mahalakshmi Nagar:



It is a sub-urban area with schools, colleges, and universities. In spite of that people in this area are backward, illiterate and unaware of the benefits of education. Most of the students in the educational institutions of this area are outsiders and particularly from nearby villages. The area is selected for the purpose of Community Service Project work because of this distinct feature and to promote awareness of education among the local communities.



### CHAPTER - III

#### PROJECT METHODOLOGY

Now-a-days, there is a broad consensus that research in school education system is very important, but little general agreement as to what it is. School education system is the basis of a strong and powerful educational system of a nation. A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers.

Most countries have systems of formal education, which is sometimes compulsory. In these systems, students' progress through a series of schools. The names for these schools vary by country but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught is commonly called a university college or university.

The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, high school into three and higher secondary into two. Students must learn a common curriculum largely (except for regional changes in mother tongue) till the end of high school. There is some amount of specialization possible at the higher secondary level. Students throughout the country must learn three languages.

This is a descriptive study with the following research questions

- ✚ To study socio-economic-demographical analysis in
- ✚ To find educational levels of the sample households.

In this project, simple random sampling technique is used to collect the information about educational levels and related problems in the study area i.e., Mahalakshmi Nagar of Kurnool city, Kurnool District. We design questionnaire based on health related problems and satisfaction levels of current health care system provided by Government of Andhra Pradesh.

A collected sample of 50 households from the selected area. The area is selected as it consists of combination of local people, migrants, labour, elite people. It is also chosen as it is very nearer to the college premise for which survey and other related Community Service Programmes can be designed and executed during the off the class-work period and even after the class-work period.

Many statistical tools like summations, averages, percentages etc., are used to arrive at a meaningful conclusion. Tables, charts, and graph are used as and when we feel to represent data in an easier and most attractive manner.

A Master Table is so designed and filled that the data of entire questionnaires reflect in it. The Master Table consists of synchronised data of Socio-economic Survey questionnaires and the School Education Survey data at a time in a glance. This makes the researcher analysing data very easily and complete the survey with a fruitful conclusion.

For the understanding the process of preparing questionnaire and the Master Table, copy of each of them is placed at the end of this report (Annexure) as reference to the people understanding this project and guide the researchers who probe into similar area and topic.



## CHAPTER - IV RESULTS AND DISCUSSION

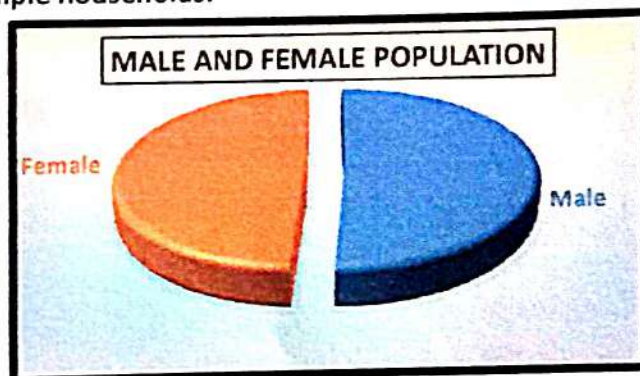
As discussed in the earlier chapters, we collected data from Mahalakshmi Nagar area, i.e., suburban part of the Kurnool City. 50 sample households randomly selected and analysed to know the educational levels and related issues of the area.

### 4.1: Socio-Economic-Demographic analysis – Preliminary Survey - First week:

The following are the results based on the sociological, economic and population related data of the sample households. An existing school education levels and related problems can be better understood with socio-economic backgrounds of the respondents in focus.

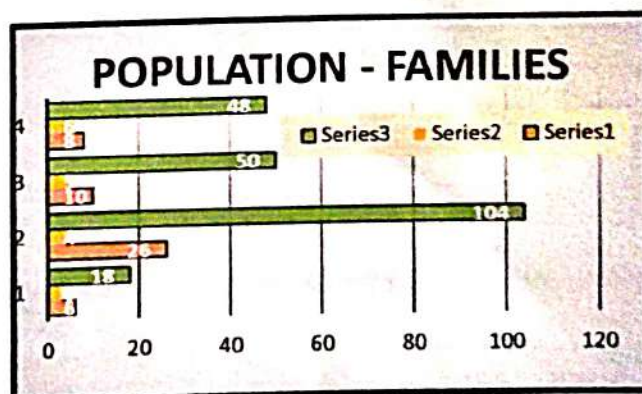
**4.1.1: Distribution of population:** Total population of 50 sample households is 220 among which 112 are male and 108 are female. It means the male to female ratio is 51:49. There is no noticeable gender difference between male and female among sample households.

Gender	Frequency	Percent
Male	112	51%
Female	108	49%
Total	220	100%



**4.1.2: Structure of population among sample households:** There are 220 people from 50 households. Some families consist of 3 members, some of 4 and some more 4 and above. Members distribution among sample households is shown below.

SN	No. of families	No. of members	Total	Percentage to Total
1	6	3	18	8%
2	26	4	104	47%
3	10	5	50	23%
4	8	6	48	22%
TOTAL			220	100%

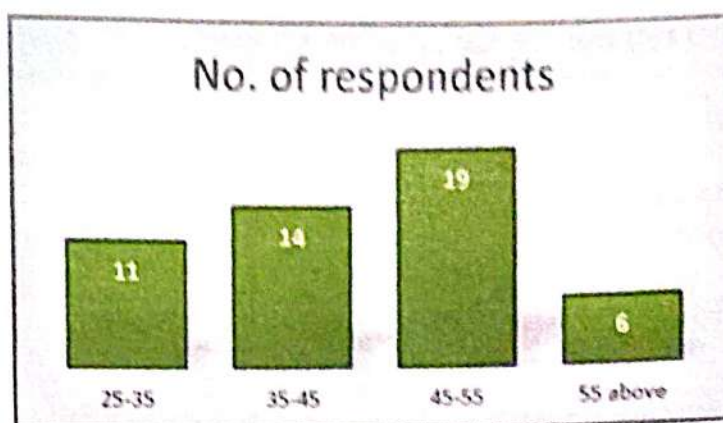


**4.1.3: Respondents:** There are totally 50 respondents in which 31 are male and 19 are female.

**4.1.4: Age-wise distribution of respondents:** Total 50 respondents belongs to different age groups. For convenience's sake we divided respondents from 25 years to 55 years above age groups. The distribution of respondents as per age group is analyzed below.



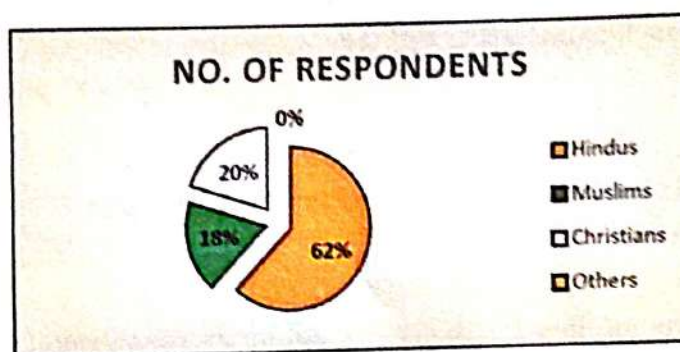
SN	Age group	No. of respondents
1	25-35	11
2	35-45	14
3	45-55	19
4	55 above	06
	Total	50



It is obvious that most of the respondents (19) are from 45-55 age group. The respondents of 55 years and above are very less that is only 6.

**4.1.5: Religion of respondents:** We divided the respondents based on their religion to analyses and found the school level education variation among different religious people also. Following table shows religious status.

SN	Religion	No. of respondents
1	Hindus	31
2	Muslims	09
3	Christians	10
4	Others	0
	Total	50



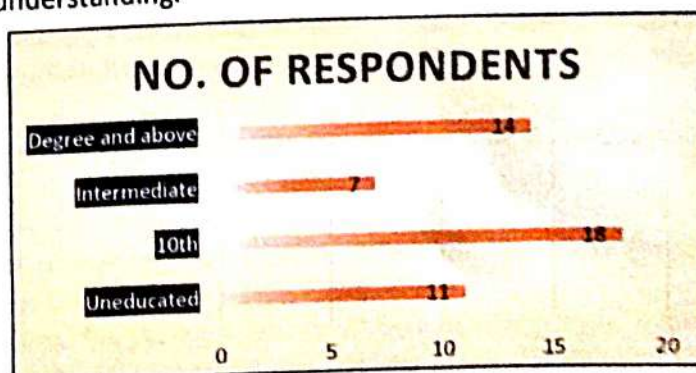
**4.1.6: Caste-wise Population:** The caste of the respondents is collected to analyses the educational levels of different communities of the society. Following table exhibits caste-wise distribution of households.

SN	Caste	No. of respondents
1	OC	8
2	BC	18
3	SC	18
4	ST	0
5	Minority	6
	Total	50

Among 50 families selected randomly for the study, 8 families belong to OC communities, 18 BC, 18 SC and 6 families to Minority community. There is no family belongs to ST community.

**4.1.6: Education Levels of the respondents:** The education levels of the survey respondents are shown in the following table and graph for easy understanding.

SN	Education levels	No. of respondents
1	Uneducated	11
2	10 <sup>th</sup>	18
3	Intermediate	7
4	Degree and above	14
	Total	50

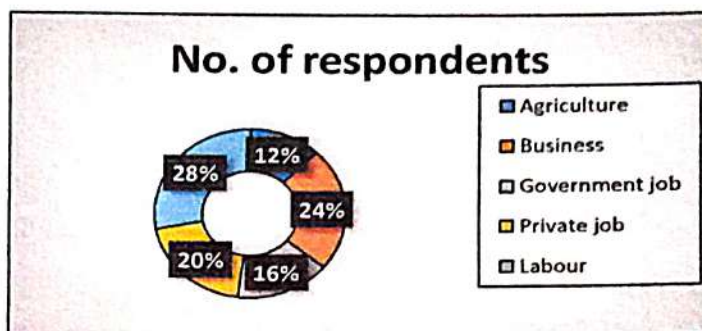




18 respondents completed 10<sup>th</sup> class and 14 respondents are well educated and reported to be under graduates and even above. On the other dark side, 11 respondents are uneducated.

4.1.7: Occupational distribution of respondents: The Occupation of a person invariably influence his educational status. Hence, we tried to gather the information regarding the occupational status of the respondents. Following data reveals the matter.

SN	Occupation	No. of respondents
1	Agriculture	06
2	Business	12
3	Government job	08
4	Private job	10
5	Labour	14
	Total	50



Only 12% of the households depended on agricultural sector. Nearly 28% of the respondents are labour. And 8 households are government job holders.

4.1.8: Area of the respondents: All the 50 families belong to the Kurnool urban society as the Mahalakshmi Nagar area fall under the Kurnool suburban area. Hence no single family belongs to rural area.

4.2: Physical Facilities: The survey collected data pertaining to the physical amenity of the sample households.

- ✚ Regarding the residence, only two respondents have huts and 48 have 'pukka houses'.
- ✚ Among the 50 respondents, 24 have their own houses, 23 are living in rented accommodation and remaining 3 are living in Government quarters.
- ✚ As the area is a part of the city, all the respondents have metal road.
- ✚ All the 50 respondents have their own latrines.
- ✚ 36 households are reported to have agriculture land in their villages. 24 respondents are landless.
- ✚ 41 among 50 have ration card to get the benefit from Government side, 9 houses do not have any card.
- ✚ Majority households maintain two-wheeler vehicles i.e., 44 households, only one house having either 3-wheeler or 4-wheeler vehicle. 5 houses have either vehicle at all.
- ✚ 38 respondents have refrigerators at their houses, remaining 12 houses do not have facility.
- ✚ Among 50 houses, 43 houses reported to have television sets and 7 houses don't have such thing.
- ✚ 48 households i.e., 96% of respondents maintain mobile phones and only 2 houses do not have it.
- ✚ Only 7 houses (14%) have their own computer system or laptops.
- ✚ 37 households (nearly 74%) of the respondents depend on Municipal tap water for their drinking water needs. only 13 houses bring Mineral Water Cans.
- ✚ As the area fell under Kurnool Municipal Corporation, almost 49 houses have proper drainage system.



- As well 49 households depend on the LPG gas for their cookery needs. Still one house depending on firewood.
- It is urban area. So, 45 respondents reported that they don't have any cattle stock. One reported to have cow or buffalo, one has hen and three reported to have goats and sheep.

#### 4.3: School Education – Survey Report:

4.3.1: Age of the school going children: We tried to count total number of schools going students among the respondents' houses. Following is the data collected.

AGE				EDUCATION LEVELS			
5-12		13-16		PRIMARY		SECONDARY	
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
29	18	21	11	29	18	21	11
Total = 47		Total = 32		Total = 47		Total = 32	
Grand Total = 79				Grand Total = 79			

The table shows how the school going children are stratified into 5-12 and 13-16 categories and between primary school and secondary school categories. There are 79 school going children among the area where survey is conducted.

4.3.2: School management: To the question that in which type of school you send your kids, i.e., whether Government or private? 29 respondents answered private and only 21 says Government school. It means 58 per cent of the respondents send their children to private schools.

4.3.3: Type of school: Among 50 respondents, 49 students are day-scholars and only one is hosteller.

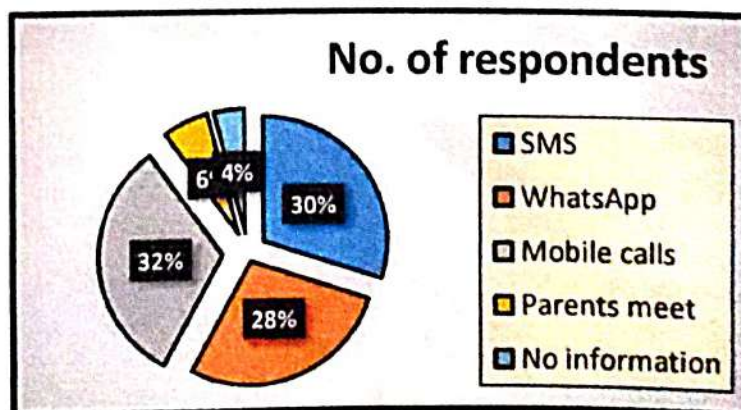
4.3.4: Behavior of school management: To a question "How the school management treats you, behaves good or not"? 48 respondents say the school management behave good towards them.

4.3.5: Satisfied Schooling: Almost 48 respondents are happy and satisfied with school education of their children and expressed no negativity against the school managements and teachers.

4.3.6: Helping in Studies: 44 respondents said that they help in the studies of their school going children in their studies. But 6 respondents do not help their children as they are illiterates and uneducated.

4.3.7: Information from school: To the question that how you will be informed by the schools about the studies of your children, their responses can be shown as under.

SN	Information	No. of respondents
1	SMS	15
2	WhatsApp	14
3	Mobile calls	16
4	Parents meet	03
5	No information	02
Total		50





32% i.e., 16 respondents are receiving mobile calls from schools and getting information on the studies of their children. This is followed by SMS (30), WhatsApp messages (28%).

4% respondents i.e., only 2 families informed that they are not getting any information from the schools regarding the studies of their children.

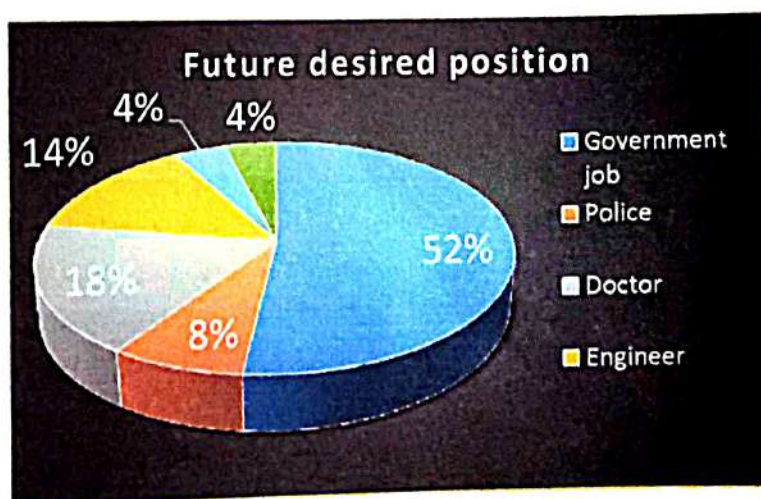
4.3.8: About the fee: 33 respondents i.e., 66% of the respondents feel that the school fee is very high and is increased repeatedly. Only 17 respondents do not have any concern regarding the volume of school fee of their children.

4.3.9: Government benefits: 39 respondents said that their children are getting some way or another the benefit from the State Government regarding the school schemes. They are around 78% of the total respondents. Whereas 11 respondents reveal that no such benefits are received from the Government for their children at all.

4.3.10: Tuitions: 23 respondents send their children to the nearby tuitions apart from schools in the evening times. 27 respondents said their children's studies at home only and do not go for any tuitions.

4.3.11: Future position of children: To an interesting question that what they desire about the future position of their children, the responses of the parents vary differently which is analyzed in the following table.

SN	Future Position	No. of respondents
1	Government job	26
2	Police	04
3	Doctor	09
4	Engineer	7
5	Army	2
6	Lawyer	2
	<b>Total</b>	<b>50</b>



More than 50 percent of the respondents wish their school going children settle with a government job in future. 18% of them wish to see their children as doctors, 14% as engineers. Only two respondents want to see their children become lawyer and two more as army personnel.

4.4: Second Week - COMMUNITY AWARENESS CAMPAIGNS: Under this various awareness programmes have been organized.

4.4.1: Awareness programme on Population: On 'World Population Day' 11<sup>th</sup> July 2022, a programme was organised to discuss the implications of population exploitation and measures to check population.

4.4.2: Awareness on Yoga: Students gone through the roads of the surveyed area to provide awareness on the Yoga and its usefulness among the households. On the eve of International Yoga Day this rally was organised to create a sense of awareness on the health benefits of yoga and its different postures.



4.4.3: Awareness programme on Plantation: On 30<sup>th</sup> and 31<sup>st</sup> July we distributed free flowing saplings of different varieties of plants in the area under survey. Nearly 50 plants from the own garden of our Economics lecturer Dr. KG Mallikarjun, we collected the sapling and distributed them among the respondents. In some cases, the saplings are re-potted and placed in a sunny area in the houses of the respondents.

4.4.4: Reading skills among school going children: On 7<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup> August 2022, Sunday, we declared the days as 'Reading Skill Days'. In the area under survey, students are gathered and tested their reading skills. They are informed the loopholes in reading and suggested tips for better reading. Prizes are also distributed to the students with best reading skills.

**4.5: Third Week – COMMUNITY IMMERSION PROGRAMME:** Under this programme we joined with different Government officials and render services for Community Immersion.

4.5.1: Distribution of Pamphlets on Government Schemes: On the advice of local Sachivalayam officials we prepared a pamphlet with details of many useful State Government Schemes and Programmes and distributed in Mahalakshmi Nagar on August 13<sup>th</sup>, Second Saturday, and August 14<sup>th</sup> the Sunday.

4.5.2: Cleaning of roads and cleaning programme: In coordination with the local Municipal scavengers, we cleaned the road and surroundings of the Mahalakshmi Nagar areas. Plastic covers and waste material is collected and handed over to Municipality Labours. This event has been continued on both days i.e., 10<sup>th</sup> the Second Saturday and 11<sup>th</sup> the Sunday of September 2022.

4.5.3: Immersion Programme on Swacha Bharat & Swacha Kurnool: Under this programme we joined our hands with local municipality waste collecting personnel and bring awareness on Swacha Bharat Abhiyan and the Programme of collecting wet and dry wastages separately by the Kurnool Municipality Corporation. Through demonstrations we provided information that how wet and dry wastages can be identified and how they can be disposed off separately. We moved along with waste pickup vehicles and provide awareness on this to door to door.

**4.6: Fourth Week – COMMUNITY EXIT REPORT:** Based on the variety of activities organized and participated under Community Service Project is summed, analysed systematically, and presented in this report.



## CHAPTER – V

### CONCLUSIONS AND SUGGESTIONS

From the above analysis, it is concluded that ...

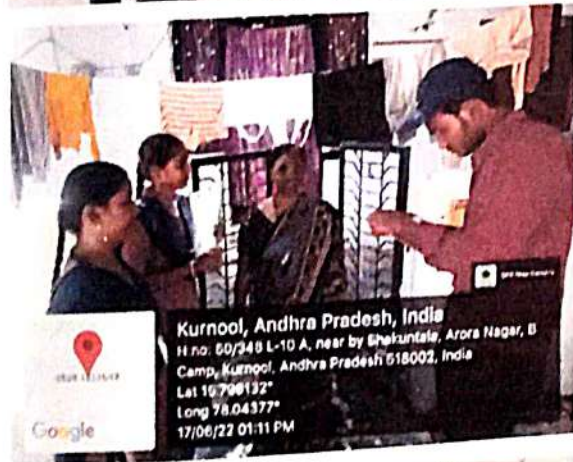
- ✦ People in the study area are preferring government and private schools equally.
- ✦ Almost all the respondents are satisfied with the school management.
- ✦ All respondents feel that they school management and teachers behave good with them.
- ✦ 90% of the respondents are helpful to the school going students in their off-school studies.
- ✦ Majority of the parents are feeling that school fee is not that much high but affordable.
- ✦ Almost all parents are getting information regarding the study information from schools.
- ✦ Majority of the respondents and their children are the beneficiaries of government schemes.
- ✦ Only half of the children of the respondents prefer to go for tuitions.
- ✦ Most of the respondents want to see their children in government jobs in their future.

**SUGGESTIONS:** From the above analysis it is concluded and following suggestions can be made.

- It is the obligation of the government to see all school going students get equal and guaranteed benefits irrespective of caste, creed, and religion at least at this stage of age.
- Schools must inform every information regarding the progress of the students through various means of information to the parents as we have already entered modern communication era.
- Schools must strive hard and prepare plans to make the dreams of the parents regarding their children's future positions.
- Parents meets are necessary in which teacher-parents meet directly and have meaningful conclusions.



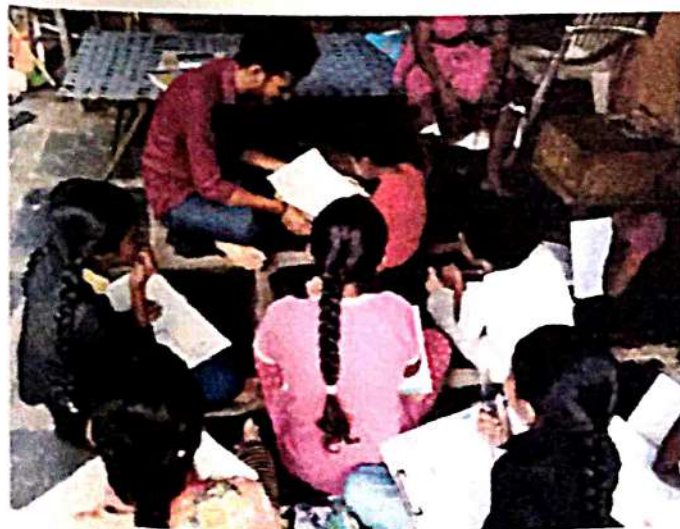
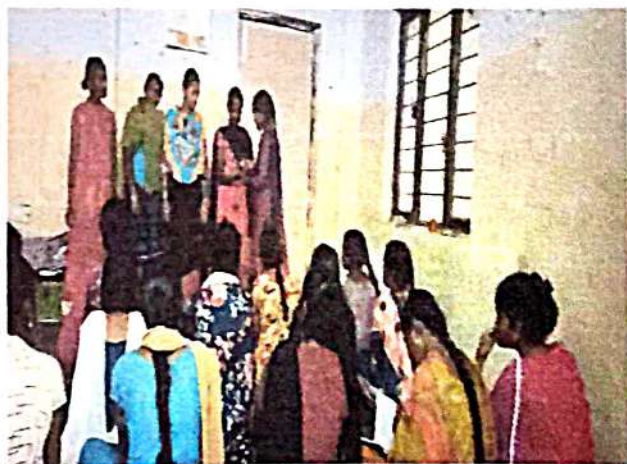
# PHOTOGRAPHS



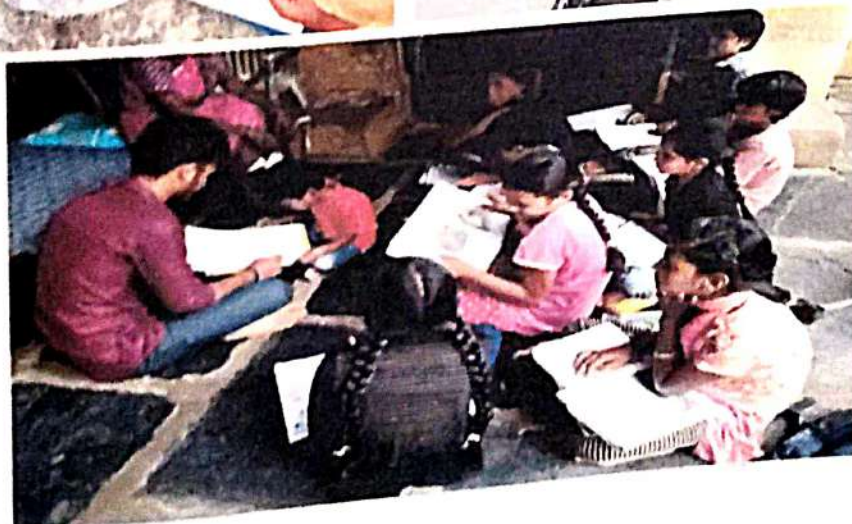
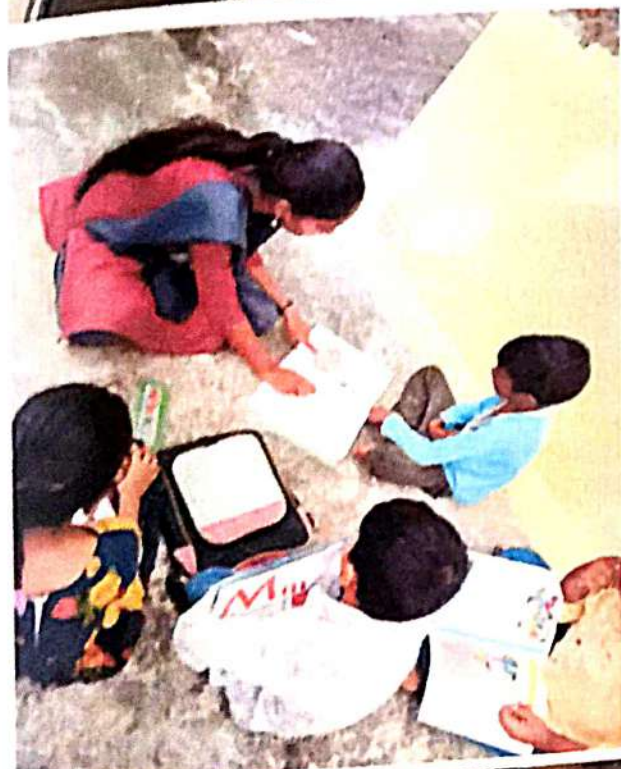




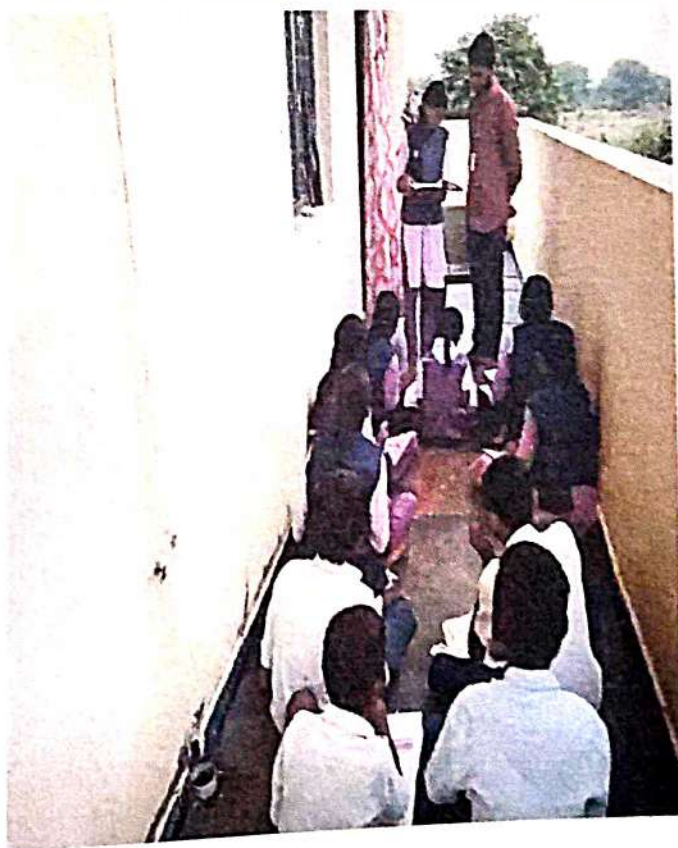
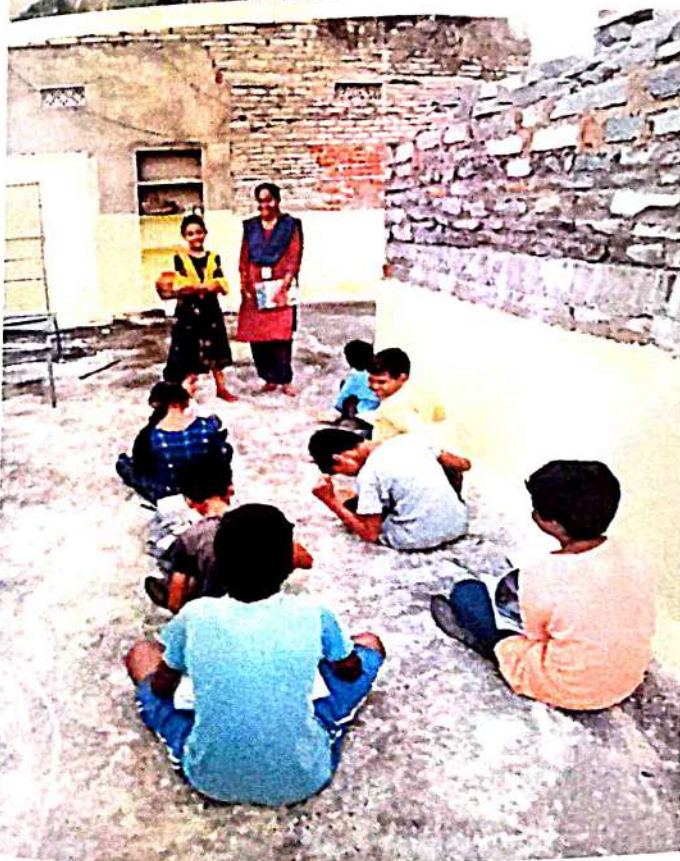
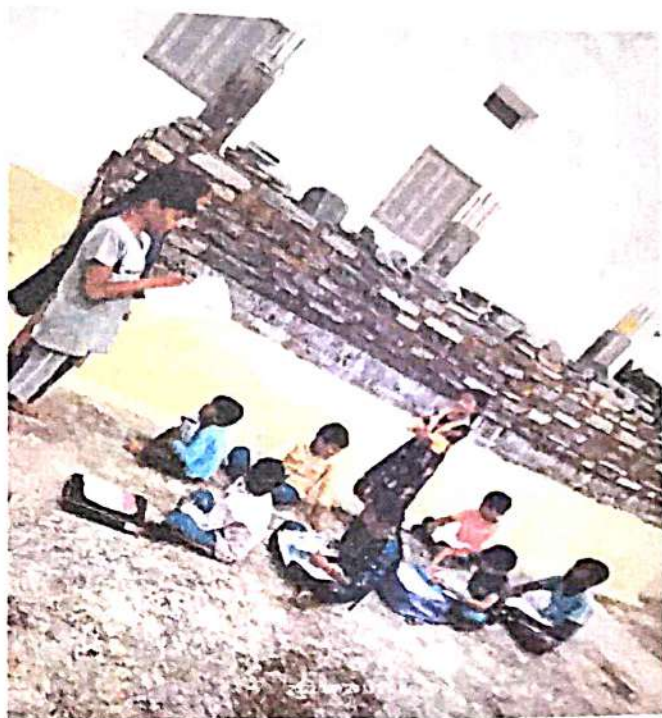
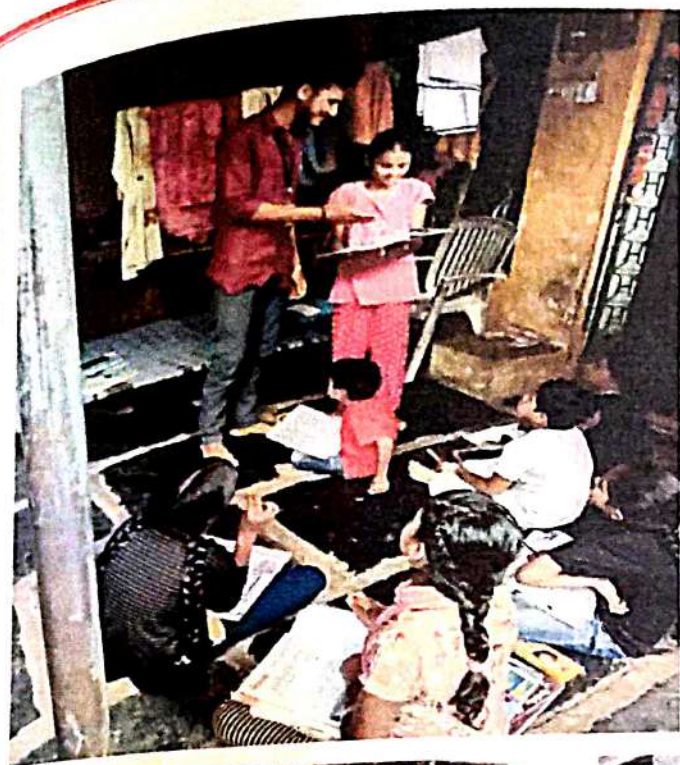












\*\*\* THE END \*\*\*







Date - 16-6-2022

# APPENDIX - I

GOVERNMENT COLLEGE FOR MEN, KURNOOL.  
COMMUNITY SERVICE PROJECT: SOCIO-ECONOMIC SURVEY



Name of the Student : M. Vinod Raj Kumar Registration Number: 20110002047  
Class: II B. A Group: B : A [HEP] Medium: EM/TM Mobile No: 9010759421

Name of the mentor: K.G. Mallikarjuna

మండలం: Kallur జిల్లా: Kurnool

Sample No: 1

I. సామాజిక మరియు జనాభా పరమైన సమాచారం:

I. సామాజిక మరియు జనాభా పరమైన సమాచారం:					
1.0	కుటుంబ యజమాని పేరు: S. Ansar Ali				
1.1	జెండర్	1. పురుషుడు ✓		2. స్త్రీ	
1.2	వయస్సు సంవత్సరాలలో	1. 25-35	2. 35-45	3. 45-55 ✓	4. 55 కంటే ఎక్కువ
1.3	మతము	1. హిందూ	2. ముస్లిం ✓	3. క్రైస్తీయన్	4. ఇతరులు
1.4	కులము	1. OC	2. BC/మైనారిటీ ✓	3. SC	4. ST
1.5	విద్యార్హత	1. నిరక్షరాస్యులు	2. 10 <sup>th</sup>	3. ఇంటర్ ✓	4. డిగ్రీ ఆ పైన
1.6	పుట్టి	1. వ్యవసాయం	2. వ్యాపారం ✓	3. ప్రభుత్వ ఉద్యోగి	4. ప్రైవేటు ఉద్యోగి
1.7	సాంవత్సరిక ఆదాయం	1. 0-50,000 ✓	2. 50,000-1 లక్షలు	3. 1-3 లక్షలు	4. 3 లక్షలు ఆ పైన
1.8	కుటుంబ సభ్యుల సంఖ్య	1	2	3	4 & ఆ పైన ✓
1.9	ప్రాంతం	1. గ్రామం		2. నగరం ✓	

## II. ఆర్థిక స్థితిగతులు:

2.1	ఇంటి స్వరూపం	1. గుడిసె	2. పక్క ఇల్లు/అపార్ట్ మెంట్
2.2	ఇంటిపై యజమాన్యపు హక్కు	1. సొంతం ✓	2. అద్దె ఇల్లు
2.3	ఇంటివరకు ఉన్న రవాణా విలాంబిడి?	1. మట్టి/సిమెంటు రోడ్డు ✓	2. తారు రోడ్డు
2.4	మీకు సొంత మరుగు దొడ్డి కలదా?	1. కలదు ✓	2. లేదు
2.5	మీకు వ్యవసాయ భూమి ఉన్నదా?	1. కలదు	2. లేదు ✓
2.6	మీకు రేషన్ కార్డు ఉన్నదా?	1. కలదు ✓	2. లేదు
2.7	మీకు సొంత వాహనం ఉన్నదా? ఏది?	1. ద్వీచక్ర వాహనం ✓	2. ఆటో/కారు
2.8	మీ ఇంట్లో ప్రిజ్ ఉన్నదా?	1. కలదు ✓	2. లేదు
2.9	మీ ఇంట్లో టివి కలదా?	1. కలదు ✓	2. లేదు
2.10	మీకు ముఖైల్ ఫోన్ ఉన్నదా?	1. కలదు ✓	2. లేదు ✓
2.11	మీకు కంప్యూటర్/laptop/tab ఉన్నదా?	1. కలదు	2. ప్రభుత్వ కుళాయి ✓
2.12	మీ త్రాగునీరు ఎలా లభ్యం అవుతున్నది?	1. క్యాను నీళ్ళు/పెల్లర్ నీళ్ళు	2. లేదు
2.13	మీ ఇంటికి డ్రైనేజీ సదుపాయం ఉందా?	1. కలదు ✓	2. కట్టలు
2.14	పంటచేయుటకు మీరు వాడే ఇంధనం ఏది?	1. LPG గ్యాస్ సిలిండర్ ✓	2. గొర్రెలు/మేకలు
2.15	మీకు గల పశుసంపద ఏది?	1. అవులు/బర్రెలు	3. కోళ్ళు

\*\*\*\*\*

*(Signature)*





3.1 పిల్లల వయసు: (5 నుండి 12 సం.)

బాలురు: ✓

బాలికలు: ✓

(13 నుండి 16 సం.)

బాలురు:

బాలికలు:

3.2 విద్య స్థాయి:

తరగతి	బాలురు	బాలికలు
ప్రాథమిక విద్య	✓	✓
సెకండరీ విద్య		

3.3 స్కూల్ యాజమాన్యం

: ప్రధానాధికారి / ప్రధానాధికారి

3.4 స్కూల్ రకం

: డి స్కూల్ / హైస్కూల్

3.5 స్కూల్ యాజమాన్యం మీతో బాగానే వ్యవహరిస్తుందా?

: అవును / కాదు

3.6 మీ పిల్లల విద్యాభ్యాసం పై మీరు సంతృప్తిగా ఉన్నారా?

: అవును / కాదు

3.7 ఇంటి వద్ద మీ పిల్లల చదువులో మీరు సహాయం చేస్తున్నారా

: అవును / కాదు

3.8 మీ పిల్లల చదువు విషయాలు స్కూల్ వారు మీకు ఎప్పటికప్పుడు తెలుపుతున్నారా? :

అవును

ఒకవేల అవును అయితే దేని ద్వారా?

WhatsApp/మొబైల్ కాల్స్/మొబైల్ SMS/పేరెంట్స్ మీట్/e-mails/ఇతరములు

3.9 కడుతున్న పేజీ చాల ఎక్కువ అని భావిస్తున్నారా?

: అవును/కాదు

3.10 పిల్లల చదువులకు సంబంధించి విద్య దీవెన లాంటి ప్రభుత్వ పథకాలు ఎవైన పొందుతున్నారా? :

అవును

3.11 విద్యాభ్యాసం కేవలం స్కూలులో మాత్రమేనా? ట్యూషన్ లకు కూడా పంపుతున్నారా? :

అవును

3.12 పిల్లలలో ఎవరినా dropouts ఉన్నారా? అందుకు ప్రధాన కారణం ఏంటి? :

X

3.13 మీ పిల్లలు భవిష్యత్తులో ఏమి అవ్వాలని ఆశిస్తున్నారు? :

డాక్టర్/ఇంజనీరు/ప్రభుత్వ ఉద్యోగి/లాయర్/వ్యాపారి/పోలీసు/ఆర్మీ/ఇతరములు

3.14 ఏవైనా సూచనలు ఇవ్వగలరు.

1.

2.

(Signature)



Student Name		
Hall Ticket No	Year	II
Semester:	Mentor Name	Dr KG. MALLIKARJUNA
Course Name:	Group Name	HEP

First Week: PRELIMINARY SURVEY

SN	DATE	DAY	No. of Households Surveyed	No. of Hours Spent	Signature of the Student	Signature of the Mentor
1	11.06.2022	SATURDAY	7	3	No. of	
2	12.06.2022	SUNDAY	7	3	No. of	
3	13.06.2022	MONDAY	7	2	No. of	
4	14.06.2022	TUESDAY	8	2	No. of	
5	15.06.2022	WEDNESDAY	9	3	No. of	
6	16.06.2022	THURSDAY	7	3	No. of	
7	17.06.2022	FRIDAY	5	2	No. of	
	TOTAL	7 DAYS	50 HOUSEHOLDS	18 HOURS		

Second Week: COMMUNITY AWARENESS CAMPAIGNS

SN	DATE	DAY	Type of Awareness Programme Organised	No. of Hours Spent	Signature of the Student	Signature of the Mentor
1	22.06.2022	WEDNESDAY	YOGA AWARENESS RALLY	3	No. of	
2	11.07.2022	MONDAY	POPULATION EXPLOSION AWARENESS	2	No. of	
3	30.07.2022	SATURDAY	FREE DISTRIBUTION OF SAPLINGS	3	No. of	
4	31.07.2022	SUNDAY	FREE DISTRIBUTION OF SAPLINGS	3	No. of	
5	7.08.2022	SUNDAY	READING SKILLS AMONG CHILDREN	3	No. of	
6	13.08.2022	SATURDAY	READING SKILLS AMONG CHILDREN	2	No. of	
7	14.08.2022	SUNDAY	READING SKILLS AMONG CHILDREN	3	No. of	





GOVERNMENT COLLEGE FOR MEN, KURNOOL  
COMMUNITY SERVICE PROJECT: SCHOOL EDUCATION -2022  
ACTIVITY LOG ENTRY BOOK



SN	DATE	DAY	Type of Community Immersion/Involvement Programme Organised	Name of the Govt. Agency along which Immersion Programme Planned	No. of Hours	Signature of the Student	Signature of the Mentor
1	13.08.2022	SATURDAY	PAMPLHET DISTRIBUTION ON GOVT SCHEMES	SACHIVALAYAM	3	Mr. D. D. D.	Mr. D. D. D.
2	14.08.2022	SUNDAY	PAMPLHET DISTRIBUTION ON GOVT SCHEMES	SACHIVALAYAM	2	Mr. D. D. D.	Mr. D. D. D.
3	10.09.2022	SATURDAY	ROAD AND SURROUNDINGS CLEANING	WARD MEMBERS	2	Mr. D. D. D.	Mr. D. D. D.
4	11.09.2022	SUNDAY	ROAD AND SURROUNDINGS CLEANING	WARD MEMBERS	2	Mr. D. D. D.	Mr. D. D. D.
5	12.09.2022	MONDAY	SWACHA BHARAT ABHIYAN	LOCAL MUNICIPALITY	2	Mr. D. D. D.	Mr. D. D. D.
6	13.09.2022	TUESDAY	SWACHA BHARAT ABHIYAN	LOCAL MUNICIPALITY	3	Mr. D. D. D.	Mr. D. D. D.
7	14.09.2022	THURSDAY	SWACHA BHARAT ABHIYAN	LOCAL MUNICIPALITY	2	Mr. D. D. D.	Mr. D. D. D.

Third Week: COMMUNITY IMMERSION PROGRAMME

SN	DATE	DAY	Type of Activity done in the process of Exit Reporting	No. of Hours	Signature of the Student	Signature of the Mentor
1	17.09.2022	SATURDAY	First page, certificate, and content	3	Mr. D. D. D.	Mr. D. D. D.
2	18.09.2022	SUNDAY	First chapter – Introduction	3	Mr. D. D. D.	Mr. D. D. D.
3	19.09.2022	MONDAY	Second chapter – Profile of the District and survey area	3	Mr. D. D. D.	Mr. D. D. D.
4	20.09.2022	TUESDAY	Third Chapter – Project methodology	2	Mr. D. D. D.	Mr. D. D. D.
5	21.09.2022	WEDNESDAY	Fourth Chapter – Analysis of socio-economic conditions	3	Mr. D. D. D.	Mr. D. D. D.
6	22.09.2022	THURSDAY	Fourth Chapter – Analysis of School education survey statistics	3	Mr. D. D. D.	Mr. D. D. D.
7	23.09.2022	FRIDAY	Fifth Chapter – Conclusions and Suggestions	2	Mr. D. D. D.	Mr. D. D. D.

Fourth Week: COMMUNITY EXIT REPORT

Signature of the mentor:

SIGNATURE OF THE PRINCIPAL



GOVERNMENT COLLEGE FOR MEN, KURNOOL  
CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL  
DEPARTMENT OF ECONOMICS

SOCIO - ECONOMIC SURVEY IN KURNOOL - COMMUNITY SERVICE PROJECT (CSP)

RURAL ECONOMIC SURVEY IN KURNOOL - COMMUNITY SERVICE PROJECT (CSP)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
S.N	1.1				1.2				1.3				1.4				1.5				1.6				1.7				1.8				2.1				2.2				2.3				2.4				2.5				2.6				2.7				2.8				2.9				2.10				2.11				2.12				2.13				2.14				2.15																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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	M	F	1	2	3	4	H	M	C	O	B	C	S	T	M	U	E	I	O	D	G	A	B	U	G	I	P	J	O	I	1	2	3	4	R	U	H	P	O	R	G	M	T	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y



DEPARTMENT OF EDUCATION  
COMMUNITY SERVICE PROJECT (CSP)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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GOVERNMENT COLLEGE FOR MEN, KURNOOL  
CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KNT  
DEPARTMENT OF ECONOMICS

COMMUNITY SERVICE PROJECT (CSP) - SCHOOL EDUCATION

SN	3.1 Children Age				3.2 Educ level				3.3 Manage		3.4 Type	3.5 Behaves		3.6 School		3.7 You help?		3.8 Educat	3.9 Fees	3.10 Govt		3.11 Sending		Dropouts	Reason	3.13 Position in Future
	05-12		13-16		Prim		Sec		Govt	Pvt	DS	HO	Good	Satisfy	help?	Info	High?	Y	N	Y	N	Y	N			
	M	F	M	F	M	F	M	F																		
1	✓				✓				✓		✓		✓		✓		✓	SMS	✓	✓	✓	✓	✓	✓	✓	Police
2	✓		✓		✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Doctor
3									✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Engineer
4									✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Govt job
5	✓		✓		✓				✓		✓		✓		✓		✓	SMS	✓	✓	✓	✓	✓	✓	✓	Govt job
6	✓				✓				✓		✓		✓		✓		✓	Mobile call	✓	✓	✓	✓	✓	✓	✓	Police
7	✓				✓				✓		✓		✓		✓		✓	SMS	✓	✓	✓	✓	✓	✓	✓	Police
8	✓				✓				✓		✓		✓		✓		✓	SMS	✓	✓	✓	✓	✓	✓	✓	Govt job
9	✓				✓				✓		✓		✓		✓		✓	SMS	✓	✓	✓	✓	✓	✓	✓	Govt job
10			✓						✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Govt job
11			✓						✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Govt job
12	✓		✓		✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Govt job
13									✓		✓		✓		✓		✓	—	✓	✓	✓	✓	✓	✓	✓	Govt job
14	✓				✓				✓		✓		✓		✓		✓	SMS	✓	✓	✓	✓	✓	✓	✓	Govt job
15									✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Doctor
16	✓				✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Engineer
17	✓				✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Govt job
18	✓				✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Govt job
19			✓						✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Govt job
20			✓		✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Engineer
21	✓				✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Doctor
22	✓		✓		✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Doctor
23	✓				✓				✓		✓		✓		✓		✓	SMS	✓	✓	✓	✓	✓	✓	✓	Doctor
24	✓				✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Engineer
25	✓				✓				✓		✓		✓		✓		✓	WhatsApp	✓	✓	✓	✓	✓	✓	✓	Doctor



**GOVERNMENT COLLEGE FOR MEN, KURNOOL**

**CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KNL**

**DEPARTMENT OF ECONOMICS**

**COMMUNITY SERVICE PROJECT (CSP) - SCHOOL EDUCATION**

SN	3.1 Children Age				3.2 Educ level				3.3 Manage	3.4 Type	3.5 Behaves		3.6 School		3.7 You	3.8 Educat	3.9 Fees		3.10 Govt	3.11 Sending Tutions		3.12 Dropouts		Reason	3.13 Position in Future				
	05-12		13-16		Prim				Sec	DS	HO	Good		satisfy		help?	info	High?	Y	Schemes		Y	N			Y	N		
	M	F	M	F	M	F	M	F				Y	N	Y	N					Y	N							Y	N
26	✓								✓			✓		✓		Mobile call	✓		✓		✓		Y	N		Govt job			
27									✓			✓		✓		Mobile call	✓		✓		✓					Govt job			
28									✓			✓		✓		Mobile call	✓		✓		✓					Police			
29	✓								✓			✓		✓		Mobile call	✓		✓		✓					Govt job			
30	✓								✓			✓		✓		WhatsApp	✓		✓		✓					Govt job			
31									✓			✓		✓		WhatsApp	✓		✓		✓					Govt job			
32									✓			✓		✓		Mobile call	✓		✓		✓					Govt job			
33									✓			✓		✓		Mobile call	✓		✓		✓					Police			
34	✓								✓			✓		✓		Mobile call	✓		✓		✓					Govt job			
35	✓								✓			✓		✓		Mobile call	✓		✓		✓					Police			
36	✓								✓			✓		✓		Mobile call	✓		✓		✓					Govt job			
37									✓			✓		✓		SMS	✓		✓		✓					Business			
38									✓			✓		✓		SMS	✓		✓		✓					Govt job			
39	✓								✓			✓		✓		WhatsApp	✓		✓		✓					Govt job			
40	✓								✓			✓		✓		WhatsApp	✓		✓		✓					Govt job			
41	✓								✓			✓		✓		SMS	✓		✓		✓					Govt job			
42	✓								✓			✓		✓		Mobile call	✓		✓		✓					Govt job			
43									✓			✓		✓		WhatsApp	✓		✓		✓					Govt job			
44									✓			✓		✓		SMS	✓		✓		✓					Govt job			
45	✓								✓			✓		✓		SMS	✓		✓		✓					Police			
46	✓								✓			✓		✓		WhatsApp	✓		✓		✓					Govt job			
47									✓			✓		✓		SMS	✓		✓		✓					Govt job			
48									✓			✓		✓		WhatsApp	✓		✓		✓					Govt job			
49	✓								✓			✓		✓		SMS	✓		✓		✓					Govt job			









GOVERNMENT COLLEGE FOR MEN, KURNOOL  
(A CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL)  
COMMUNITY SERVICE PROJECT (CSP): SCHOOL EDUCATION  
GRADE SHEET OF THE PROJECT



NAME OF THE STUDENT	M. Vinod Raj Kumar				
CLASS & YEAR OF STUDY	II BA (HEP)				
REGISTERED NUMBER	2011002047				
ASSESSMENT COMPONENT	MAX MARKS	MARKS OBTAINED	GRADE POINT	LETTER GRADE	CREDIT POINTS
1. PROJECT LOG	20	20			2
2. PROJECT IMPLEMENTATION	30	28			2
3. PROJECT REPORT	25	24	9	D+	2
4. PRESENTATION	25	24			2
TOTAL OUT OF 100	100	96			

LETTER GRADE	GRADE POINT	CREDITS	CREDIT POINTS
O (Outstanding)	10	2	20
A+ (Excellent)	9	2	18
A (Very Good)	8	2	16
B+ (Good)	7	2	14
B (Above Average)	6	2	12
C (Average)	5	2	10
D (Pass)	4	2	8
F (Fail)	0	2	0
Ab (Absent)	0	2	0

SIGNATURE OF THE MENTOR

SIGNATURE OF THE PRINCIPAL





# **GOVT. DEGREE COLLEGE FOR MEN, KURNOOL**

Re-Accredited with 'B' Grade by NAAC  
(A Constituent College of *CLUSTER UNIVERSITY, KURNOOL*)

## **COMMUNITY SERVICE PROJECT REPORT ON IMPLEMENTATION AND IMPACT OF WELFARE SCHEMES**

**BY**

1. NAME OF THE STUDENT : P. ARUNA
2. Hall Ticker No. : 21030101042
3. SEMESTER & GROUP : 2<sup>nd</sup> SEMESTER B.A (HEP)
4. BATCH : 2021-2024
5. AREA OF STUDY : Mahalakshmi Nagar, Kurnool

**SUBMITTED TO**

V. NAGARATHNAMMA  
Lecturer in Political Science  
Department of Political Science  
Govt. Degree College for Men, Kurnool

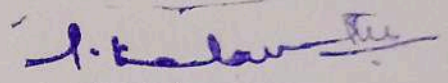


## CERTIFICATE

This is to certify that P. ARUNA, I B.A., HEP bearing Reg No: 21030101042 has successfully completed Community Service Project on Implementation and impact of Welfare Schemes under the guidance of Smt. V. Nagarathnamma Lecturer in Political Science, Govt. Degree College For Men, Kurnool.

V.N. Rathna

**Mentor**



**Principal**



## CONTENTS

S.NO	NAME OF THE TOPIC	PG.NO.
1	Introduction	6
2	Objectives	7
3	Scope of the Study	8
4	Methodology and Sample Size	8 to 9
5	First Week Report	11 to 17
6	Second Week Report	18 to 24
7	Third Week Report: Implementation and Impact of Welfare Schemes	25
8	Fourth Week Report : Data Analysis	26
9	Findings and Suggestions	29
10	Conclusion	29
11	Student Activity Log Book	29 A, B
12	Grade Sheet	30





1st Week  
GOVERNMENT COLLEGE FOR MEN, KURNOOL  
COMMUNITY SERVICE PROJECT: SOCIO-ECONOMIC SURVEY



Name of the Student : P. Aouna Registration Number: 9103010112  
Class: B.A. History Group: BANCH-E.P) Medium: English Mobile No: 7093300152

గ్రామం/పంచాయతీ:

వార్డు/కార్పొరేషన్ నెంబర్:

మండలం:

జిల్లా:

Schedule for Data Collection

Sample No:

I. సామాజిక మరియు జనాభా పరమైన సమాచారం:

1.0	కుటుంబ యజమాని పేరు	<u>S. PREMA RAO</u>			
1.1	జిందగి	1. పురుషుడు ✓		2. స్త్రీ	
1.2	వయస్సు సంవత్సరాలలో	1. 25-35	2. 35-45	3. 45-55 ✓	4. 55 కంటే ఎక్కువ
1.3	మతము	1. హిందూ	2. ముస్లిం ✓	3. క్రైస్తవ	4. ఇతరులు
1.4	కులము	1. OC ✓	2. BC	3. SC	4. ST
1.5	విద్యార్థి	1. విద్యార్థులు	2. 10 <sup>th</sup>	3. ఇంటర్ ✓	4. డిగ్రీ ఆ పైన
1.6	వృత్తి	1. కృషి/మేము	2. వ్యాపారం ✓	3. ప్రభుత్వ ఉద్యోగి	4. ప్రైవేటు ఉద్యోగి
1.7	సాంవత్సరిక ఆదాయం	1. 0-50,000 ✓	2. 50,000-1 లక్షలు	3. 1 లక్షలు -3 లక్షలు	4. 3 లక్షలు ఆ పైన
1.8	కుటుంబ సభ్యుల సంఖ్య	1	2	3	4 కి అపైన
1.9	ప్రాంతం	1. గ్రామం	2. నగరం ✓		

II. ఆర్థిక స్థితి గతులు:

2.1	ఇంటి స్వరూపం	1. గుడిపి	2. పక్క ఇల్లు/అపార్ట్ మెంట్
2.2	ఇంటిపై యజమాన్యపు హక్కు	1. నిండు ✓	2. అద్దె ఇల్లు
2.3	ఇంటివరకు ఉన్న రహదారి విలాసిది?	1. మట్టి/పిండు రోడ్డు	2. తారు రోడ్డు
2.4	మీకు గొంత మరుగు దొడ్డి కలదా?	1. కలదు ✓	2. లేదు
2.5	మీకు వ్యవసాయ భూమి ఉన్నదా?	1. కలదు	2. లేదు
2.6	మీకు రెఫ్రిజిరేటర్ ఉన్నదా?	1. కలదు ✓	2. లేదు
2.7	మీకు గొంత వాహనం ఉన్నదా? ఏది?	1. ద్విచక్ర వాహనం ✓	2. ఆటో/కారు ✓
2.8	మీ ఇంట్లో ఫ్రీజ్ ఉన్నదా?	1. కలదు	2. లేదు ✓
2.9	మీ ఇంట్లో టివి కలదా?	1. కలదు ✓	2. లేదు
2.10	మీకు మొబైల్ ఫోన్ ఉన్నదా?	1. కలదు ✓	2. లేదు
2.11	మీకు కంప్యూటర్ ఉన్నదా?	1. కలదు	2. లేదు ✓
2.12	మంచి నీటి క్రాగు నీరు ఉన్నదా?	1. బాగుండు నీరు	2. ప్రభుత్వ కుళాయి ✓
2.13	మీ ఇంటికి డ్రైనేజీ సదుపాయం ఉందా?	1. కలదు ✓	2. లేదు
2.14	వంటలకు మీరు వాడే ఇంధనం ఏది?	1. LPG గ్యాస్ పరికరం	2. కట్టలు ✓
2.15	మీకు గుల పంపించడం ఏది?	1. ఆవులు/బ్రాలు ✓	2. గొర్రెలు/మేకలు ✓

\*\*\*\*\*

Mentor Name:

Lecturer in:





GOVERNMENT COLLEGE FOR MEN, KURNOOL

COMMUNITY SERVICE PROJECT (WEEK - 2)

IMPLEMENTATION AND IMPACT OF WELFARE SCHEMES IN AP

Name of the Student:	Registration Number:
Class: BA IInd sem	Group: BA HEP Medium: English Mobile:

Survey Questionnaire for CSP on Welfare Schemes Implementation in AP Govt.

Remaavk/s

01	Do you have BPL card/Ration Card?	1. <input checked="" type="checkbox"/> Yes	2. No	
02	Did your family member received Jagananna Anna Vodi- DBT?	1. <input checked="" type="checkbox"/> Yes	2. No	
03	Did your family member received Jagananna Vidya Deevena (ITI, Poly Tech & Degree students)	1. Yes	2. <input checked="" type="checkbox"/> No	
04	Did your family member received Jagananna Vasati Deevena (ITI, Poly Tech & Degree students)	1. Yes	2. <input checked="" type="checkbox"/> No	
05	Is your family benefitted from Jagananna Chedodu (Tailors, Mangali & Rajakulu)	1. <input checked="" type="checkbox"/> Yes	2. No	
06	Did you family members received (YSR Raith Bharosa) 13500 for Year	1. Yes	2. <input checked="" type="checkbox"/> No	
07	Did you family members received Jagananna (Matsyakara Bharosa) 10000-00	1. Yes	2. <input checked="" type="checkbox"/> No	
08	Did you family members received YSR (Nethanna Nestam) 24,000-00	1. Yes	2. <input checked="" type="checkbox"/> No	
09	Did you family members received (YSR Cheyutha) 45-60 years only ladies (18,750	1. Yes	2. <input checked="" type="checkbox"/> NO	
10	Did you family members received 1.(Aasara) SHG Groups & 2. Oldage Pension	1. Yes	2. <input checked="" type="checkbox"/> No	
11	Did you family members received YSR Thodu (for business people) 10,000	1. Yes	2. <input checked="" type="checkbox"/> No	
12	Did you family members received YSR Bheemal Normal & Accidental Death) 1 & 5 Lakhs	1. <input checked="" type="checkbox"/> Yes	2. No	

Mentor Name:

Lecturer in :



**DAY-1 (20.06.2022)**

## **AWARENESS PROGRAMME ON RTI ACT**

We gave awareness on the RTI Act in the selected colony. Right to Information Act brought the revolutionary change in the thinking of common mans. It provides available information to the community on single application from the responsible authorities

### **Historical Background**

The right to information is a fundamental right under Article 19 (1) of the Indian Constitution. In 1976, in the Raj Narain vs the State of Uttar Pradesh case, the Supreme Court ruled that Right to information will be treated as a fundamental right under article 19. The Supreme Court held that in Indian democracy, people are the masters and they have the right to know about the working of the government.

Thus the government enacted the Right to Information act in 2005 which provides machinery for exercising this fundamental right.





**DAY-6 (25.06.2022)**

## **IMPORTANCE OF ENVIRONMENT**

The environment plays an important role in the existence of life on the planet earth. An ecosystem refers to all the living and non-living things present in the environment and it is a foundation of the Biosphere, which determines the health of the entire planet earth.

Ecology and Environmental science are the branches of life science, which mainly deal with the study of organisms and their interactions with other organisms and their environment.

Environment plays an important role in healthy living and the existence of life on planet earth. Earth is a home for different living species and we all are dependent on the environment for food, air, water, and other needs. We organized a campaign to save and protect our environment.



DOCTOR  
COLONY

Google

**Kurnool, Andhra Pradesh, India**

Q2WR+673, near Sai Baba Temple, Andhra Pradesh Housing Board

Colony, Mahalakshmi Nagar, Kurnool, Andhra Pradesh 518002, India

Lat 15.795354°

Long 78.040811°

18/06/22 02:17 PM



GPS Map Camera

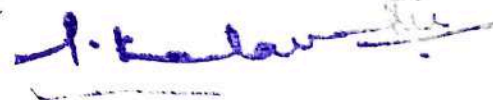


**GOVERNMENT COLLEGE FOR MEN, KURNOOL**  
**(A CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL)**  
**COMMUNITY SERVICE PROJECT (CSP): IMPLEMENTATION AND**  
**IMPACT OF WELFARE SCHEMES**  
**GRADE SHEET OF THE PROJECT**

NAME OF THE STUDENT	P. Aruna					
CLASS	I BA (HEP)					
HALL TICKET NO.	21030101042					
ASSESSMENT COMPONENT	MAX MARKS	MARKS AWARDED	LETTER GRADE	GRADE POINT	CREDITS	CREDIT POINTS
ACTIVITY LOG	20	20				
CSP IMPLEMENTATION	30	30				
PROJECT REPORT	25	20				
PRESENTATION	25	10				
TOTAL	100	80	A	8	2	16

V. N. Rathna

**Signature of the Mentor**



**Signature of the Principal**



Model Program Book  
**COMMUNITY  
SERVICE  
PROJECT**



Designed & Developed by



**ANDHRA PRADESH  
STATE COUNCIL OF HIGHER EDUCATION**

(A STATUTORY BODY OF GOVERNMENT OF ANDHRA PRADESH)



A Report of Community Service Project on

Water pollution

Submitted

to

Department of Horticulture.

GOVT COLLEGE FOR MEN, KURNOOL



In partial fulfillment of the requirements for the award of the Degree of  
BACHELOR IN Bsc. Horticulture.

At the end of semester 3  
By under the Supervision of

Name of the student: P. Tyathi  
Hall Ticket No: 21030310021

Under Supervision of

D. Madhusudhakar Sir

Lecturer in Botany

Govt. degree clg,

-for men, Kurnool.



# Community Service Project Report

Submitted in accordance with the requirement for the degree of Bsc. Horticulture

Name of the College: Govt. degree clg, formen

Department: Horticulture

Name of the Faculty Guide: Madhu Sudhakar

Duration of the CSP: From 18/6/22 To 18/7/22

Name of the Student: P. Jyothi

Programme of Study: Community service project  
(water pollution)

Year of Study: 2021 - 24

Register Number: 210300310021

Date of Submission: 25/07/22



## Student's Declaration

I, P. Jyothi, a student of CSP Program,  
Reg. No. 21030310021 of the Department of Horticulture,  
GDC College do hereby declare that I have completed  
the mandatory community service from 18/6/22 to 26/6/22 in  
water pollution (Name of the Community/Habitation) under the Faculty  
Guideship of D. Madhusudhakar, (Name of the Faculty Guide), Department  
of Botany in Gnt College for Men, Kurnool.

P. Jyothi  
(Signature and Date)

### Endorsements

D. Madhusudhakar  
Faculty Guide 25/6/22

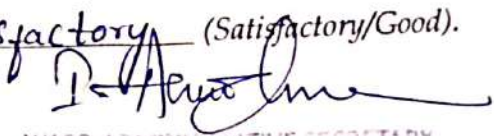
K. V. Reddy  
Head of the Department

J. Kalavathi  
Principal



## Certificate from Official of the Community

This is to certify that P. Tyolhi (Name of the Community  
Service Volunteer) Reg. No 21032310021 of Govt. degree clg (Name of  
the College) underwent community service in  
water pollution (Name of the Community) from 18/6/24 to  
29/6/24 The overall performance of the Community Service Volunteer during  
his/her community service is found to be satisfactory (Satisfactory/Good).

  
WARD ADMINISTRATIVE SECRETARY  
District Community Secretariat-10 (6054)  
Ward No. 12, Ward Municipal Corporation  
Authorized Signatory with Date and Seal



**GOVT COLLEGE FOR MEN, KURNOOL**  
**CERTIFICATE**

This is to certify that Mr/Miss P. Tyothi RegdNo: 21030310021 of

I B.Sc Horticulture has successfully completed the Community Service project entitled  
“ Water pollution ” under  
the guidance of D. Madhu, Lecturer in Botany, Government College For  
Men, Kurnool. Sudhakar Sir

D. Madhu  
Mentor 25/07/22

P. Kalavathi

Principal



## ACKNOWLEDGEMENT

I wish to express my gratitude to those who extend their valuable cooperation and contribution towards the project.

I would like to thank our principal garu for facilitating the project and providing her guidance throughout the duration of the project.

I would like to express gratitude to my project guide D. Madhu Gidhakar Sir for his valuable time in continuous assistance for the successful completion of the project.

Finally, I would like to thank the faculty and staff of the institute and also to my parents for their support.

P. Jyothi  
Signature of the student



## Index

1. What is Water pollution. (Introduction)
2. What are the Causes of water pollution.
3. Types of water pollution.
4. Most Common types of water Contamination.
5. Effects of water pollution.
6. What can you do prevent water pollution.
7. Measures taken by the government to prevent water pollution.
8. Water body regulating and monitoring agency.
9. Government Stand to Control industrial pollution which leads to water pollution.
10. Deaths due to lack of clean water.
11. Way forward (Conclusion).



## What is water pollution?

Water pollution occurs when harmful substances - often chemicals or micro-organisms - contaminate a stream, river, lake, ocean, aquifer, or other body of water, degrading water quality and rendering it toxic to humans or the environment.

## What are the Causes of water pollution:-

Water is uniquely vulnerable to pollution, known as a "Universal Solvent". Water is able to dissolve more substances than any other liquid on earth. It's the reason we have cool and brilliant blue waterfalls. It's also why water is so easily polluted. Toxic substances from farms, towns and the factories readily dissolve into and mix with it, water pollution. And there are so many types of water pollution included.

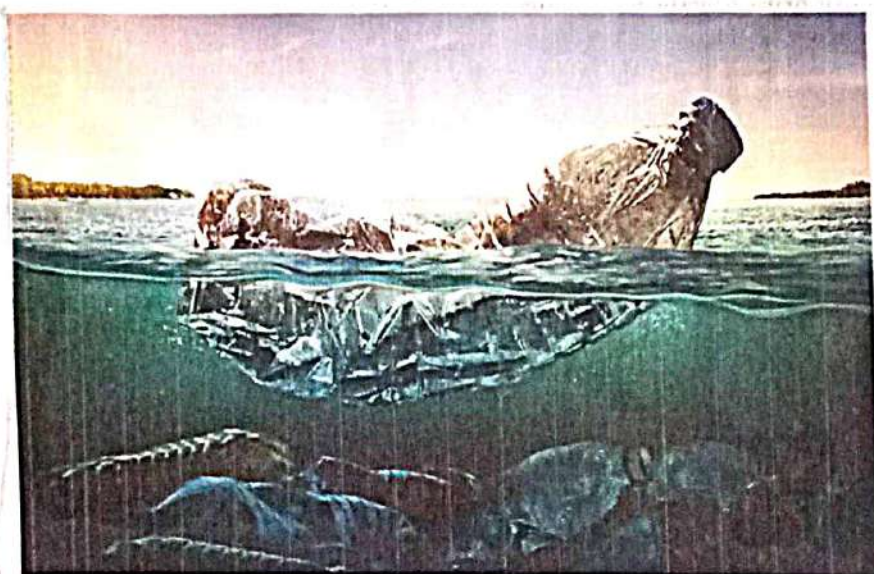


## Types of water pollutions:-

1. Ground water
2. Surface water
3. Ocean water
4. Point Source
5. Non-point Source
6. Transboundary.

1. **Ground water** :- when rain falls and seeps deep into the earth, filling the cracks, crevices and Porous spaces of an aquifer. (basically an Under ground Storehouse of water.) it becomes the ground water - One of our least visible but most important natural resources. Nearly 40% of Americans rely on groundwater, purposed to the earth's surface for drinking water. For some folks in rural areas, it's their only freshwater Source. Ground water gets polluted when Contaminants - from pesticides and fertilizers to







waste leached from landfill, and septic system, make their way into an aquifer, rendering it unsafe for human use. Removing ground water of contaminants can be difficult to impossible as well as costly. Once polluted, an aquifer may be unusable for decades, or even thousands of years.

Surface Water:- Covering about 70% of the earth, surface water is what fills our ocean, lakes, rivers, and all those other blue bits on the worldmap. Surface water from freshwater sources (that is from sources other than the ocean), accounts for more than 60% of the water delivered to American homes. But a significant pool of that water is in peril. According to the most recent surveys on national water and streams and more than one-third of our lakes are polluted.



**Ocean Water:-** Eighty percent of Ocean pollution (also called marine pollution) originates on land - whether along the coast or far inland. Contaminants such as chemicals, nutrients, and heavy metals are carried from farms, factories and cities by stream and rivers into our bays and estuaries; from there they travel out to sea. Meanwhile, marine debris - particularly plastic - is blown in by the wind or washed in via storm drains and sewers. Our seas are also sometimes spoiled by oil spills and leaks - big and small - and are constantly soaking up carbon pollution from the air.

**Point Source:-** When contamination originates from a single source, it's called point source pollution. Examples include wastewater (also called effluent) discharged legally or illegally by a manufacturing oil refinery or wastewater treatment facility, as well as







Contamination from leaking septic systems, chemical and oil spills and legal and dumping. The EPA regulates point source pollution by establishing limits on what can be discharged by a facility directly into a body of water. while point source pollution originates from a specific place. it can affect miles of waterways and ocean.

**Non-point Source:-** Non-point source pollution is contamination derived from diffuse source. these may include agricultural or stormwater runoff or debris blown into waterways, from land. Non-point source pollution is the leading cause of water pollution in U.S. waters but its difficult to regulate, since there's no single, identifiable culprit.

**Transboundary:-** it get without saying, that water pollution can't be contained by a line on a map. transboundary pollution is the result of contaminated water from one country spilling into the water of another. Contamination can result from a disaster.







## The Most Common types of water Contaminations.

1. Agriculture
2. Sewage and waste water.
3. Oil pollution.
4. Radiactive Substances.

**Agricultural:-** Not only is the agricultural sector the biggest consumer of global freshwater, resource with farming and livestock production. Using about 70 percent of the earth's surface water supplies, but it's also a serious water polluter. Around the world agriculture is the leading cause of water, agriculture of water degradation. In the United States, agricultural pollution is the top source of contamination in rivers and also a major contributor of contamination and groundwater. Every time rains, fertilizers, pesticides, and animal from farms and livestock, operations and nutrients and pathogens - such bacteria viruses into our waterways. Nutrient caused by excess nitrogen and phosphorus in water or air, is the







number-one threat to water quality worldwide and can cause algal bloom.

### Sewage and wastewater:

Used water is wastewater. It comes from our sinks, showers and toilets (Sewage) and from commercial, industrial and agricultural activities (think metals, solvents, and toxic sludge.) The term also includes storm water runoff, which occurs when rainfall carries road salts, oil, grease, chemicals and debris from impermeable surfaces into our waterway more than 80% of the world's wastewater flows back into the environment without being treated or received, according to the United Nations, in some least developed countries, the figure tops at 95 percent. In the United States, and the wastewater treatment facilities process states, about 34 billion gallons of wastewater per day. These facilities process about 34 billion gallons of waste water per day. According to "EPA" estimates, Our nation aging and easily overhauled sewage treatment systems also release more than 850 billion gallons of untreated wastewater each year.

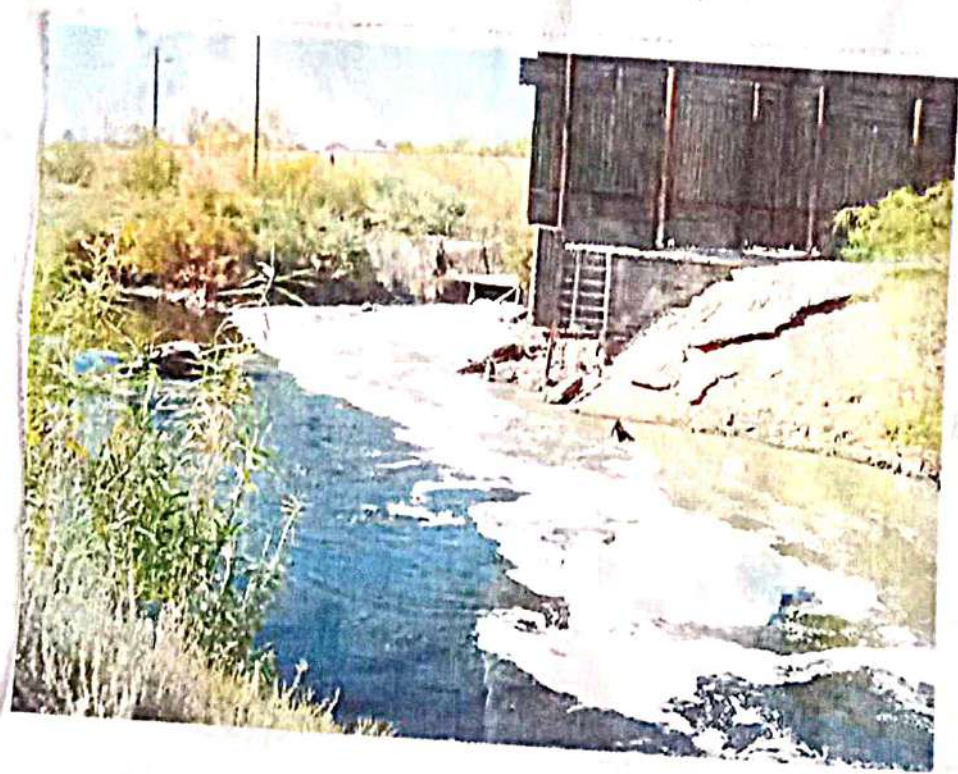


**Oil pollution:-** Big/Spills may dominate headlines, but Consumers account for the vast majority of oil pollution in Our Seas, including oil and gas oilne that drips from millions of cars and trucks every day. Moreover, nearly half of the Estimated 1 million tons of oil that makes its way into marine environments each year comes not from tanker spills but from land based sources, such as factories, farms and cities. At sea, tanker spills account for about 10% of the oil in water around the world, while regular operations of the shipping industry through both legal and illegal discharges - contribute about one-third. Oil is also naturally released from Under the Ocean floor through fractures known as Seeps.

### **Radioactive Substances:-**

Radioactive waste is any pollution that emits radiation beyond what is naturally released by the Environment. It's generated by Uranium Mining, nuclear power plants and the production and testing of military weapons as well as by Universities and hospitals that use radioactive materials for research and medicine.







Consider the decommissioned Hanford nuclear weapons production site in Washington, cleanup of 50 coast more than \$100 billion and lost through 2060 Accidentally released or improperly disposed of Contaminants threaten groundwater, surface water.

What are the effects of water pollution?

⇒ On human health.

⇒ On the Environment.

\* On Human health:- To put it bluntly; water pollution kills in fact, it caused 1.8 million deaths in 2015. According to the study published in the "The Lancet" Contaminated water can also make you ill. Every year, unsafe water sickens about 1 billion people and low income communities are disproportionately at risk because their homes are often closest to the most polluting industries.

Water borne pathogens, in the form of disease-causing bacteria and viruses from human and animal waste, are a major cause of illness from contaminated drinking water.







Diseases spread by unsafe water include cholera, giardia, and typhoid. Even in wealthy nations, accidental or illegal release, from sewage treatment facilities, as well as runoff from farms and urban areas. Contribute harmful pathogens to waterways.

Thousands of people across the United States are sickened every year by legionnaires, disease a severe form of pneumonia contracted from water sources like cooling towers and piped water cases cropping up from California's Disneyland to Manhattan's Upper East Side. Meanwhile, the plight of residents in Flint, Michigan - where cost-cutting measure and aging water infrastructure created a lead contamination crisis - offers a stark look at how dangerous chemical and other industrial pollutants in our water can be. The problem goes far beyond Flint and wide range of chemical pollutants - from heavy metals. Such as arsenic and mercury to pesticides and nitrate fertilizers - are getting into our water supplies. Once they are ingested these toxins can cause a host of health issues, from cancer to hormone disruption to abortion.



On the Environment:- In Order to thrive, healthy, ecosystem rely on a complex web of animals, plants, bacteria and fungi - all of which interact, directly or indirectly, with each other. Harm to any of these organisms can create a chain effect, imperilling entire aquatic environments. When water pollution causes an algal bloom in a lake or marine environment, the proliferation of newly introduced nutrients stimulates plant and algae growth, which in turn reduces oxygen levels in the water. This death of oxygen, known as eutrophication, suffocates plants and animals and can create "dead zones", where waters are essentially devoid of life. In certain cases, these harmful algal blooms can also produce neurotoxins that affect wildlife, from whales to seaturtles.

chemicals and heavy metals from industrial and municipal wastewater contaminate waterways as well.

these contaminants are toxic to aquatic life - most often reducing an organism's life span and ability to reproduce - and make their way up the food chain as predator eats prey. That's how tuna and other big fish accumulate high quantities of toxins, such as mercury.



Marine ecosystems are also threatened by marine debris, which can strangle, suffocate, and strave animals, much of this solid debris, such as plastic bags and Soda cans, gets swept into sewers and storm drains and eventually out to Sea, turning Our Oceans into trash soup and sometimes consolidating to form floating garbage patches. discarded fishing gear and other types of debris are responsible for harming more than 200 different species of marine life.

Meanwhile, Ocean acidification is making it tougher for shellfish and coral to survive. though they absorb about a quarter of the carbon pollution created each year by burning fossil fuels. Oceans are becoming more acidic. This process makes it harder for shellfish and other species to build shells and many impact the nervous systems of sharks, clownfish, and other marine life.







What can you do to prevent Water pollution:-

=> With your actions.

=> With your voice.

With your actions:- We're all accountable to some degree for today's water pollution problem. Fortunately these are some simple ways you can prevent water contamination or atleast limit your contribution to it.

=> Learn about the unique qualities of water where you live. Where does your water come from? Is the waste water from your home treated? Where does storm water flow to? Is your area in a drought? Start building a picture of the situation so you can discover where your actions will have the most impact - and see if your neighbours would be interested in joining in!

=> if you have a yard, consider land scaping that reduces runoff and avoid applying pesticides and herbicides.

=> don't flush your old medications! dispose of them in the trash to prevent them entering local waterways.



With Your Voice:- One of the most effective ways to stand up for our waters is to speak out in support of the Clean Water Act, which has helped hold polluters accountable for five decades - despite attempts by destructive industries to get its authority.

But we also need regulations that keep pace with modern-day challenges, including microplastics, PFAS, pharmaceuticals, and other contaminants our wastewater treatment plants weren't built to handle, not to mention polluted water that's dumped untreated.

Tell the federal government, the U.S. Army Corps of engineers, and your elected officials that you support water protections and investments in infrastructure like wastewater treatment, lead-pipe removal programs and stormwater - abating green infrastructure - Also learn how you and those around you can get involved in the policymaking process. Our public water ways serve everyone of us. we should all have a say in how they're protected.







Steps & Measures taken by the government to prevent water pollution:-

Various programmes have been launched by the government of India, for the conservation and protection of rivers and water bodies in the country.

- \* National River Conservation Programme (NRCP)
- \* National Lake Conservation Programme (NLCP).
- \* Atal Mission for Rejuvenation and Urban Transformation (AMRUT).
- \* Smart Cities Mission.
- \* Mahatma Gandhi National Rural.
- \* Repair, Renovation and Restoration (RRR) schemes.

The ministry of Environment and forests (MOEF) National rivers conservation plan (NRCP) aims to protect rivers from pollution and enhance water quality.

\* **National Green Tribunal:-** The concerned states and Union territories are trying to implement action plans for the restoration of water quality in the identified polluted stretches of rivers in tribands.



Jal-Jeevan Mission:- Since August 2019, the Indian government has been working with the States to carry out the Jal Jeevan Mission (JJM) which aims to provide drinkable, tap water to Every rural home in India, by 2024. Including those in habitation where the water quality is Poor.

Children are Especially Sensitive to water-borne disease and contamination in drinking water. A particular effort was started in 2020, to make supply in schools, Anganwadi centres, Ashram shalas etc. on a priority basis.

As a result, 8.52 (lakh) 83% schools and 8.46 lakh (78.4%) Anganwadi centres across the country now have access to tap water.

National Lake Conservation Programme (NLCP):- The National Lake Conservation plan is being implemented by the minister of Environment and forests to manage and conserve contaminated and degraded.



(17)

\* Atal Mission for Rejuvenation and Urban Transformation (AMRUT) :- Atal mission for rejuvenation and Urban transformation was Established with the intention to make sure that every home has access to a water tap with a reliable water supply and a sewer connection.

Water body Resolving and Monitoring Agency :- The water quality of the country's various rivers is regulated by several agencies such as:-

- \* Central pollution control Board (CPCB)
- \* State pollution control Board (SPCBs)
- \* Pollution Control Committees (PCCs)
- \* Central water Commission (CWC)

Government's Law to Control industrial pollution which leads to water pollution:-

According to the provisions of the water act of 1974 and the Environment (protection) Act of 1986, industrial units must install effluent treatment plants (ETPs) and treat their effluents to meet



(18)

As a result, the (CPCB) Central pollution Control Board, State pollution Control board (SPCB) and Pollution Control Committees (PCCs) keep an eye on industries compliance with effluent discharge standards and take appropriate legal action in the event of non-compliance with these Acts' provisions...

Additionally, the industries are urged to maintain zero liquid discharge (ZLD) to maintain wherever possible, enhance the technology to reduce waste water outputs reuse wastewater, and recycle waste water.

State government have the primary responsibility to monitor, as well as take corrective actions, regarding pollution of water sources by industries or mines.



III నీటికాలుష్యం

1. మీరుమినరల్స్/మున్సిపల్స్/టర్నాగుతున్నారా?

మిస్టర్

2. మున్సిపల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

3. మున్సిపల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

అవును లేదు.

4. ఒకవేళమీరుమినరల్స్/టర్నాగుతున్నారా?

5. దానిపట్లమీదాభిప్రాయం?

హుంబుం

6. నెలకుమీరుమినరల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

300/-

7. మున్సిపల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

కలెక్షన్.

8. మున్సిపల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

10-15 రోజులు

9. మున్సిపల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

మీరు మున్సిపల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

10. మీరుమినరల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

మీరు మున్సిపల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

11. మీరుమినరల్స్/టర్నాగుతున్నారా/ఉండాలేదా?

మీరు మున్సిపల్స్/టర్నాగుతున్నారా/ఉండాలేదా?



No:- housing board  
50-6-1640

III నీటికాలుష్యం

1. మీరుమినరల్వాటర్ \ మున్సిపల్వాటర్ గుతున్నారా ?  
మినరల్ వాటర్
2. మున్సిపల్ వాటర్ లో ఇంజనీరింగ్ ఉందా లేదా?
3. మున్సిపల్ వాటర్ సరఫరా చేస్తున్న నీటిపట్ల మీ అభిప్రాయం?  
బాగుంటుంది
4. ఒకవేళ మీరు మినరల్ వాటర్ గుతున్నట్లైతే ?
5. దానిపట్ల మీ అభిప్రాయం?  
బాగుంటుంది
6. నెలకు మీరు మినరల్ వాటర్ ను ఎంత డబ్బు ఖర్చు చేస్తున్నారు ?  
300
7. మున్సిపల్ వాటర్ సరఫరా చేస్తున్న వాటర్ లు డిరైన్ చేసే జీకలు ఉన్నాయా ?  
లేవు
8. మున్సిపల్ వాటర్ నీరు ఎన్ని రోజులకు ఒకసారి క్లోసింగ్ చేస్తున్నారు ?  
నెలకు సారి
9. మున్సిపల్ వాటర్ నీరు తగుతున్నప్పుడు మరియు మినరల్ వాటర్ గుతున్నప్పుడు మీ ఆరోగ్యంలో ఏ  
టు వంటి తేడా గమనించారు ?  
బలము, చుక్క
10. మీరు తరచుగా నీరు సలుషితం అయినప్పుడు ఏటు వంటి జాగ్రత్తలు తీసుకుంటున్నారు? (వడపోత, వేడిచేయడం, పటికలపడం)  
వేడిచేయడం
11. మీ పరిసరాలలో మురికి నీరు వలపూడిక తీత మున్సిపల్ వాటర్ నీరు ఎన్ని రోజులకు శుభ్రం చేస్తున్నారు  
నెలకు సారి



III నీటికాయపూం

1. మీరుమినరల్వటర్ / మున్సిపల్వటర్ గుతున్నారా ?

మినరల్ వాటర్

2. మున్సిపల్వల్కళాయిస్పరతింగాడందాలేదా?

3. మున్సిపాలిటీసరఫరాచేస్తున్ననీటిపట్లమీఅభిప్రాయం?

సంతోషించు

4. ఒకవేళమీరుమినరల్వటర్ గుతున్నట్లైతే ?

5. దానిపట్లమీఅభిప్రాయం?

హాగుంటాను

6. నెలకుమీరుమినరల్వటర్ క సంఎంతడబ్బుఖర్చుచేస్తున్నారు ?

300

7. మున్సిపల్నీటిసరఫరాచేస్తున్నవాటరైపులుడ్ రైనేజీకలుస్తున్నాయా ?

కలుస్తాయి

8. మున్సిపాలిటీనీరుఎన్నిరోజులకుఒకసారిక్లోసిపన్నేస్తున్నారు ?

నెలకోసారి

9. మున్సిపాలిటీనీరుతగుతున్నప్పుడుమరియుమినరల్వటర్ గుతున్నప్పుడుమీఆరోగ్యంలోఎటువంటితేడాగమణించారు ?

చుక్క , గుతునొప్పు

10. మీరుత్రాగునీరుసలుపితంతయినప్పుడుఎటువంటిజాగ్రత్తలుతీసుకుంటున్నారు?(వడపోత,వేడిచేయడం, పటికకలపడం)

వేడిచేయడం

11. మీపరిసరాలలోమురికికాలువలపూడికతీతమున్సిపాలిటీవారుఎన్నిరోజులకుశుభ్రంచేస్తున్నారు

రెండువారలకోసారి.



III నీటికాలుష్యం

1. మీరుమినరల్స్/మున్సిపల్స్/టర్గుతున్నారా?

మ్యూన్సిపల్ నాడు

2. మున్సిపల్స్/టర్గుతున్నారా/ఉండాలేదా?

3. మున్సిపల్స్/టర్గుతున్నారా/ఉండాలేదా?

జూనియర్ సెంటర్

4. ఒకవేళమీరుమినరల్స్/టర్గుతున్నారా/ఉండాలేదా?

5. దానిపట్లమీరుఅభిప్రాయం?

అంగీకరించాను

6. నెలకుమీరుమినరల్స్/టర్గుతున్నారా/ఉండాలేదా?

కొద్దిగా

7. మున్సిపల్స్/టర్గుతున్నారా/ఉండాలేదా?

కొద్దిగా

8. మున్సిపల్స్/టర్గుతున్నారా/ఉండాలేదా?

అంగీకరించాను

9. మున్సిపల్స్/టర్గుతున్నారా/ఉండాలేదా?

అంగీకరించాను

10. మీరుమినరల్స్/టర్గుతున్నారా/ఉండాలేదా?

అంగీకరించాను

11. మీరుమినరల్స్/టర్గుతున్నారా/ఉండాలేదా?

అంగీకరించాను



III నీటికాలుష్యం

1. మీరుమినరల్వటర్ \ మున్సిపల్వటర్ గుతున్నారా ?

మినరల్ వాటర్

2. మున్సిపల్ వోళాయిస్పరతింగాడందాలేదా?

3. మున్సిపాలిటీసరఫరాచేస్తున్న నీటిపట్ల మీ అభిప్రాయం?

బాగుండేవు

4. ఒకవేళ మీరుమినరల్వటర్ గుతున్నట్లైతే ?

బోగుంటాయ్

5. దానిపట్ల మీ అభిప్రాయం?

6. నెలకు మీరుమినరల్వటర్ కే సంవంతడబ్బుఖర్చుచేస్తున్నారు ?

300

7. మున్సిపల్ నీటి సరఫరాచేస్తున్న వాటరైపులు డ్రై నేజీకలుస్తున్నాయా ?

కలుస్తున్నాయి

8. మున్సిపాలిటీ నీరు ఎన్ని రోజులకు ఒకసారి క్లోసింగ్ చేస్తున్నారు ?

నెలకోసారి

9. మున్సిపాలిటీ నీరు తాగుతున్నప్పుడు మరియు మినరల్వటర్ గుతున్నప్పుడు మీ ఆరోగ్యంలో ఏ టువంటితేడా గమనించారు ?

జలుబు, దుగ్గు, గొంతునొప్పి

10. మీరు త్రాగు నీరు సలుపితం అయినప్పుడు ఏ టువంటి జాగ్రత్తలు తీసుకుంటున్నారు? (వడపోత, వేడిచేయడం, పటికలపడం)

వడపోత, వేడిచేయడం

11. మీ పరిసరాలలో మురికికాలు వలపుడిక తీత మున్సిపాలిటీ వారు ఎన్ని రోజులకు శుభ్రంచేస్తున్నారు

నెలకోసారి.



III నీటికాలుష్యం

1. మీరుమినరల్స్/మున్సిపల్స్ట్రాగుతున్నారా?

మున్సిపల్ స్ట్రా

2. మున్సిపల్స్ట్రాలోనిస్థానంగాఉందాలేదా?

3. మున్సిపల్స్ట్రాలోనిస్థానంగాఉన్ననీటిపట్లమీదభీష్మరాయం?

బాగాలేవు

4. ఒకవేళమీరుమినరల్స్ట్రాగుతున్నట్లైతే?

ఒకగుంటలో

5. దానిపట్లమీదభీష్మరాయం?

6. నెలకుమీరుమినరల్స్ట్రాలోనెంతడబ్బుఖర్చుచేస్తున్నారు?

శ్రీ వేరు

7. మున్సిపల్స్ట్రాలోనిస్థానంగాఉన్నవాటరైపులుడ్లరైనేజీకలుస్తున్నాయా?

కలుస్తున్నాయి

8. మున్సిపల్స్ట్రాలోనిస్థానంగాఉన్నవాటరైపులుడ్లరైనేజీకలుస్తున్నారు?

సెలక్టెడ్

9. మున్సిపల్స్ట్రాలోనిస్థానంగాఉన్నవాటరైపులుడ్లరైనేజీకలుస్తున్నారు? (టువంటితేడాగమణించారు?)

బులులు, గొంతునోబ్బి

10. మీరుత్తరాగునీరుసలువితంఅయినప్పుడుటువంటిజాగ్రత్తలుతీసుకుంటున్నారు? (వడపోత, వేడిచేయడం, పటికకలపడం)

వేడిచేయడం, వడగట్టడం

11. మీపరిసరాలలోమురికికాలువలపూడికతీతమున్సిపల్స్ట్రాలోనిస్థానంగాఉన్నవాటరైపులుడ్లరైనేజీకలుస్తున్నారు

సెలక్టెడ్.

4. No:- 87/100

III నీటికాలువ్వం

1. మీరుమినరల్వ్యాటర్ \ మున్సిపల్వ్యాటర్ గుతున్నారు ?

మినరల్

2. మున్సిపల్లోళాయిస్పరతింగాడందాలేదా?

3. మున్సిపాలిటీసరఫరాచేస్తున్ననీటిపట్లమీఅభివరాయం?

చౌగుంది -

4. ఒకవేళమీరుమినరల్వ్యాటర్ గుతున్నట్లైతే ?

5. దానిపట్లమీఅభివరాయం?

6. నెలకుమీరుమినరల్వ్యాటర్ సంచంతడబ్బుఖర్చుచేస్తున్నారు ?

300/-

7. మున్సిపల్నీటిసరఫరాచేస్తున్నవాటరైపులుడ్రైనేజీకలుస్తున్నాయా ?

కలస్తున్నాయి.

8. మున్సిపాలిటీనీరుఎన్నిరోజులకుఒకసారికోసిషనెస్తున్నారు ?

నెలకు ఒకసారి

9. మున్సిపాలిటీనీరుతగుతున్నప్పుడుమరియుమినరల్వ్యాటర్ గుతున్నప్పుడుమీఆరోగ్యంలోఎటువంటితేడాగమణించారు ?

జబబు, దగ్గు వంటివి ఉన్నాయి.

10. మీరుతరగునీరుసలుపితంఅయినప్పుడుఎటువంటిజాగ్రత్తలుతీసుకుంటున్నారు?( వడపోత, వేడిచేయడం, పటికకలపడం)

వేడిచేసి అగ్గడం, వడపోత వంటివి చేస్తారు.

11. మీపరిసరాలలోమురికికాలువలపూడికతీతమున్సిపాలిటీవారుఎన్నిరోజులకుశుభ్రంచేస్తున్నారు

ఒకటి రెండు రోజులు



## Conclusion:-

Death due to lack of clean water:-

According to the 2018 Composite Water Management index (CWMI) study from NITI Aayog, around two lakh people per year die as a result of insufficient access to clean water.

According to the Same NITI Aayog Report, Over 600 million people or 40% of India's Projected population may Experience water Stress by 2030.

## Way forward (conclusion):-

The government has taken several initiatives to the control water pollution but further changes are also important. A few of them are:-

=> The minimum flow of the river is necessary to preserve and it is important to restore the aquatic health & Ecosystem.

# SANITIZATION

(A CASE STUDY IN MAHALAKSHMI NAGAR OF KURNOOL CITY)

## A COMMUNITY SERVICE PROJECT – 2021-22

Submitted to

**GOVERNMENT COLLEGE FOR MEN, KURNOOL**  
(A CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL)  
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## DEPARTMENT OF ECONOMICS

SUBMITTED BY

NAME OF THE STUDENT : R. Vineeth Rathod.  
GROUP : BA  
YEAR : II. YEAR.  
MEDIUM : ENGLISH MEDIUM  
HALL TICKET NUMBER : 20110002046

**MENTOR**

Dr. K.G. MALLIKARJUNA MA., MPhil., PhD., NET.,

LECTURER IN ECONOMICS



## CERTIFICATE

This is to certify that the project entitled "SANITIZATION in Mahalakshmi Nagar of Kurnool City" is a Bonafede project work done and submitted by...

SN	NAME	HALL TICKET NO.
1	I. B SAI KUMAR	20110002035
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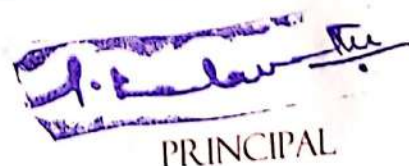
Done under the supervision of

**Dr. K.G. MALLIKARJUNA** M.A., MPhil., NET, PhD.,

LECTURER IN ECONOMICS

FOR THE COMMUNITY SERVICE PROJECT IN THE  
DEPARTMENT OF ECONOMICS

  
MENTOR

  
PRINCIPAL

## ACKNOWLEDGEMENT

We are extremely grateful to our Principal Dr. P. Kalavathi, MSc., PhD., of Government College for Men, Kurnool for the orientation and encouragement for our Community Service Programme (CSP).

We are thankful to the respondents of Mahalakshmi Nagar area who patiently and responsively answered the questions of our questionnaire. Our project came into a meaningful shape due to their responses and responsiveness.

We are also thankful to our mentor Dr. K.G. Mallikarjuna, MA, MPhil, NET, PhD., for spending his precious time and computer system skills in preparation of Logbook, Questionnaires, Master Table, Entry of responses, analysis and systematic representation and presentation of data into simplest and most attractive mode. The report could have not in the present state in the absence of his guidance and care.

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# CONTENTS

S.NO	CHAPTER/ITEM	PAGE
1	CERTIFICATE	1
2	AKNOWLEDGEMENT	2
3	CONTENT	3
4	CHAPTER – I: INTRODUCTION	4 - 5
5	CHAPTER – II: PROFILE OF THE DISTRICT AND SPECIFIED AREA OF SURVEY	6-8
6	CHAPTER – III: PROJECT METHODOLOGY	9-10
7	CHAPTER – IV: RESULTS AND DISCUSSION	11-16
8	CHAPTER – V: CONCLUSIONS AND SUGGESTIONS	17
9	PHOTOGRAPHS	18-21
10	APPENDIX – I SOCIO – ECONOMIC SURVEY QUESIONNAIRE	23
11	APPENDIX – II QUESTIONNAIRE OF SANITIZATION	24
12	APPENDIX – III STUDENT LOGBOOK	25-26
13	APPENDIX – IV MASTER TABLE OF SOCIO-ECONOMIC SURVEY	27-28
14	APPENDIX – V MASTER TABLE OF SANITISATION	29-30
15	GRADE SHEET	33-34

## CHAPTER – I

### INTRODUCTION

#### 1.1 PURPOSE OF COMMUNITY SERVICE PROJECT:



- ✚ Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development.
- ✚ Community Service Project involves us in community development and service activities and applies the experience to personal and academic development.
- ✚ Community Service Project is meant to link the community with the college for mutual benefit.
- ✚ The community will be benefited with the focused contribution of the college students for the village/ local development.
- ✚ The college finds an opportunity to develop social sensibility and responsibility among students and emerge as a socially responsible institution.

#### 1.2 OBJECTIVES:

- It sensitizes the living conditions of the people who are around the surrounding area.
- It helps us to realize the stark realities of society.
- It brings about an attitudinal change in us and help us to develop societal consciousness, sensibility, responsibility, and accountability.
- It makes us aware of our inner strength and help us to find new /out of box solutions to the social problems.



### 1.3 NEED OF THE PROJECT:

- We are doing a project on the Socio-Economic status of 50 people in a particular area.
- Socio-Economic status is a way of describing people based on their education, income, and type of job. Socio-economic status is usually described as low, medium, and high. People with a lower socioeconomic status usually have less access to financial, educational, social, and health resources than those with a higher socio-economic status.
- The project will help us to find the Socio-Economic status of the people.
- It will help us know about work and employment of people in a particular area or village.
- Provision of community and social services, including welfare to individuals or community groups; social justice and general equity.

### 1.4. SCOPE AND LIMITATIONS:

- The scope of our CSP is to do a survey of 50 households about their socio-economic status and the school education levels of their family.
- It can be done in any area we live in or can be done by choosing a particular village.
- The survey is limited to only 50 houses as there is a time limit of 4 weeks for the entire project.
- We also need to take care of our studies and daily activities along with the project.

### 1.5. CONCLUSION AND SUGGESTIONS:

We hope that your eyes have been opened to see the needs of citizens within your local community and those around the world. These needs are being met by organizations who are partnering with VOLUNTEERS such as yourself. Your research and volunteer experience have hopefully helped you to discover that "giving back" is a rewarding role of being a citizen and not only benefits those in need, but it benefits you too. It is my hope that you will continue to volunteer and more importantly, persuade and motivate others to do the same.

\*\*\*\*\*

## PROFILE OF THE DISTRICT AND SPECIFIED AREA OF SURVEY





Kurnool District lies between the northern latitudes of 14° 54' and 16° 18' and eastern longitudes of 76° 58' and 79° 34'. The altitude of the district varies from 100 ft above the mean sea level. This district is bounded on the north by Tungabhadra and Krishna rivers as well as Mahbubnagar district of Telangana State, on the south by Kadapa and Anantapur Districts on the west by the Bellary district of Karnataka State and on the east by Prakasam District. The district ranks 10 in population with 43.23 People accounting for 4.63 % of the total Population of the state as per 2022 Population estimates, while in area it occupies the 3rd place with 17658 Sq. Kms., which account for 6.41 % of the total area of the state.

At present Kurnool District comprises 3 Revenue Divisions, 54 Revenue Mandals 53 Mandal Parishads, One Municipal Corporation, 4 Municipalities, 4 Nagara Panchayats, 889 Gram Panchayats, 921 Revenue Villages.

## 2.2: History of Kurnool District:

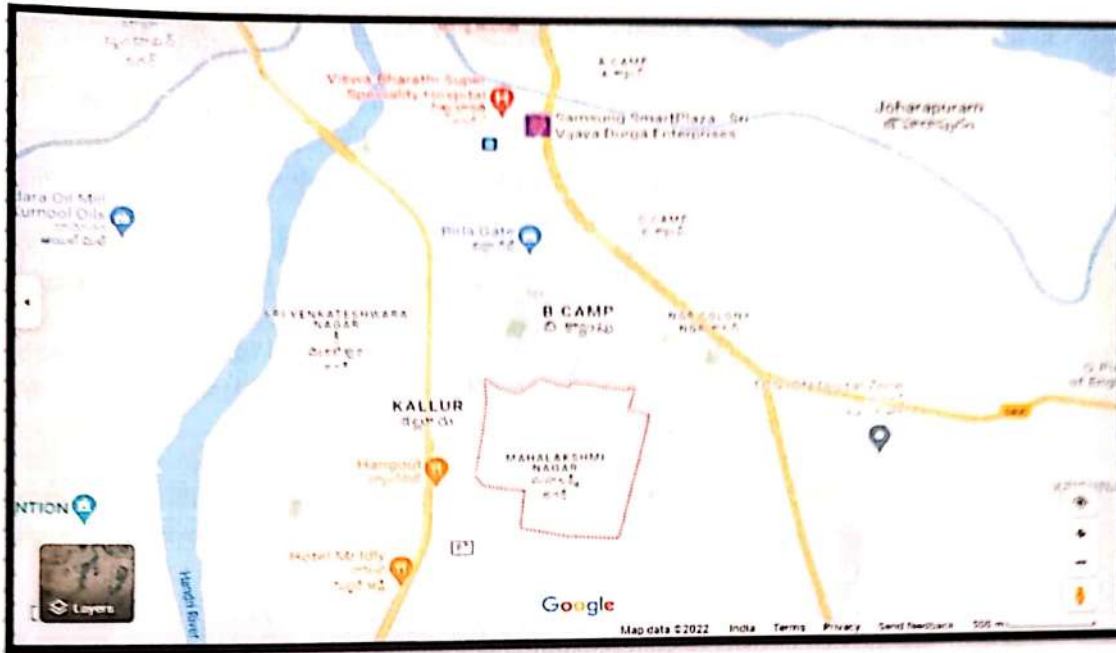
Kurnool district and its synonymous headquarters are a study in history and resilience. Situated in the interiors of Andhra Pradesh, Kurnool has its fair share of natural wonders like caves, rivers, thickly forested slopes and, of course, a city bustling with people, trade, and tourists. With a history dating back as far as the 11th century, this region was ruled by the Cholas, the Kakatiya kings and Achyuta Raya who gave the city a lasting memorial in the form of the Kurnool Fort. Naturally blessed, and with a deep and impactful culture pervading it, Kurnool is intriguing to travelers, both local and foreign.

2.3: Demographic Features of Kurnool District: Kurnool District population in 2022 is 4,321,457 (estimates). As per 2011 census of India, Kurnool District has a population of 4,053,463 in 2011 out of which 2,039,227 are male and 2,014,236 are female. Literate people are 2,127,161 out of 1,246,369 are male and 880,792 are female. People living in Kurnool District depend on multiple skills, total workers are 2,029,425 out of which men are 1,164,122 and women are 865,303. Total 293,947 Cultivators are depended on agriculture farming out of 198,302 are cultivated by men and 95,645 are women. 869,074 people works in agricultural land as labor, men are 410,120 and 458,954 are women. Kurnool District sex ratio is 988 females per 1000 of males. Next Kurnool District Census will be in 2022-2023.

## 2.4: Profile of the study area – Mahalakshmi Nagar:

Name of the locality	: Mahalakshmi Nagar
Mandal Name	: Kurnool
District	: Kurnool
State	: Andhra Pradesh
Region	: Rayalaseema
Language	: Telugu
Time zone	: IST (UTC+5:30)
Elevation / Altitude	: 293 meters. Above Sea level
Telephone Code / Std Code	: 08518
Assembly constituency	: Kurnool
Assembly MLA	: Abdul Hafeez Khan
Lok Sabha constituency	: Kurnool Parliamentary constituency
Parliament MP	: Sri. SANJEEV KUMAR
Enter Pin Code	: 518002

## 2.5: Overall view of Mahalakshmi Nagar:



It is a sub-urban area with mixture of residences, shops, Government quarters, offices, schools, colleges, and universities. In spite of that people in this area are backward, illiterate, and unaware of the benefits proper sanitization and cleanliness. The area is selected for the purpose of Community Service Project work because of this distinct feature and to promote awareness of sanitization among the local communities.



### CHAPTER - III

## PROJECT METHODOLOGY

Now-a-days, there is a broad consensus that research in sanitization system is very important in recent Covid-19 circumstances, but little general awareness as to what it is. Sanitization and personal cleanliness are the basis of a strong and powerful health system of a nation.

Sanitation and hygiene are critical to health, survival, and development. Many countries face challenges in providing adequate sanitation for their entire populations, leaving people at risk for diseases related to water, sanitation, and hygiene. Throughout the world, an estimated 1.7 billion people lack basic sanitation (about 21% of the world's population). Basic sanitation is defined as having access to facilities for the safe disposal of human waste (faeces and urine), as well as having the ability to maintain hygienic conditions, through services such as garbage collection, industrial/hazardous waste management, and wastewater treatment and disposal. Around 2.3 billion people (about 29%) lack access to basic hygiene, which includes access to a handwashing station with soap and water at home.

#### Key facts

- In 2020, 54% of the global population (4.2 billion people) used a safely managed sanitation service.
- Over 1.7 billion people still do not have basic sanitation services, such as private toilets or latrines.
- Of these, 494 million still defecate in the open, for example in street gutters, behind bushes or into open bodies of water.
- In 2020, 45% of the household wastewater generated globally was discharged without safe treatment.
- At least 10% of the world's population is thought to consume food irrigated by wastewater.
- Poor sanitation reduces human well-being, social and economic development due to impacts such as anxiety, risk of sexual assault, and lost opportunities for education and work.
- Poor sanitation is linked to transmission of diarrhoeal diseases such as cholera and dysentery, as well as typhoid, intestinal worm infections and polio. It exacerbates stunting and contributes to the spread of antimicrobial resistance.

This is a descriptive study with the following research questions

- ✚ To study socio-economic-demographical analysis in
- ✚ To find the attention of sample households towards sanitization.

In this project, simple random sampling technique is used to collect the information about sanitization awareness levels and related problems in the study area i.e., Mahalakshmi Nagar of Kurnool city, Kurnool District. We design questionnaire based on health related problems and satisfaction levels of current sanitization needs provided by the Government of Andhra Pradesh.

A collected sample of 50 households from the selected area. The area is selected as it consists of combination of local people, migrants, labour, elite people. It is also chosen as it is very nearer to the college premise for which survey and other related Community Service Programmes can be designed and executed during the off the class-work period and even after the class-work period.

Many statistical tools like summations, averages, percentages etc., are used to arrive at a meaningful conclusion. Tables, charts, and graph are used as and when we feel to represent data in an easier and most attractive manner.

A Master Table is so designed and filled that the data of entire questionnaires reflect in it. The Master Table consists of synchronised data of Socio-economic Survey questionnaires and the School Education Survey data at a time in a glance. This makes the researcher analysing data very easily and complete the survey with a fruitful conclusion.

For the understanding the process of preparing questionnaire and the Master Table, copy of each of them is placed at the end of this report (Annexure) as reference to the people understanding this project and guide the researchers who probe into similar area and topic.



## CHAPTER - IV RESULTS AND DISCUSSION

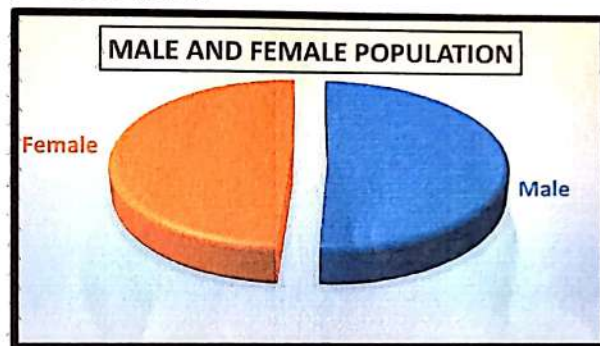
As discussed in the earlier chapters, we collected data from Mahalakshmi Nagar area, i.e., suburban part of the Kurnool City. 50 sample households randomly selected and analysed to know the awareness of sanitization, hyenine and related issues of the area.

### 4.1: Socio-Economic-Demographic analysis – Preliminary Survey - First week:

The following are the results based on the sociological, economic and population related data of the sample households. An existing school education levels and related problems can be better understood with socio-economic backgrounds of the respondents in focus.

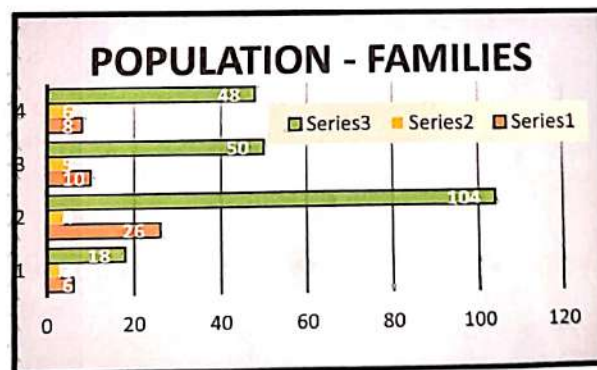
4.1.1: Distribution of population: Total population of 50 sample households is 220 among which 112 are male and 108 are female. It means the male to female ratio is 51:49. There is no noticeable gender difference between male and female among sample households.

Gender	Frequency	Percent
Male	112	51%
Female	108	49%
Total	220	100%



4.1.2: Structure of population among sample households: There are 220 people from 50 households. Some families consist of 3 members, some of 4 and some more 4 and above. Members distribution among sample households is shown below.

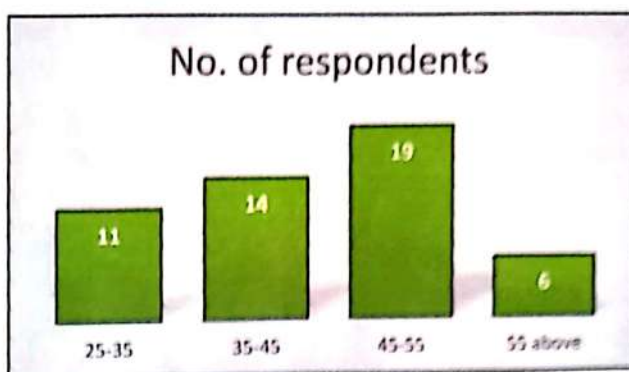
SN	No. of families	No. of members	Total	Percentage to Total
1	6	3	18	8%
2	26	4	104	47%
3	10	5	50	23%
4	8	6	48	22%
TOTAL			220	100%



4.1.3: Respondents: There are totally 50 respondents in which 31 are male and 19 are female.

4.1.4: Age-wise distribution of respondents: Total 50 respondents belongs to different age groups. For convenience's sake we divided respondents from 25 years to 55 years above age groups. The distribution of respondents as per age group is analyzed below.

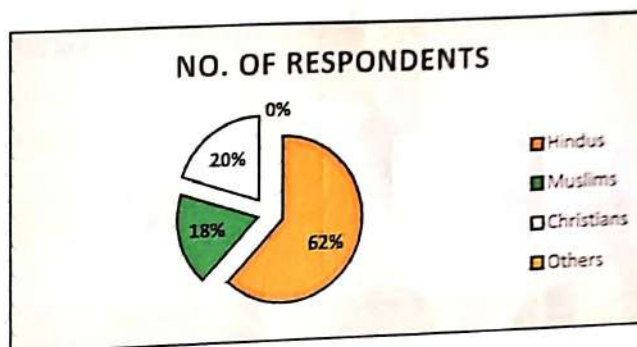
SN	Age group	No. of respondents
1	25-35	11
2	35-45	14
3	45-55	19
4	55 above	06
	Total	50



It is obvious that most of the respondents (19) are from 45-55 age group. The respondents of 55 years and above are very less that is only 6.

**4.1.5: Religion of respondents:** We divided the respondents based on their religion to analyses and found the information of sanitization and cleanliness variations among different religious people also. Following table shows religious status.

SN	Religion	No. of respondents
1	Hindus	31
2	Muslims	09
3	Christians	10
4	Others	0
	Total	50



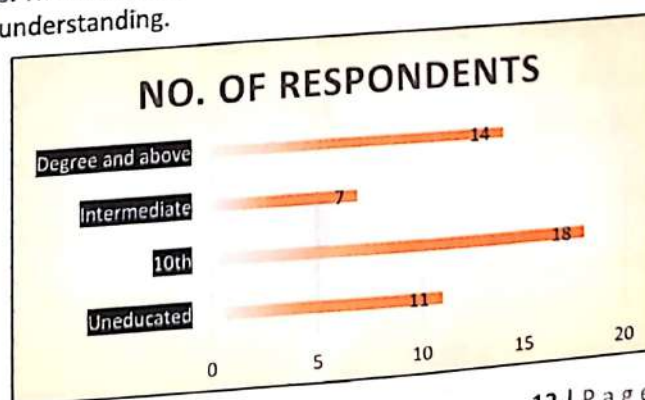
**4.1.6: Caste-wise Population:** The caste of the respondents is collected to analyses the sanitization levels of different communities of the society. Following table exhibits caste-wise distribution of households.

Among 50 families selected randomly for the study, 8 families belong to OC communities, 18 BC, 18 SC and 6 families to Minority community. There is no family belongs to ST community.

SN	Caste	No. of respondents
1	OC	8
2	BC	18
3	SC	18
4	ST	0
5	Minority	6
	Total	50

**4.1.6: Education Levels of the respondents:** The education levels of the survey respondents are shown in the following table and graph for easy understanding.

SN	Education levels	No. of respondents
1	Uneducated	11
2	10 <sup>th</sup>	18
3	Intermediate	7
4	Degree and above	14
	Total	50

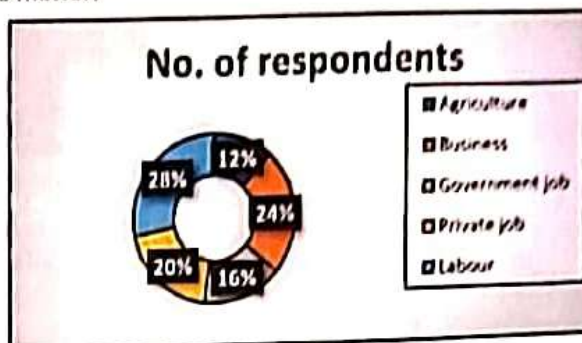




18 respondents completed 10<sup>th</sup> class and 14 respondents are well educated and reported to be under graduates and even above. On the other dark side, 11 respondents are uneducated.

4.1.7: Occupational distribution of respondents: The Occupation of a person invariably influence his educational status. Hence, we tried to gather the information regarding the occupational status of the respondents. Following data reveals the matter.

SN	Occupation	No. of respondents
1	Agriculture	06
2	Business	12
3	Government Job	08
4	Private job	10
5	Labour	14
	<b>Total</b>	<b>50</b>



Only 12% of the households depended on agricultural sector. Nearly 28% of the respondents are labour. And 8 households are government job holders.

4.1.8: Area of the respondents: All the 50 families belong to the Kurnool urban society as the Mahalakshmi Nagar area fall under the Kurnool suburban area. Hence no single family belongs to rural area.

4.2: Physical Facilities: The survey collected data pertaining to the physical amenity of the sample households.

- ✚ Regarding the residence, only two respondents have huts and 48 have 'pukka houses'.
- ✚ Among the 50 respondents, 24 have their own houses, 23 are living in rented accommodation and remaining 3 are living in Government quarters.
- ✚ As the area is a part of the city, all the respondents have metal road.
- ✚ All the 50 respondents have their own latrines.
- ✚ 36 households are reported to have agriculture land in their villages. 24 respondents are landless.
- ✚ 41 among 50 have ration card to get the benefit from Government side, 9 houses do not have any card.
- ✚ Majority households maintain two-wheeler vehicles i.e., 44 households, only one house having either 3-wheeler or 4-wheeler vehicle. 5 houses have either vehicle at all.
- ✚ 38 respondents have refrigerators at their houses, remaining 12 houses do not have facility.
- ✚ Among 50 houses, 43 houses reported to have television sets and 7 houses don't have such thing.
- ✚ 48 households i.e., 96% of respondents maintain mobile phones and only 2 houses do not have it.
- ✚ Only 7 houses (14%) have their own computer system or laptops.
- ✚ 37 households (nearly 74%) of the respondents depend on Municipal tap water for their drinking water needs. only 13 houses bring Mineral Water Cans.
- ✚ As the area fell under Kurnool Municipal Corporation, almost 49 houses have proper drainage system.
- ✚ As well 49 households depend on the LPG gas for their cookery needs. Still one house depending on firewood.

- ✦ It is urban area. So, 45 respondents reported that they don't have any cattle stock. One reported to have cow or buffalo, one has hen and three reported to have goats and sheep.

#### 4.3: Sanitization – Survey Report:

4.3.1: Swacha Bharat: To a question asked to the respondents that “You get benefit of Swacha Bharat?”, 42 respondents i.e., 84% people said they are getting benefit out of it. Only 8 respondents are not clear that what type of benefit they are getting out of the programme.

4.3.2: Idea of wet and dry garbage: When asked for the idea of wet and dry garbage, its separation, distinction, and maintenance, 48 respondents i.e., nearly 96% of the households agreed that they know the difference. Due to Swacha Bharat vehicle i.e., garbage collecting Kurnool Municipal Corporation vehicles, they came to know the difference and importance of dividing wet and dry garbage and handed it over to the vehicle in separation only.



4.3.3: Garbage disposal: We asked how the respondents dispose their house garbage? We asked to choose four choices.

1. Government garbage collecting vehicle
2. Outside the village
3. Use for vermi compost
4. On roads or gutters

All 50 respondents agreed that they dispose of their garbage in Government or Municipality Garbage collecting vehicles. As the vehicles are approaching door to door and come every day without any lag and that too in fixed timings, people these days are habituated completely to dispose the garbage in these vehicles only.

4.3.4: Diseases due to negligent disposal of garbage: A question is asked to the respondents that they know diseases can spread due to indiscriminate disposal of garbage on roads, gutters etc.? 49 respondents mean 98% households said they are aware of this fact. Only one person says, 'No Idea'. This indicates that people are aware of planned disposal of garbage.

4.3.5: Own latrines: All 50 respondents replied that they have their own latrine, and no one uses open defecation. Due to massive awareness programmes on ODF (Open Defecation Free) schemes organized by the State and Central Governments. Open defecation is the human practice of defecating outside (“in the open”) rather than into a toilet. People may choose fields, bushes, forests, ditches, streets, canals, or other open spaces for defecation. They do so either because they

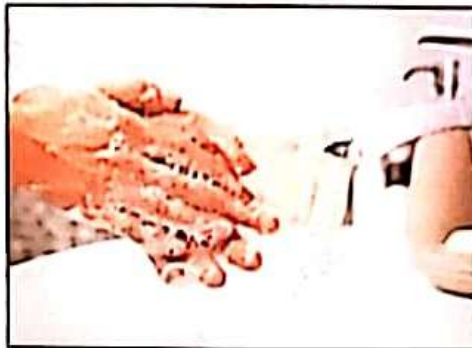




do not have a toilet readily accessible or due to traditional cultural practices. Most of the households get financial assistance to build their own latrines under the Central Government Programme of "Swacha Bharat Mission".

4.3.6: Washing hands before entering the house: 46 respondents said that along with their family members they used to wash hands and feet before entering the house. Wherever they go, i.e., to the market, school, office etc., they clean their hands and feet before entering the house. Only 4 respondents said they do not have such practice.

4.3.7: Technique of washing hands: Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases and conditions are spread by not washing hands with soap and clean, running water. CDC recommends cleaning hands in a specific way to avoid getting sick and spreading germs to others. The guidance for effective handwashing and use of hand sanitizer was developed based on data from several studies. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap. You should wash your hands for 15 to 20 seconds continuously.



When asked, do you know the technique of hands washing? 43 respondents i.e., 86% of the respondents replied that they know the technique and they learnt and used this technique during covid period. 7 households do not know the technique of washing their hands in this way.

4.3.8: Cleanliness while cooking: 49 respondents agreed that they cook in clean and hygiene surroundings. They used to clean the kitchen, utensils and other cooking means before starting to prepare anything.

4.3.9: Cleaning home daily: All 50 respondents disclose the fact that they used to clean the house once a day. Brooming, washing the floor with plain water or detergent mixed with water for sure.

4.3.10: Hand wash after use of latrine: For the question "Do you wash your hands every time you use latrine?", all 50 respondents responded positively and said they use soap or soap water and clean the hands every time they use latrine.

4.4: Second Week - COMMUNITY AWARENESS CAMPAIGN: Under this various awareness programmes have been organized.

4.4.1: Awareness programme on Population: On 'World Population Day' 11<sup>th</sup> July 2022, a programme was organised to discuss the implications of population exploitation and measures to check population.

4.4.2: Awareness on Yoga: Students gone through the roads of the surveyed area to provide awareness on the Yoga and its usefulness among the households. On the eve of International Yoga Day this rally was organised to create a sense of awareness on the health benefits of yoga and its different postures.

4.4.3: Awareness programme on Plantation: On 30<sup>th</sup> and 31<sup>st</sup> July we distributed free flowing saplings of different varieties of plants in the area under survey. Nearly 50 plants from the own garden of our

Economics lecturer Dr. KG Mallikarjun, we collected the sapling and distributed them among the respondents. In some cases, the saplings are re-potted and placed in a sunny area in the houses of the respondents.

4.4.3: Hands washing awareness campaign: On 7<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup> August 2022, Second Saturday, and Sundays, we declared the day as 'Hands washing awareness campaign day'. In the area under survey, children and teen boys and girls are gathered and given awareness that how the hands can be cleaned. They are also advised to wash the hands for 15 to 20 seconds and not less than that to get complete protection. We brought sanitizers, soaps, and soap water sprayers along with water bottles to demonstrate this on the spot where children found on the streets. Nearly 75 children are given this awareness in the area under the survey.

4.5: Third Week – COMMUNITY IMMERSION PROGRAMME: Under this programme we joined with different Government officials and render services for Community Immersion.

4.5.1: Distribution of Pamphlets on Government Schemes: On the advice of local Sachivalayam officials we prepared a pamphlet with details of many useful State Government Schemes and Programmes and distributed in Mahalakshmi Nagar on August 13<sup>th</sup>, Second Saturday, and August 14<sup>th</sup> the Sunday.

4.5.2: Cleaning of roads and cleaning programme: In coordination with the local Municipal scavengers, we cleaned the road and surroundings of the Mahalakshmi Nagar areas. Plastic covers and waste material is collected and handed over to Municipality Labours. This event has been continued on both days i.e., 10<sup>th</sup> the Second Saturday and 11<sup>th</sup> the Sunday of September 2022.

4.5.3: Immersion Programme on Swacha Bharat & Swacha Kurnool: Under this programme we joined our hands with local municipality waste collecting personnel and bring awareness on Swacha Bharat Abhiyan and the Programme of collecting wet and dry wastages separately by the Kurnool Municipality Corporation. Through demonstrations we provided information that how wet and dry wastages can be identified and how they can be disposed off separately. We moved along with waste pickup vehicles and provide awareness on this to door to door.

4.6: Fourth Week – COMMUNITY EXIT REPORT: Based on the variety of activities organized and participated under Community Service Project is summed, analysed systematically, and presented in this report.



## CHAPTER – V

### CONCLUSIONS AND SUGGESTIONS

From the above analysis, It is concluded that ...

- ↓ People in the study area are aware of Swacha Bharat Abhiyan of Govt. of India.
- ↓ Almost all the respondents have an idea of distinguishing wet and dry garbage.
- ↓ All respondents disposing their garbage in Municipality garbage collecting vehicle only.
- ↓ 98% of the respondents are aware that irresponsible disposal of garbage may cause diseases.
- ↓ All respondents are using their own latrines and open defecation is not at all there.
- ↓ Almost all households are cleaning their hands and feet when they reach home.
- ↓ Most of the respondents know the techniques of washing hands with care.
- ↓ All the respondents cook their food in most hygienic surroundings.
- ↓ All the respondents wash their hands immediately after using latrines.

SUGGESTIONS: From the above analysis it is concluded and following suggestions can be made.

- There is a need to bring awareness on the Swacha Bharat Abhiyan to all.
- Still some people are unable to distinguish between wet and dry garbage items. Awareness is needed.
- Study area is urban society. So, 100% of the latrines are used. Focus should be in rural areas.
- Further increasing political will and administrative commitment by identifying and creating local sanitation champions at the district level
- Providing technical support to selected districts to demonstrate that sanitation can be delivered at the scale of a district and in a sustainable manner, and to develop district-wide approaches that are tailored to a particular state.
- Supporting the strengthening of state governments' institutional capacity to roll out the successful models to other districts, eventually covering the entire state.



# PHOTOGRAPHS















\*\*\* THE END \*\*\*







24

Name of the Student : R. vineeth Rathod Registration Number: 20110002043  
Class: Group: SA (HEP) Medium: LK/TM Mobile No: 9182021407

ప్రశ్న/పరిశోధన: Andra Naga Sanku Kanyasulkam సంఖ్య: 92 మండలం: Korad ex: Korad

Name of the mentor: K. G. Mallikarjuna QUESTIONNAIRE

Sample No: D

I. సామాజిక మరియు జనాభా సంబంధ సమాచారం:

1.0	విజ్ఞాన దుబాబు పేరు: G. Kesanna				
1.1	లింగం	1. పురుషుడు ✓		2. స్త్రీ	
1.2	వయస్సు పరిధి	1. 25-35	2. 35-45 ✓	3. 45-55	4. 55 కంటే ఎక్కువ
1.3	విద్య	1. హైస్కూల్ ✓	2. డిగ్రీ	3. డిప్లొమా	4. ఇతర
1.4	కలం	1. 00 ✓	2. 50/పైగా	3. 50	4. 50
1.5	విద్య	1. విద్యార్థి	2. 10 <sup>th</sup>	3. ఇంటర్ ✓	4. డిగ్రీ లేదా పై
1.6	వృత్తి	1. వ్యాపారం	2. వ్యాపారం	3. ప్రభుత్వ ఉద్యోగం	4. ప్రైవేట్ ఉద్యోగం ✓ 5. ఇతర
1.7	సంపాదక వనరు	1. 0-50,000 ✓	2. 50,000-1 లక్ష	3. 1-3 లక్ష	4. 3 లక్షలు కంటే ఎక్కువ
1.8	ముఖ్య వ్యాపారం	1	2	3 ✓	4 కంటే ఎక్కువ
1.9	ప్రాంతం	1. గ్రామం	2. నగరం ✓		

II. ఆర్థిక స్థితిగతులు:

2.1	ఇంటి స్థానం	1. గ్రామం ✓	2. నగరం/జంక్షన్ మార్కెట్	
2.2	ఇంటి పరిమాణం/కాంతి	1. సాధారణ	2. అధిక ఇంట్లు ✓	3. ప్రభుత్వ క్వార్టర్స్
2.3	ఇంటికి వాటా ఉందా?	1. వాటా/సహజం ✓		2. కాదు
2.4	మీకు సొంత వాహనం ఉందా?	1. కలదు ✓	2. లేదు	
2.5	మీకు వాహనం ఉందా?	1. కలదు	2. లేదు ✓	
2.6	మీకు వాహనం ఉందా?	1. కలదు ✓	2. లేదు	
2.7	మీకు వాహనం ఉందా?	1. ద్వితీయ వాహనం ✓	2. లేదు/ఇంకా	
2.8	మీ ఇంట్లో పీజి ఉందా?	1. కలదు	2. లేదు ✓	
2.9	మీ ఇంట్లో టీవి ఉందా?	1. కలదు ✓	2. లేదు	
2.10	మీకు మొబైల్ ఫోన్ ఉందా?	1. కలదు ✓	2. లేదు	
2.11	మీకు కంప్యూటర్/laptop/తబ్ ఉందా?	1. కలదు	2. లేదు ✓	
2.12	మీ క్రెడిట్ కార్డు ఉందా?	1. క్రెడిట్ కార్డు/సెల్ఫ్ సర్వీస్ ✓	2. ప్రభుత్వ కులం	
2.13	మీ ఇంటికి డ్రైనింగ్ సులభం ఉందా?	1. కలదు ✓	2. లేదు	
2.14	పబ్లిక్ వాటా మీకు వాటి ఇవ్వడం ఏది?	1. LPG గ్యాస్ సబ్సిడీ ✓		2. కట్టలు
2.15	మీకు గల పరిశ్రమ ఏది?	1. ఆహార/పరిశ్రమ	2. గిరి/మేకలు	3. కోలు

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*(Signature)*



## Appendix - 2

### GOVERNMENT COLLEGE FOR MEN, KURNOOL COMMUNITY SERVICE PROJECT: SANITIZATION



- 3.1 స్వచ్ఛ వారితో వ్యక్తము ఎల్ల మీకు మీరు జరుగుతున్నదా? 1. ☒ అవును 2. ☐ లేదు
- 3.2 వ్యర్థాలను తీసి వేయుట వీరి వ్యర్థాల మీకు చేయాలని మీకు అవగాహన ఉందా? 1. ☒ అవును 2. ☐ లేదు
- 3.3 వ్యర్థాలను మీకు ఎలా dispose చేశారు?
1. ప్రైవేట్ల వారి సహాయంతో వేసారు ✓ 2. గ్రామానికి వెళ్ళుము వారి సహాయము
3. సెప్టిక్ ట్యాంకుల తయారీ ఉపయోగించుము 4. రోడ్లపై లేదా కాలువలలో వారి సహాయము
- 3.4 వ్యర్థాలను వ్యర్థ పరిశోధనా కేంద్రం ద్వారా రవాణా చేయించుటకు మీకు తెలుసా? 1. ☒ అవును 2. ☐ తెలియదు
- 3.5 మీకు వ్యర్థాలను వేరు వేరు చేయించుటకు అవగాహన ఉన్నదా? 1. ☒ అవును 2. ☐ లేదు
- 3.6 మీ వ్యర్థాలను వేరు వేరు చేయించుటకు అవగాహన ఉన్నదా? 1. ☒ అవును 2. ☐ లేదు
- 3.7 వ్యర్థాలను వేరు వేరు చేయించుటకు technique పై మీకు అవగాహన ఉన్నదా? 1. ☐ అవును 2. ☒ లేదు
- 3.8 వ్యర్థాలను వేరు వేరు చేయించుటకు వ్యర్థాలను వేరు వేరు చేయించుటకు అవగాహన ఉన్నదా? 1. ☒ అవును 2. ☐ లేదు
- 3.9 మీ వ్యర్థాలను వేరు వేరు చేయించుటకు అవగాహన ఉన్నదా? 1. ☒ అవును 2. ☐ లేదు
- 3.10 వ్యర్థాలను వేరు వేరు చేయించుటకు అవగాహన ఉన్నదా? 1. ☒ అవును 2. ☐ లేదు

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GOVERNMENT COLLEGE FOR MEN, KURNOOL  
 COMMUNITY SERVICE PROJECT: SOCIO-ECONOMIC SURVEY - 2022  
 ACTIVITY LOG ENTRY BOOK



Student Name	R. Vineth Rathod	Year	II
Hall Ticket No	20210008046	Mentor Name	Dr KG. MALLIKARJUNA
Semester	IV SEM	Group Name	HEP
Course Name:	BA		

## First Week: PRELIMINARY SURVEY

SN	DATE	DAY	No. of Households Surveyed	No. of Hours Spent	Signature of the Student	Signature of the Mentor
1	11.05.2022	SATURDAY	7	3	R. Vineth Rathod	(Signature)
2	12.05.2022	SUNDAY	7	3	R. Vineth Rathod	(Signature)
3	13.05.2022	MONDAY	7	2	R. Vineth Rathod	(Signature)
4	14.05.2022	TUESDAY	8	2	R. Vineth Rathod	(Signature)
5	15.05.2022	WEDNESDAY	9	3	R. Vineth Rathod	(Signature)
6	16.05.2022	THURSDAY	7	3	R. Vineth Rathod	(Signature)
7	17.05.2022	FRIDAY	5	2	R. Vineth Rathod	(Signature)
TOTAL			50 HOUSEHOLDS	18 HOURS		

## Second Week: COMMUNITY AWARENESS CAMPAIGNS

SN	DATE	DAY	Type of Awareness Programme Organised	No. of Hours Spent	Signature of the Student	Signature of the Mentor
1	22.06.2022	WEDNESDAY	YOGA AWARENESS RALLY	3	R. Vineth Rathod	(Signature)
2	11.07.2022	MONDAY	POPULATION EXPLOSION AWARENESS	2	R. Vineth Rathod	(Signature)
3	30.07.2022	SATURDAY	FREE DISTRIBUTION OF SAPPLINGS	3	R. Vineth Rathod	(Signature)
4	31.07.2022	SUNDAY	FREE DISTRIBUTION OF SAPPLINGS	3	R. Vineth Rathod	(Signature)
5	7.08.2022	SUNDAY	HANDS WASHING AWARENESS CAMPAIGN	3	R. Vineth Rathod	(Signature)
6	13.08.2022	SATURDAY	HANDS WASHING AWARENESS CAMPAIGN	2	R. Vineth Rathod	(Signature)
7	14.08.2022	SUNDAY	HANDS WASHING AWARENESS CAMPAIGN	3	R. Vineth Rathod	(Signature)





GOVERNMENT COLLEGE FOR MEN, KURNOOL,  
COMMUNITY SERVICE PROJECT: SOCIO-ECONOMIC SURVEY - 2022  
ACTIVITY LOG ENTRY BOOK



26

Third Week: COMMUNITY  
IMMERSON PROGRAMME

SN	DATE	DAY	Type of Community Immersion/Involvement Programme Organised	Name of the Govt. Agency along which Immersion Programme Planned	No. of Hours	Signature of the Student	Signature of the Mentor
1	13.08.2022	SATURDAY	PAMPHLET DISTRIBUTION ON GOVT SCHEMES	SACHIVALAYAM	3	R. vineetha Rathod	(Signature)
2	14.08.2022	SUNDAY	PAMPHLET DISTRIBUTION ON GOVT SCHEMES	SACHIVALAYAM	2	R. vineetha Rathod	(Signature)
3	10.09.2022	SATURDAY	ROAD AND SURROUNDINGS CLEANING	WARD MEMBERS	2	R. vineetha Rathod	(Signature)
4	11.09.2022	SUNDAY	ROAD AND SURROUNDINGS CLEANING	WARD MEMBERS	2	R. vineetha Rathod	(Signature)
5	12.09.2022	MONDAY	SWACHA BHARAT ABHIYAN	LOCAL MUNICIPALITY	2	R. vineetha Rathod	(Signature)
6	13.09.2022	TUESDAY	SWACHA BHARAT ABHIYAN	LOCAL MUNICIPALITY	3	R. vineetha Rathod	(Signature)
7	14.09.2022	THURSDAY	SWACHA BHARAT ABHIYAN	LOCAL MUNICIPALITY	2	R. vineetha Rathod	(Signature)

Fourth Week: COMMUNITY  
EXIT REPORT

SN	DATE	DAY	Type of Activity done In the process of Exit Reporting	No. of Hours	Signature of the Student	Signature of the Mentor
1	17.09.2022	SATURDAY	First page, certificate, and content	3	R. vineetha Rathod	(Signature)
2	18.09.2022	SUNDAY	First chapter – Introduction	3	R. vineetha Rathod	(Signature)
3	19.09.2022	MONDAY	Second chapter – Profile of the District and survey area	3	R. vineetha Rathod	(Signature)
4	20.09.2022	TUESDAY	Third Chapter – Project methodology	2	R. vineetha Rathod	(Signature)
5	21.09.2022	WEDNESDAY	Fourth Chapter – Analysis of socio-economic conditions	3	R. vineetha Rathod	(Signature)
6	22.09.2022	THURSDAY	Fourth Chapter – Analysis of Sanitisation survey statistics	3	R. vineetha Rathod	(Signature)
7	23.09.2022	FRIDAY	Fifth Chapter – Conclusions and Suggestions	2	R. vineetha Rathod	(Signature)

Signature of the mentor:

(Signature)

Signature of the Government Authority

(Signature)





# Appendix - 11

## GOVERNMENT COLLEGE FOR NURSING, KURNOOL. CONSTITUTENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL.

### DEPARTMENT OF ECONOMICS

#### SRNO - ECONOMIC SURVEY IN KURNOOL - COMMUNITY SERVICE PROJECT (CSRP)

Sl. No.	1.1	2.2	3.3	4.4	5.5	6.6	7.7	8.8	9.9	10.10	11.11	12.12	13.13	14.14	15.15	16.16	17.17	18.18	19.19	20.20	21.21	22.22	23.23	24.24	25.25	26.26	27.27	28.28	29.29	30.30	31.31	32.32	33.33	34.34	35.35	36.36
Gender	Age in Year	Region	Center	Education	Occupation	Family Mem	Area	House	Type	Road	Letim	Ag Land	R Land	Vehicle	Fridge	TV	Mobile	Com	Asst	Water	Drain	Cook	Cattle													
M/F	1/2/3/4	M/W	C/O	D/S	M/S	W/G	H/O	1/2/3/4	R/U	H/P	O/R	G/M	T/V	N/V	N/V	N/V	N/V	N/V	N/V	N/V	N/V	N/V														
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
24	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
26	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
28	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
29	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
30	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
31	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
32	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
33	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
34	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														
36	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														



## DEPARTMENT OF ECONOMICS

## Socio - Economic Survey in Kurnool - Community Service Project (CSP)

[illegible]

25

2



# Appendix -5

## GOVERNMENT COLLEGE FOR MEN, KURNOOL CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KNL

### DEPARTMENT OF ECONOMICS

#### COMMUNITY SERVICE PROJECT - SANITIZATION

SN	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10
	Get benefit	Idea of	How you Dispose	Due to waste	Own	U wash hands	Know technic	cleanliness	Home Daily	Hands wash
	swacha bharat	wet&dry	Garbage	Diseases	Letrine	coming home	hands wash	while cooking?	cleaning?	after letrine?
	Y	N	GV	Y	Y	Y	Y	Y	Y	Y
			OV	N	N	N	N	N	N	N
			Cp							
			Rd							
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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(10) *[Signature]*





GOVERNMENT COLLEGE FOR MEN, KURNOOL  
(A CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL)  
COMMUNITY SERVICE PROJECT (CSP): SANITIZATION  
GRADE SHEET OF THE PROJECT



NAME OF THE STUDENT	R. Vineeth Rathod				
CLASS & YEAR OF STUDY	II BA (HEP)				
REGISTERED NUMBER	20110002046				
ASSESSMENT COMPONENT	MAX MARKS	MARKS OBTAINED	GRADE POINT	LETTER GRADE	CREDIT POINTS
1. PROJECT LOG	20	20			2
2. PROJECT IMPLEMENTATION	30	30			2
3. PROJECT REPORT	25	25	10	D	2
4. PRESENTATION	25	25			2
TOTAL OUT OF 100	100	100			

LETTER GRADE	GRADE POINT	CREDITS	CREDIT POINTS
O (Outstanding)	10	2	20
A+ (Excellent)	9	2	18
A (Very Good)	8	2	16
B+ (Good)	7	2	14
B (Above Average)	6	2	12
C (Average)	5	2	10
D (Pass)	4	2	8
F (Fail)	0	2	0
Ab (Absent)	0	2	0

SIGNATURE OF THE MENTOR

SIGNATURE OF THE PRINCIPAL

# SCHOOL EDUCATION

(A CASE STUDY IN MAHALAKSHMI NAGAR OF KURNOOL CITY)

## COMMUNITY SERVICE PROJECT – 2021-22

Submitted to

**GOVERNMENT COLLEGE FOR MEN, KURNOOL**  
(CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL)  
Re Accredited by NAAC with B+ Grade (2.75 CPGA)



## DEPARTMENT OF ECONOMICS

SUBMITTED BY

NAME OF THE STUDENT: S. Raja Sekhar H.no:- 20110002032

Dr. K.G. MALLIKARJUNA MA, MPhil, PhD., NET.

LECTURER IN ECONOMICS



## CERTIFICATE

This is to certify that the project entitled "School Education in Mahalakshmi Nagar of Kurnool City" is a Bonafede project work done and submitted by...

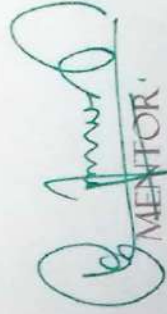
SN	NAME	HALL TICKET NO.
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2	MG PAWAN KUMAR	20110002025
3	M SUHASINI	20110002040
4	M VINOD RAJ KUMAR	20110002047
5	S RAJASEKHAR	20110002032
6	B SARASWATHI	20110002038
7	E THULASI PRASAD	20110002044

Done under the supervision of

**Dr. K.G. MALLIKARJUNA** M.A., MPhil., NET, PhD.,

LECTURER IN ECONOMICS

FOR THE COMMUNITY SERVICE PROJECT IN THE  
DEPARTMENT OF ECONOMICS

  
MENTOR

  
PRINCIPAL

## ACKNOWLEDGEMENT

We are extremely grateful to our Principal Dr. P. Kalavathi, MSc., PhD., of Government College for Men, Kurnool for the orientation and encouragement for our Community Service Programme (CSP) orientation.

We are thankful to the respondents of Mahalakshmi Nagar area who patiently and responsively answered the questions of our questionnaire. Our project came into a meaningful shape due to their responses and responsiveness.

We are also thankful to our mentor Dr. K.G. Mallikarjuna, MA, MPhil, NET, PhD., for spending his precious time and computer system skills in preparation of Logbook, Questionnaires, Master Table, Entry of responses, analysis and systematic representation and presentation of data into simplest and most attractive mode. The report could have not in the present stage in the absence of his guidance and care.

\*\*\*\*\*



# CONTENTS

S.NO	CHAPTER	PAGE
1	CERTIFICATE	1
2	AKNOWLEDGEMENT	2
3	CONTENT	3
4	CHAPTER - I: INTRODUCTION	4 - 5
5	CHAPTER - II: PROFILE OF THE DISTRICT AND SPECIFIED AREA OF SURVEY	6-8
6	CHAPTER - III: PROJECT METHODOLOGY	9
7	CHAPTER - IV: RESULTS AND DISCUSSION	10-15
8	CHAPTER - V: CONCLUSIONS AND SUGGESTIONS	16
9	PHOTOGRAPHS	17-21
10	APPENDIX - I SOCIO - ECONOMIC SURVEY QUESTIONNAIRE	22
11	APPENDIX - II QUESTIONNAIRE OF SCHOOL EDUCATION	23
12	APPENDIX - III STUDENT LOGBOOK	24-25
13	APPENDIX - IV MASTER TABLE OF SOCIO-ECONOMIC SURVEY	26-27
14	APPENDIX - V MASTER TABLE OF SCHOOL EDUCATION	28-30
15	GRADE SHEET	31

## CHAPTER – I

### INTRODUCTION

#### 1.1 PURPOSE OF COMMUNITY SERVICE PROJECT:



- Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development.
- Community Service Project involves us in community development and service activities and applies the experience to personal and academic development.
- Community Service Project is meant to link the community with the college for mutual benefit.
- The community will be benefited with the focused contribution of the college students for the village/ local development.
- The college finds an opportunity to develop social sensibility and responsibility among students and emerge as a socially responsible institution.

#### 1.2 OBJECTIVES:

- It sensitizes the living conditions of the people who are around the surrounding area.
- It helps us to realize the stark realities of society.
- It brings about an attitudinal change in us and help us to develop societal consciousness, sensibility, responsibility, and accountability.
- It makes us aware of our inner strength and help us to find new /out of box solutions to the social problems.

#### 1.3 NEED OF THE PROJECT:

- We are doing a project on the Socio-Economic status of 100 people in a particular area/village.



We hope that your eyes have been opened to see the needs of citizens within your local community and those around the world. These needs are being met by organizations who are partnering with VOLUNTEERS such as yourself. Your research and volunteer experience have hopefully helped you to discover that "giving back" is a rewarding role of being a citizen and not only benefits those in need, but it benefits you too. It is my hope that you will continue to volunteer and more importantly, persuade and motivate others to do the same.

#### 1.5. CONCLUSION AND SUGGESTIONS:

- The survey is limited to only 50 houses as there is a time limit of 4 weeks for the entire project.
- It can be done in any area we live in or can be done by choosing a particular village.
- The school education levels of their family.
- The scope of our CSP is to do a survey of 50 households about their socio-economic status and

#### 1.4. SCOPE AND LIMITATIONS:

- Socio Economic status is a way of describing people based on their education, income, and type of job.
- It will help us know about work and employment of people in a particular area or village.
- Provision of community and social services, including welfare to individuals or community groups, social justice and general equity.

## CHAPTER - II



## 2.1: About the Kurnool District:

The district derives its name from its chief town Kurnool the capital of former rulers, Capital of Andhra Pradesh State from 1st October 1953 to 1st November 1956 and at present the headquarters of the district. The name 'Kurnool' is said to have been derived from "Kandanavolu".





Kurnool District lies between the northern latitudes of 14° 54' and 16° 18' and eastern longitudes of 76° 58' and 79° 34'. The altitude of the district varies from 100 ft above the mean sea level. This district is bounded on the north by Tungabhadra and Krishna rivers as well as Mahbubnagar district of Telangana State, on the south by Kadapa and Anantapur Districts on the west by the Bellary district of Karnataka State and on the east by Prakasam District. The district ranks 10 in population with 43.23 People accounting for 4.63 % of the total Population of the state as per 2022 Population estimates, while in area it occupies the 3rd place with 17658 Sq. Kms., which account for 6.41 % of the total area of the state.

At present Kurnool District comprises 3 Revenue Divisions, 54 Revenue Mandals 53 Mandal Parishads, One Municipal Corporation, 4 Municipalities, 4 Nagara Panchayats, 889 Gram Panchayats, 921 Revenue Villages.

## 2.2: History of Kurnool District:

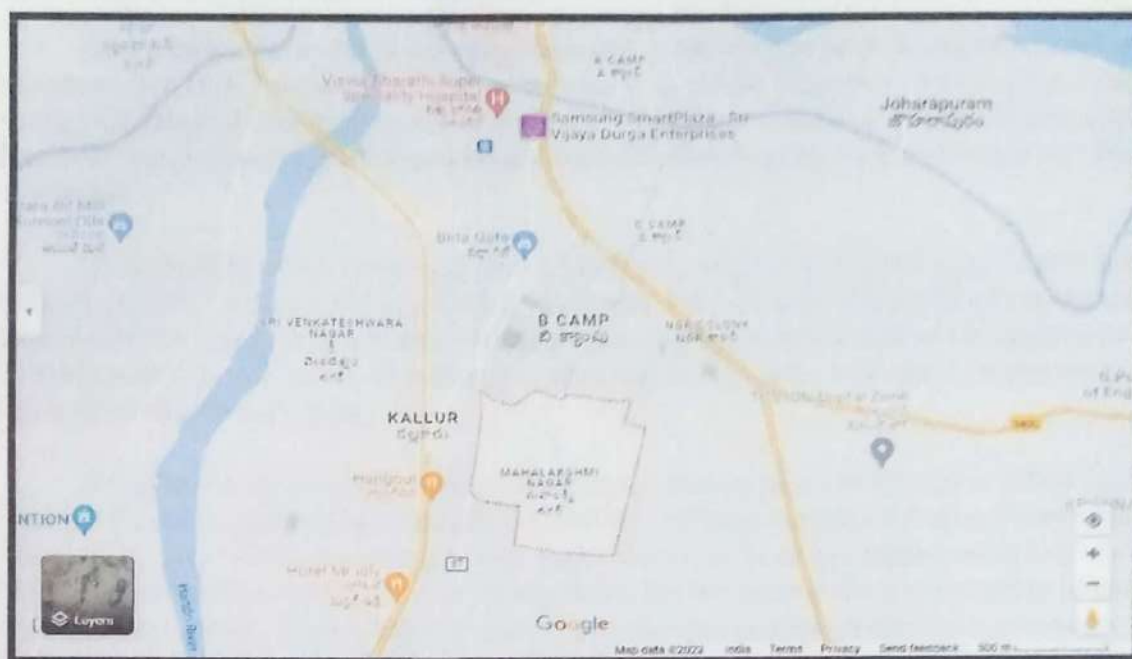
Kurnool district and its synonymous headquarters are a study in history and resilience. Situated in the interiors of Andhra Pradesh, Kurnool has its fair share of natural wonders like caves, rivers, thickly forested slopes and, of course, a city bustling with people, trade, and tourists. With a history dating back as far as the 11th century, this region was ruled by the Cholas, the Kakatiya kings and Achyuta Raya who gave the city a lasting memorial in the form of the Kurnool Fort. Naturally blessed, and with a deep and impactful culture pervading it, Kurnool is intriguing to travelers, both local and foreign.

**2.3: Demographic Features of Kurnool District:** Kurnool District population in 2022 is 4,321,457 (estimates). As per 2011 census of India, Kurnool District has a population of 4,053,463 in 2011 out of which 2,039,227 are male and 2,014,236 are female. Literate people are 2,127,161 out of 1,246,369 are male and 880,792 are female. People living in Kurnool District depend on multiple skills, total workers are 2,029,425 out of which men are 1,164,122 and women are 865,303. Total 293,947 Cultivators are depended on agriculture farming out of 198,302 are cultivated by men and 95,645 are women. 869,074 people works in agricultural land as labor, men are 410,120 and 458,954 are women. Kurnool District sex ratio is 988 females per 1000 of males. Next Kurnool District Census will be in 2022-2023.

## 2.4: Profile of the study area – Mahalakshmi Nagar:

Name of the locality	: Mahalakshmi Nagar
Mandal Name	: Kurnool
District	: Kurnool
State	: Andhra Pradesh
Region	: Rayalaseema
Language	: Telugu
Time zone	: IST (UTC+5:30)
Elevation / Altitude	: 293 meters. Above Sea level
Telephone Code / Std Code	: 08518
Assembly constituency	: Kurnool
Assembly MLA	: Abdul Hafeez Khan
Lok Sabha constituency	: Kurnool Parliamentary constituency
Parliament MP	: Sri. SANJEEV KUMAR
Enter Pin Code	: 518002

## 2.5: Overall view of Mahalakshmi Nagar:



It is a sub-urban area with schools, colleges, and universities. In spite of that people in this area are backward, illiterate and unaware of the benefits of education. Most of the students in the educational institutions of this area are outsiders and particularly from nearby villages. The area is selected for the purpose of Community Service Project work because of this distinct feature and to promote awareness of education among the local communities.



Now-a-days, there is a broad consensus that research in school education system is very important, but little general agreement as to what it is. School education system is the basis of a strong and powerful educational system of a nation. A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers.

Most countries have systems of formal education, which is sometimes compulsory. In these systems, students' progress through a series of schools. The names for these schools vary by country but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught is commonly called a university college or university.

The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, high school into three and higher secondary into two. Students must learn a common curriculum largely (except for regional changes in mother tongue) till the end of high school. There is some amount of specialization possible at the higher secondary level. Students throughout the country must learn three languages.

This is a descriptive study with the following research questions

- ➡ To study socio-economic-demographical analysis in
- ➡ To find educational levels of the sample households.

In this project, simple random sampling technique is used to collect the information about educational levels and related problems in the study area i.e., Mahalakshmi Nagar of Kurnool city, Kurnool District. We design questionnaire based on health related problems and satisfaction levels of current health care system provided by Government of Andhra Pradesh.

A collected sample of 50 households from the selected area. The area is selected as it consists of combination of local people, migrants, labour, elite people. It is also chosen as it is very nearer to the college premise for which survey and other related Community Service Programmes can be designed and executed during the off the class-work period and even after the class-work period.

Many statistical tools like summations, averages, percentages etc., are used to arrive at a meaningful conclusion. Tables, charts, and graph are used as and when we feel to represent data in an easier and most attractive manner.

A Master Table is so designed and filled that the data of entire questionnaires reflect in it. The Master Table consists of synchronised data of Socio-economic Survey questionnaires and the School Education Survey data at a time in a glance. This makes the researcher analysing data very easily and complete the survey with a fruitful conclusion.

For the understanding the process of preparing questionnaire and the Master Table, copy of each of them is placed at the end of this report (Annexure) as reference to the people understanding this project and guide the researchers who probe into similar area and topic.



## CHAPTER - IV RESULTS AND DISCUSSION

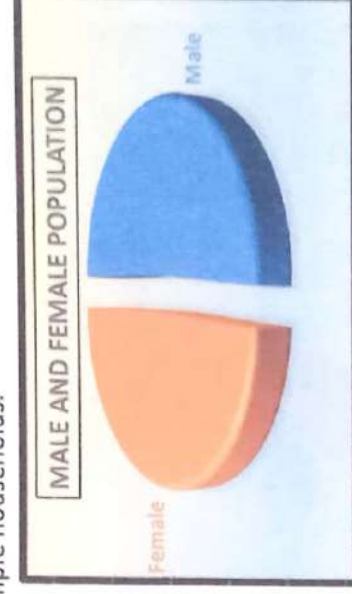
As discussed in the earlier chapters, we collected data from Mahalakshmi Nagar area, i.e., suburban part of the Kurnool City. 50 sample households randomly selected and analysed to know the educational levels and related issues of the area.

### 4.1: Socio-Economic-Demographic analysis – Preliminary Survey - First week:

The following are the results based on the sociological, economic and population related data of the sample households. An existing school education levels and related problems can be better understood with socio-economic backgrounds of the respondents in focus.

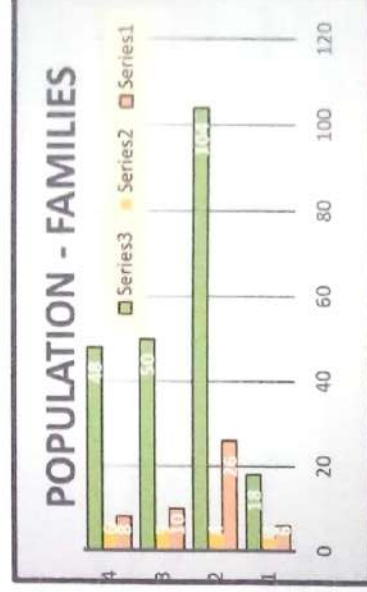
**4.1.1: Distribution of population:** Total population of 50 sample households is 220 among which 112 are male and 108 are female. It means the male to female ratio is 51:49. There is no noticeable gender difference between male and female among sample households.

Gender	Frequency	Percent
Male	112	51%
Female	108	49%
Total	220	100%



**4.1.2: Structure of population among sample households:** There are 220 people from 50 households. Some families consist of 3 members, some of 4 and some more 4 and above. Members distribution among sample households is shown below.

SN	No. of families	No. of members	Total	Percentage to Total
1	6	3	18	8%
2	26	4	104	47%
3	10	5	50	23%
4	8	6	48	22%
TOTAL			220	100%

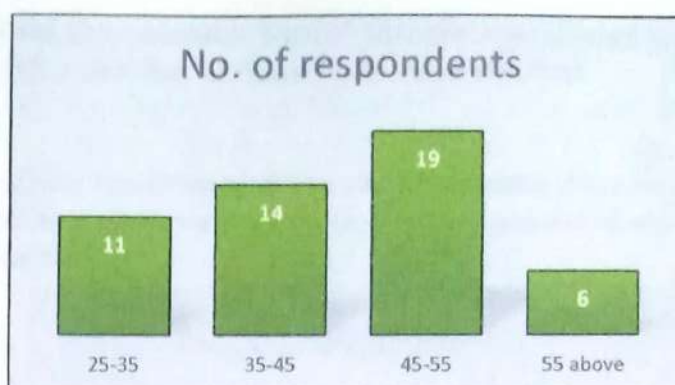


**4.1.3: Respondents:** There are totally 50 respondents in which 31 are male and 19 are female.

**4.1.4: Age-wise distribution of respondents:** Total 50 respondents belongs to different age groups. For convenience's sake we divided respondents from 25 years to 55 years above age groups. The distribution of respondents as per age group is analyzed below.



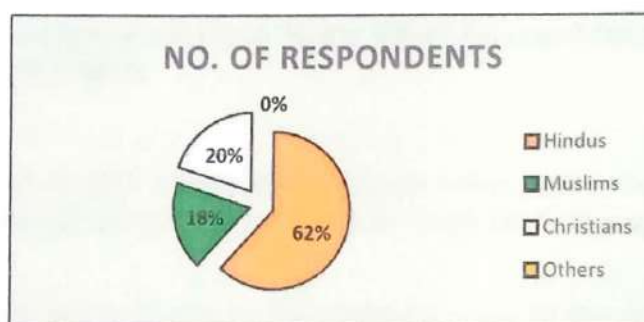
SN	Age group	No. of respondents
1	25-35	11
2	35-45	14
3	45-55	19
4	55 above	06
	Total	50



It is obvious that most of the respondents (19) are from 45-55 age group. The respondents of 55 years and above are very less that is only 6.

**4.1.5: Religion of respondents:** We divided the respondents based on their religion to analyses and found the school level education variation among different religious people also. Following table shows religious status.

SN	Religion	No. of respondents
1	Hindus	31
2	Muslims	09
3	Christians	10
4	Others	0
	Total	50



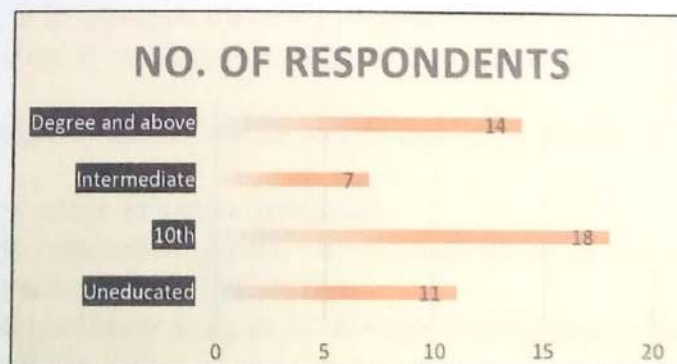
**4.1.6: Caste-wise Population:** The caste of the respondents is collected to analyses the educational levels of different communities of the society. Following table exhibits caste-wise distribution of households.

Among 50 families selected randomly for the study, 8 families belong to OC communities, 18 BC, 18 SC and 6 families to Minority community. There is no family belongs to ST community.

SN	Caste	No. of respondents
1	OC	8
2	BC	18
3	SC	18
4	ST	0
5	Minority	6
	Total	50

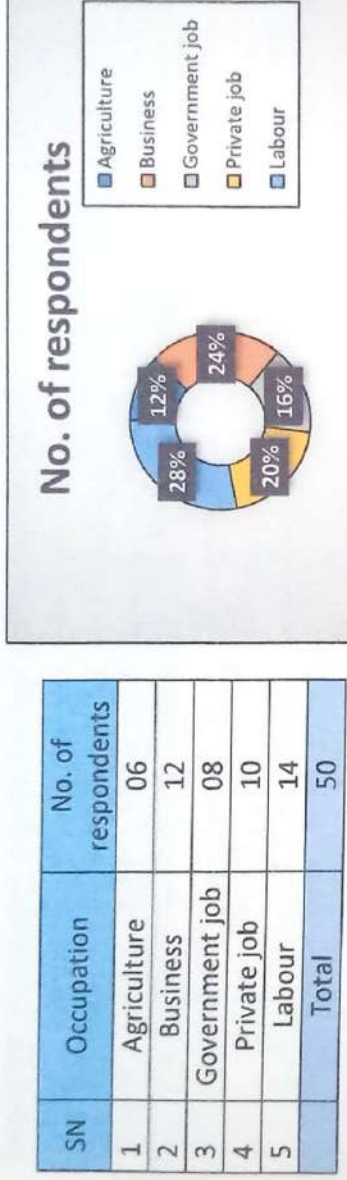
**4.1.6: Education Levels of the respondents:** The education levels of the survey respondents are shown in the following table and graph for easy understanding.

SN	Education levels	No. of respondents
1	Uneducated	11
2	10 <sup>th</sup>	18
3	Intermediate	7
4	Degree and above	14
	Total	50



18 respondents completed 10<sup>th</sup> class and 14 respondents are well educated and reported to be under graduates and even above. On the other dark side, 11 respondents are uneducated.

4.1.7: Occupational distribution of respondents: The Occupation of a person invariably influence his educational status. Hence, we tried to gather the information regarding the occupational status of the respondents. Following data reveals the matter.



Only 12% of the households depended on agricultural sector. Nearly 28% of the respondents are labour. And 8 households are government job holders.

4.1.8: Area of the respondents: All the 50 families belong to the Kurnool urban society as the Mahalakshmi Nagar area fall under the Kurnool suburban area. Hence no single family belongs to rural area.

4.2: Physical Facilities: The survey collected data pertaining to the physical amenity of the sample households.

- Regarding the residence, only two respondents have huts and 48 have 'pukka houses'.
- Among the 50 respondents, 24 have their own houses, 23 are living in rented accommodation and remaining 3 are living in Government quarters.
- As the area is a part of the city, all the respondents have metal road.
- All the 50 respondents have their own latrines.
- 36 households are reported to have agriculture land in their villages. 24 respondents are land-less.
- 41 among 50 have ration card to get the benefit from Government side, 9 houses do not have any card.
- Majority households maintain two-wheeler vehicles i.e., 44 households, only one house having either 3-wheeler or 4-wheeler vehicle. 5 houses have either vehicle at all.
- 38 respondents have refrigerators at their houses, remaining 12 houses do not have facility.
- Among 50 houses, 43 houses reported to have television sets and 7 houses don't have such thing.
- 48 households i.e., 96% of respondents maintain mobile phones and only 2 houses do not have it.
- Only 7 houses (14%) have their own computer system or laptops.
- 37 households (nearly 74%) of the respondents depend on Municipal tap water for their drinking water needs. only 13 houses bring Mineral Water Cans.
- As the area fell under Kurnool Municipal Corporation, almost 49 houses have proper drainage system.



- As well 49 households depend on the LPG gas for their cookery needs. Still one house depending on firewood.
- It is urban area. So, 45 respondents reported that they don't have any cattle stock. One reported to have cow or buffalo, one has hen and three reported to have goats and sheep.

#### 4.3: School Education – Survey Report:

4.3.1: **Age of the school going children:** We tried to count total number of schools going students among the respondents' houses. Following is the data collected.

AGE				EDUCATION LEVELS			
5-12		13-16		PRIMARY		SECONDARY	
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
29	18	21	11	29	18	21	11
Total = 47		Total = 32		Total = 47		Total = 32	
Grand Total = 79				Grand Total = 79			

The table shows how the school going children are stratified into 5-12 and 13-16 categories and between primary school and secondary school categories. There are 79 school going children among the area where survey is conducted.

4.3.2: **School management:** To the question that in which type of school you send your kids, i.e., whether Government or private? 29 respondents answered private and only 21 says Government school. It means 58 per cent of the respondents send their children to private schools.

4.3.3: **Type of school:** Among 50 respondents, 49 students are day-scholars and only one is hosteller.

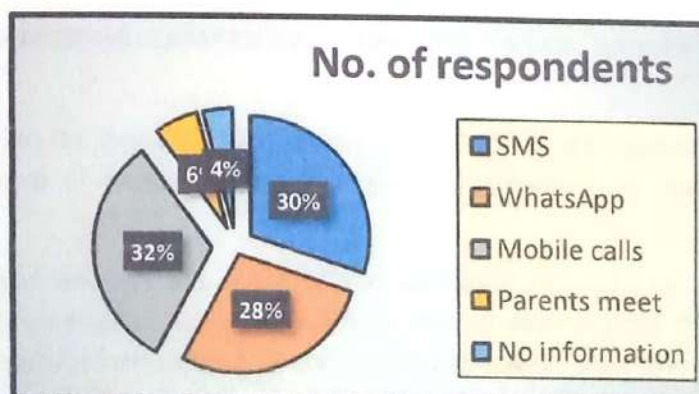
4.3.4: **Behavior of school management:** To a question "How the school management treats you, behaves good or not"? 48 respondents say the school management behave good towards them.

4.3.5: **Satisfied Schooling:** Almost 48 respondents are happy and satisfied with school education of their children and expressed no negativity against the school managements and teachers.

4.3.6: **Helping in Studies:** 44 respondents said that they help in the studies of their school going children in their studies. But 6 respondents do not help their children as they are illiterates and uneducated.

4.3.7: **Information from school:** To the question that how you will be informed by the schools about the studies of your children, their responses can be shown as under.

SN	Information	No. of respondents
1	SMS	15
2	WhatsApp	14
3	Mobile calls	16
4	Parents meet	03
5	No information	02
	Total	50





32% i.e., 16 respondents are receiving mobile calls from schools and getting information on the studies of their children. This is followed by SMS (30), WhatsApp messages (28%).

4% respondents i.e., only 2 families informed that they are not getting any information from the schools regarding the studies of their children.

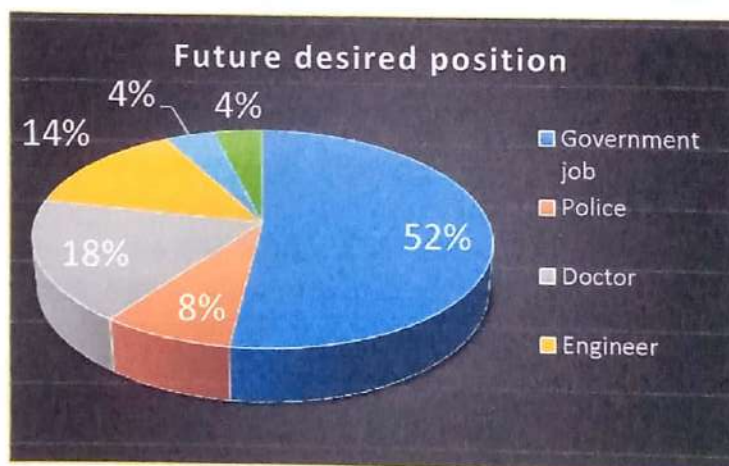
**4.3.8: About the fee:** 33 respondents i.e., 66% of the respondents feel that the school fee is very high and is increased repeatedly. Only 17 respondents do not have any concern regarding the volume of school fee of their children.

**4.3.9: Government benefits:** 39 respondents said that their children are getting some way or another the benefit from the State Government regarding the school schemes. They are around 78% of the total respondents. Whereas 11 respondents reveal that no such benefits are received from the Government for their children at all.

**4.3.10: Tuitions:** 23 respondents send their children to the nearby tuitions apart from schools in the evening times. 27 respondents said their children's studies at home only and do not go for any tuitions.

**4.3.11: Future position of children:** To an interesting question that what they desire about the future position of their children, the responses of the parents vary differently which is analyzed in the following table.

SN	Future Position	No. of respondents
1	Government job	26
2	Police	04
3	Doctor	09
4	Engineer	7
5	Army	2
6	Lawyer	2
	<b>Total</b>	<b>50</b>



More than 50 percent of the respondents wish their school going children settle with a government job in future. 18% of them wish to see their children as doctors, 14% as engineers. Only two respondents want to see their children become lawyer and two more as army personnel.

**4.4: Second Week - COMMUNITY AWARENESS CAMPAIGNS:** Under this various awareness programmes have been organized.

**4.4.1: Awareness programme on Population:** On 'World Population Day' 11<sup>th</sup> July 2022, a programme was organised to discuss the implications of population exploitation and measures to check population.

**4.4.2: Awareness on Yoga:** Students gone through the roads of the surveyed area to provide awareness on the Yoga and its usefulness among the households. On the eve of International Yoga Day this rally was organised to create a sense of awareness on the health benefits of yoga and its different postures.



**4.4.3: Awareness programme on Plantation:** On 30<sup>th</sup> and 31<sup>st</sup> July we distributed free flowing saplings of different varieties of plants in the area under survey. Nearly 50 plants from the own garden of our Economics lecturer Dr. KG Mallikarjun, we collected the sapling and distributed them among the respondents. In some cases, the saplings are re-potted and placed in a sunny area in the houses of the respondents.

**4.4.4: Reading skills among school going children:** On 7<sup>th</sup>, 13<sup>th</sup> and 14<sup>th</sup> August 2022, Sunday, we declared the days as 'Reading Skill Days'. In the area under survey, students are gathered and tested their reading skills. They are informed the loopholes in reading and suggested tips for better reading. Prizes are also distributed to the students with best reading skills.

**4.5: Third Week – COMMUNITY IMMERSION PROGRAMME:** Under this programme we joined with different Government officials and render services for Community immersion.

**4.5.1: Distribution of Pamphlets on Government Schemes:** On the advice of local Sachivalayam officials we prepared a pamphlet with details of many useful State Government Schemes and Programmes and distributed in Mahalakshmi Nagar on August 13<sup>th</sup>, Second Saturday, and August 14<sup>th</sup> the Sunday.

**4.5.2: Cleaning of roads and cleaning programme:** In coordination with the local Municipal scavengers, we cleaned the road and surroundings of the Mahalakshmi Nagar areas. Plastic covers and waste material is collected and handed over to Municipality Labours. This event has been continued on both days i.e., 10<sup>th</sup> the Second Saturday and 11<sup>th</sup> the Sunday of September 2022.

**4.5.3: Immersion Programme on Swacha Bharat & Swacha Kurnool:** Under this programme we joined our hands with local municipality waste collecting personnel and bring awareness on Swacha Bharat Abhiyan and the Programme of collecting wet and dry wastages separately by the Kurnool Municipality Corporation. Through demonstrations we provided information that how wet and dry wastages can be identified and how they can be disposed off separately. We moved along with waste pickup vehicles and provide awareness on this to door to door.

**4.6: Fourth Week – COMMUNITY EXIT REPORT:** Based on the variety of activities organized and participated under Community Service Project is summed, analysed systematically, and presented in this report.

## CHAPTER – V

### CONCLUSIONS AND SUGGESTIONS

From the above analysis, it is concluded that ...

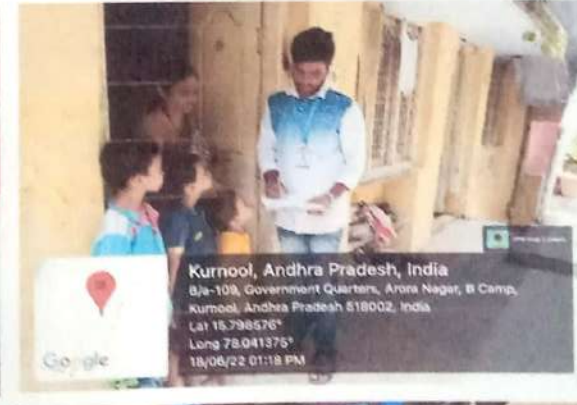
- ✚ People in the study area are preferring government and private schools equally.
- ✚ Almost all the respondents are satisfied with the school management.
- ✚ All respondents feel that they school management and teachers behave good with them.
- ✚ 90% of the respondents are helpful to the school going students in their off-school studies.
- ✚ Majority of the parents are feeling that school fee is not that much high but affordable.
- ✚ Almost all parents are getting information regarding the study information from schools.
- ✚ Majority of the respondents and their children are the beneficiaries of government schemes.
- ✚ Only half of the children of the respondents prefer to go for tuitions.
- ✚ Most of the respondents want to see their children in government jobs in their future.

**SUGGESTIONS:** From the above analysis it is concluded and following suggestions can be made.

- It is the obligation of the government to see all school going students get equal and guaranteed benefits irrespective of caste, creed, and religion at least at this stage of age.
- Schools must inform every information regarding the progress of the students through various means of information to the parents as we have already entered modern communication era.
- Schools must strive hard and prepare plans to make the dreams of the parents regarding their children's future positions.
- Parents meets are necessary in which teacher-parents meet directly and have meaningful conclusions.



## PHOTOGRAPHS



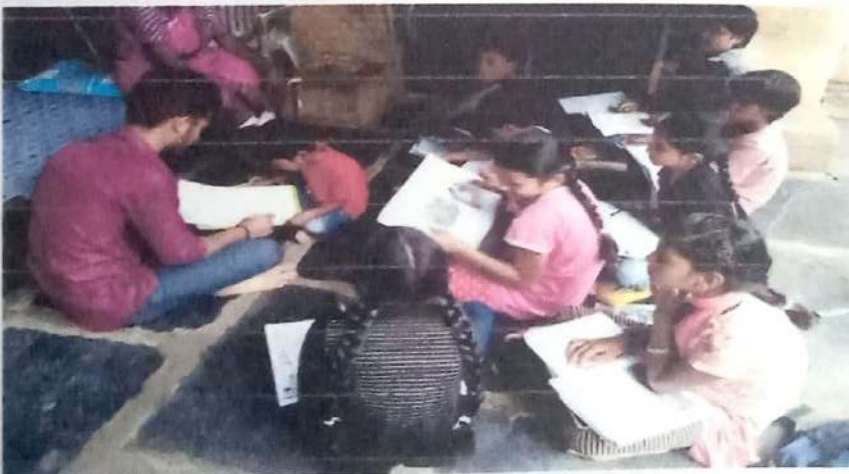
















\*\*\* THE END \*\*\*





# APPENDIX - I



## GOVERNMENT COLLEGE FOR MEN, KURNOOL. COMMUNITY SERVICE PROJECT: SOCIO-ECONOMIC SURVEY



Name of the Student : S. Rajasekhar Registration Number: 20110002032  
Class: II BA Group: BA HE P Medium: EM/TM Mobile No: 9346606500

గ్రామం/పంచాయతీ: Srinagari వార్డు/కార్పొరేషన్ నెంబర్: 22 మండలం: Kurnool జిల్లా: Kurnool  
Name of the mentor: K. G. Mallikarjuna QUESTIONNAIRE Sample No: 03

I. సామాజిక మరియు జనాభా పరమైన సమాచారం:

1.0	కుటుంబ యజమాని పేరు :	<u>Ch. Peddamandakal</u>			
1.1	జెండర్	1. పురుషుడు ✓		2. స్త్రీ	
1.2	వయస్సు సంవత్సరాలలో	1. 25-35	2. 35-45	3. 45-55	4. 55 కంటే ఎక్కువ
1.3	మతము	1. హిందూ ✓	2. ముస్లిం	3. క్రైస్తవ్యుని	4. ఇతరులు
1.4	కులము	1. OC	2. BC/మైనారిటీ	3. SC ✓	4. ST
1.5	విద్యార్హత	1. నిరక్షరాస్యులు	2. 10 <sup>th</sup> ✓	3. ఇంటర్	4. డిగ్రీ ఆ పైన
1.6	వృత్తి	1. వ్యవసాయం	2. వ్యాపారం ✓	3. ప్రభుత్వ ఉద్యోగి	4. ప్రైవేటు ఉద్యోగి
1.7	సాంవత్సరిక ఆదాయం	1. 0-50,000	2. 50,000-1 లక్షలు	3. 1-3 లక్షలు	4. 3 లక్షలు ఆ పైన
1.8	కుటుంబ సభ్యుల సంఖ్య	1	2	3	4 & ఆ పైన
1.9	ప్రాంతం	1. గ్రామం	2. నగరం ✓		

II. ఆర్థిక స్థితిగతులు:

2.1	ఇంటి స్వరూపం	1. గుడిసె	2. పక్క ఇల్లు/అపార్ట్ మెంట్
2.2	ఇంటిపై యాజమాన్యపు హక్కు	1. సొంతం ✓	2. అద్దె ఇల్లు
2.3	ఇంటివరకు ఉన్న రహదారి ఎలాంటిది?	1. మట్టి/సిమెంట్ రోడ్డు ✓	2. తారు రోడ్డు
2.4	మీకు సొంత మరుగు దొడ్డి కలదా?	1. కలదు ✓	2. లేదు
2.5	మీకు వ్యవసాయ భూమి ఉన్నదా?	1. కలదు ✓	2. లేదు
2.6	మీకు రేషన్ కార్డు ఉన్నదా?	1. కలదు ✓	2. లేదు
2.7	మీకు సొంత వాహనం ఉన్నదా? ఏది?	1. ద్విచక్ర వాహనం	2. ఆటో/కారు
2.8	మీ ఇంట్లో ప్రిజ్ ఉన్నదా?	1. కలదు ✓	2. లేదు
2.9	మీ ఇంట్లో టీవి కలదా?	1. కలదు ✓	2. లేదు
2.10	మీకు మొబైల్ ఫోన్ ఉన్నదా?	1. కలదు ✓	2. లేదు
2.11	మీకు కంప్యూటర్/laptop/tab ఉన్నదా?	1. కలదు	2. లేదు ✓
2.12	మీ క్రాగునీరు ఎలా లభ్యం అవుతున్నది?	1. క్యాను నీళ్ళు/పబ్లిక్ నీళ్ళు ✓	2. ప్రభుత్వ కుళాయి
2.13	మీ ఇంటికి డ్రైనేజి సదుపాయం ఉందా?	1. కలదు ✓	2. లేదు
2.14	వంటచేయుటకు మీరు వాడే ఇంధనం ఏది?	1. LPG గ్యాసు సిలిండర్ ✓	2. కట్టెలు
2.15	మీకు గల పక్షసంపద ఏది?	1. ఆవులు/బ్రలలు	2. గోరైలు/మేకలు
			3. కోళ్ళు

\*\*\*\*\*

*(Signature)*



# APPENDIX-II

GOVERNMENT COLLEGE FOR MEN, KURNOOL  
COMMUNITY SERVICE PROJECT: SCHOOL EDUCATION



3.1 పిల్లల వయసు: (5 నుండి 12 సం.)

బాలురు:

బాలికలు:

(13 నుండి 16సం.)

బాలురు: 1

బాలికలు: 2

3.2 విద్య స్థాయి:

తరగతి	బాలురు	బాలికలు
ప్రాథమిక విద్య		
సెకండరీ విద్య	/	/

3.3 స్కూల్ యాజమాన్యం

: ప్రభుత్వ / ప్రైవేటు

3.4 స్కూల్ రకం

: డి స్కూల్ / హాస్టల్

3.5 స్కూల్ యాజమాన్యం మీతో బాగానే వ్యవహరిస్తుందా?

: అవును / కాదు.

3.6 మీ పిల్లల విద్యాభ్యాసం పై మేరు సంతృప్తిగా ఉన్నారా?

: అవును / కాదు.

3.7 ఇంటి వద్ద మీ పిల్లల చదువులో మీరు సహాయం చేస్తున్నారా

: అవును / కాదు.

3.8 మీ పిల్లల చదువు విషయాలు స్కూల్ వారు మీకు ఎప్పటికప్పుడు తెలుపుతున్నారా? : అవును / కాదు  
ఒకవేల అవును అయితే దేని ద్వారా? :

WhatsApp/మొబైల్ కాల్స్/మొబైల్ SMS/పేరెంట్స్ మీట్/e-mails/ఇతరములు

3.9 కడుతున్న పేజి చాల ఎక్కువ అని భావిస్తున్నారా?

: అవును/కాదు

3.10 పిల్లల చదువులకు సంబంధించి విద్య దీవెన లాంటి ప్రభుత్వ పథకాలు ఎవైన పొందుతున్నారా?: అవును/కాదు

3.11 విద్యాభ్యాసం కేవలం స్కూలులో మాత్రమేనా? ట్యూషన్ లకు కూడా పంపుతున్నారా/:

అవును/కాదు

3.12 పిల్లలలో ఎవరినా dropouts ఉన్నారా? అందుకు ప్రధాన కారణం ఏంటి? :

X

3.13 మీ పిల్లలు భవిష్యత్తులో ఏమి అవ్వాలని ఆశిస్తున్నారు?:

డాక్టర్/ఇంజనీరు/ప్రభుత్వ ఉద్యోగి/లాయర్/వ్యాపారి/పోలీసు/ఆర్మీ/ఇతరములు

3.14 ఏవైనా సూచనలు ఇవ్వగలరు.

1.

2.

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Student Name	S. Rajasekhar		
Hall Ticket No	20110602030		
Semester:	IV SEM	Year	II
Course Name:	BA	Mentor Name	Dr KG. MALLIKARJUNA
		Group Name	HEP

First Week: PRELIMINARY SURVEY

SN	DATE	DAY	No. of Households Surveyed	No. of Hours Spent	Signature of the Student	Signature of the Mentor
1	11.06.2022	SATURDAY	7	3	S. Rajasekhar	
2	12.06.2022	SUNDAY	7	3	S. Rajasekhar	
3	13.06.2022	MONDAY	7	2	S. Rajasekhar	
4	14.06.2022	TUESDAY	8	2	S. Rajasekhar	
5	15.06.2022	WEDNESDAY	9	3	S. Rajasekhar	
6	16.06.2022	THURSDAY	7	3	S. Rajasekhar	
7	17.06.2022	FRIDAY	5	2	S. Rajasekhar	
	TOTAL	7 DAYS	50 HOUSEHOLDS	18 HOURS	S. Rajasekhar	

Second Week: COMMUNITY AWARENESS CAMPAIGNS

SN	DATE	DAY	Type of Awareness Programme Organised	No. of Hours Spent	Signature of the Student	Signature of the Mentor
1	22.06.2022	WEDNESDAY	YOGA AWARENESS RALLY	3	S. Rajasekhar	
2	11.07.2022	MONDAY	POPULATION EXPLOSION AWARENESS	2	S. Rajasekhar	
3	30.07.2022	SATURDAY	FREE DISTRIBUTION OF SAPPLINGS	3	S. Rajasekhar	
4	31.07.2022	SUNDAY	FREE DISTRIBUTION OF SAPPLINGS	3	S. Rajasekhar	
5	7.08.2022	SUNDAY	READING SKILLS AMONG CHILDREN	3	S. Rajasekhar	
6	13.08.2022	SATURDAY	READING SKILLS AMONG CHILDREN	2	S. Rajasekhar	
7	14.08.2022	SUNDAY	READING SKILLS AMONG CHILDREN	3	S. Rajasekhar	



GOVERNMENT COLLEGE FOR MEN, KURNOL  
COMMUNITY SERVICE PROJECT: SCHOOL EDUCATION -2022  
ACTIVITY LOG ENTRY BOOK



Third Week: COMMUNITY  
IMMERSION PROGRAMME

SN	DATE	DAY	Type of Community Immersion/Involvement Programme Organised	Name of the Govt. Agency along which Immersion Programme Planned	No. of Hours	Signature of the Student	Signature of the Mentor
1	13.08.2022	SATURDAY	PAMPHLET DISTRIBUTION ON GOVT SCHEMES	SACHIVALAYAM	3	<i>[Signature]</i>	<i>[Signature]</i>
2	14.08.2022	SUNDAY	PAMPHLET DISTRIBUTION ON GOVT SCHEMES	SACHIVALAYAM	2	<i>[Signature]</i>	<i>[Signature]</i>
3	10.09.2022	SATURDAY	ROAD AND SURROUNDINGS CLEANING	WARD MEMBERS	2	<i>[Signature]</i>	<i>[Signature]</i>
4	11.09.2022	SUNDAY	ROAD AND SURROUNDINGS CLEANING	WARD MEMBERS	2	<i>[Signature]</i>	<i>[Signature]</i>
5	12.09.2022	MONDAY	SWACHA BHARAT ABHIYAN	LOCAL MUNICIPALITY	2	<i>[Signature]</i>	<i>[Signature]</i>
6	13.09.2022	TUESDAY	SWACHA BHARAT ABHIYAN	LOCAL MUNICIPALITY	3	<i>[Signature]</i>	<i>[Signature]</i>
7	14.09.2022	THURSDAY	SWACHA BHARAT ABHIYAN	LOCAL MUNICIPALITY	2	<i>[Signature]</i>	<i>[Signature]</i>

Fourth Week: COMMUNITY  
EXIT REPORT

SN	DATE	DAY	Type of Activity done in the process of Exit Reporting	No. of Hours	Signature of the Student	Signature of the Mentor
1	17.09.2022	SATURDAY	First page, certificate, and content	3	<i>[Signature]</i>	<i>[Signature]</i>
2	18.09.2022	SUNDAY	First chapter – Introduction	3	<i>[Signature]</i>	<i>[Signature]</i>
3	19.09.2022	MONDAY	Second chapter – Profile of the District and survey area	3	<i>[Signature]</i>	<i>[Signature]</i>
4	20.09.2022	TUESDAY	Third Chapter – Project methodology	2	<i>[Signature]</i>	<i>[Signature]</i>
5	21.09.2022	WEDNESDAY	Fourth Chapter – Analysis of socio-economic conditions	3	<i>[Signature]</i>	<i>[Signature]</i>
6	22.09.2022	THURSDAY	Fourth Chapter – Analysis of School education survey statistics	3	<i>[Signature]</i>	<i>[Signature]</i>
7	23.09.2022	FRIDAY	Fifth Chapter – Conclusions and Suggestions	2	<i>[Signature]</i>	<i>[Signature]</i>

*[Signature]*  
Signature of the mentor:

*[Signature]*

SIGNATURE OF THE PRINCIPAL



GOVERNMENT COLLEGE FOR MEN, KURNOOL.  
CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL  
DEPARTMENT OF ECONOMICS

SOCIO - ECONOMIC SURVEY IN KURNOOL - COMMUNITY SERVICE PROJECT (CSP)

S/N	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12	2.13	2.14	2.15
	Gendr	Age in Years	Religion	Caste	Education	Occupation	Family Mem	Area	House	Type	Road	Letrin	Ag Land	R card	Vehicle	Fridge	TV	Mobile	Com/Lap	Water	Drain	Cook	Cattle
	M	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
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GOVERNMENT COLLEGE FOR MEN, KURNOOL  
CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KNL  
DEPARTMENT OF ECONOMICS

COMMUNITY SERVICE PROJECT (CSP) - SCHOOL EDUCATION

S/N	3.1 Children Age				3.2 Educ level				3.3 Manage		3.4 Type	3.5 Behaves		3.6 School	3.7 You	3.8 Educat	3.9 Fees		3.10 Govt	3.11 Sending	3.12 Dropouts		Reason	3.13 Position in Future
	05-12		13-16		Prim		Sec		DS	HO	Pvt	Gov	F	M	F	M	Y	N	Y	N	Y	N		
	M	F	M	F	M	F	M	F																
1	✓				✓				✓								✓		✓					Police
2	✓				✓				✓								✓		✓					Doctor, Govt job
3																	✓		✓					Engineer
4																	✓		✓					Govt job
5	✓				✓				✓								✓		✓					Govt job
6	✓				✓				✓								✓		✓					Govt job
7	✓				✓				✓								✓		✓					Police
8	✓				✓				✓								✓		✓					Govt job
9	✓				✓				✓								✓		✓					Govt job
10																	✓		✓					Govt job
11																	✓		✓					Govt job
12	✓				✓				✓								✓		✓					Govt job
13																	✓		✓					Govt job
14	✓				✓				✓								✓		✓					Govt job
15																	✓		✓					Doctor
16	✓				✓				✓								✓		✓					Engineer
17	✓				✓				✓								✓		✓					Govt job, army
18	✓				✓				✓								✓		✓					Govt job
19	✓				✓				✓								✓		✓					Govt job
20																	✓		✓					Engineer
21	✓				✓				✓								✓		✓					Manager
22	✓				✓				✓								✓		✓					Doctor
23	✓				✓				✓								✓		✓					Doctor
24	✓				✓				✓								✓		✓					Doctor
25	✓				✓				✓								✓		✓					Engineer
																	✓		✓					Doctor



**GOVERNMENT COLLEGE FOR MEN, KURNOOL**  
**CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KNL**

**DEPARTMENT OF ECONOMICS**

**COMMUNITY SERVICE PROJECT (CSP) - SCHOOL EDUCATION**

S N	3.1				3.2				3.3		3.4	3.5		3.6	3.7	3.8	3.9		3.10	3.11			3.12		3.13
	Children Age				Educ level				Manage		Type	Behaves		School	You	Educat	Fees	Govt	Sending Tutions		Dropouts	Reason			
	05-12		13-16		Prim		Sec		Gov	Pvt	DS	HO	Good	satisfy	help?	info	High?	Schemes	Tutions		Y	N	Y	N	
	M	F	M	F	M	F	M	F					Y	N	Y	N	Mobile calls	Y	Y	Y	N	Y	N		
26	✓									✓	✓		✓	✓			Mobile calls	✓	✓	✓			✓		Govt. job
27										✓	✓		✓	✓	✓		Mobile calls	✓		✓			✓		Govt. Job
28										✓	✓		✓	✓	✓		Mobile calls	✓	✓	✓			✓		Police
29										✓	✓		✓	✓	✓		Mobile calls	✓	✓	✓			✓		Govt job
30	✓									✓	✓		✓	✓	✓		WhatsApp	✓	✓	✓			✓		Govt job
31											✓		✓	✓	✓		Mobile calls	✓		✓			✓		Engineer
32										✓	✓		✓	✓	✓		Mobile calls	✓	✓				✓		Doctor
33										✓	✓		✓	✓	✓		Mobile calls	✓	✓	✓			✓		Govt Job
34	✓									✓	✓		✓	✓	✓		Mobile calls	✓		✓			✓		Police
35	✓									✓	✓		✓	✓	✓		Mobile calls	✓	✓	✓			✓		Govt. job
36	✓									✓	✓		✓	✓	✓		Mobile calls	✓	✓	✓			✓		Doctor
37										✓	✓		✓	✓	✓		SMS	✓	✓	✓			✓		Business
38										✓	✓		✓	✓	✓		SMC	✓	✓	✓			✓		Doctor, Engineer, Govt job
39	✓									✓	✓		✓	✓	✓		WhatsApp	✓	✓	✓			✓		Govt. job
40	✓									✓	✓		✓	✓	✓		WhatsApp	✓	✓	✓			✓		Govt. job
41	✓									✓	✓		✓	✓	✓		SMS	✓	✓	✓			✓		Army
42	✓									✓	✓		✓	✓	✓		Mobile calls	✓	✓	✓			✓		Govt. job
43										✓	✓		✓	✓	✓		Mobile calls	✓	✓	✓			✓		Manager
44										✓	✓		✓	✓	✓		SMC	✓	✓	✓			✓		Govt. job
45	✓									✓	✓		✓	✓	✓		SMS	✓	✓	✓			✓		Police
46										✓	✓		✓	✓	✓		WhatsApp	✓	✓	✓			✓		Doctor, Govt. job
47										✓	✓		✓	✓	✓		SMS	✓	✓	✓			✓		Govt. job
48										✓	✓		✓	✓	✓		WhatsApp	✓	✓	✓			✓		Doctor, Engineer, Govt. job
49	✓									✓	✓		✓	✓	✓		SMS	✓	✓	✓			✓		Govt. job
50										✓	✓		✓	✓	✓		SMC	✓	✓	✓			✓		Govt. job



GOVERNMENT COLLEGE FOR MEN, KURNOOL

CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KNL

DEPARTMENT OF ECONOMICS

COMMUNITY SERVICE PROJECT (CSP) - SCHOOL EDUCATION

SN	3.1			3.2			3.3		3.4		3.5		3.6		3.7		3.8		3.9		3.10		3.11		3.12			3.13				
	Children Age			Educ level			Manage		Type		Behaves		School		You		Educat		Fees		Govt		Sending		Dropouts			Reason		Position in		
	05-12	13-16		Prim	Sec		Gov	Pvt	DS	HO	Good	Y	N	Satisfy	Y	N	help?	info	High?	Y	N	Schemes	Tutions	Y	N	Y	N	Y	N		Future	
89	18	21	11	29	12	28	10	28	29	49	01	48	02	48	02	44	06	33	17	39	11	23	27	00	50							

Govt Job - 28

Police - 06

Doctor - 10

Engineer - 07

Army - 02

Lawyer - 02

Business - 01

Nothing - 02



GOVERNMENT COLLEGE FOR MEN, KURNOOL  
(A CONSTITUENT COLLEGE OF CLUSTER UNIVERSITY, KURNOOL)  
COMMUNITY SERVICE PROJECT (CSP): SCHOOL EDUCATION  
GRADE SHEET OF THE PROJECT



NAME OF THE STUDENT	S. Rajalekha					20110002032				
CLASS & YEAR OF STUDY						II BA (HEP)				
REGISTERED NUMBER	20110002032									
ASSESSMENT COMPONENT	MAX MARKS	MARKS OBTAINED	GRADE POINT	LETTER GRADE	CREDITS	CREDIT POINTS				
1. PROJECT LOG	20	20			2					
2. PROJECT IMPLEMENTATION	30	30			2					
3. PROJECT REPORT	25	25	10	O	2	20				
4. PRESENTATION	25	25			2					
TOTAL OUT OF 100	100	100								

LETTER GRADE	GRADE POINT	CREDITS	CREDIT POINTS
O (Outstanding)	10	2	20
A+ (Excellent)	9	2	18
A (Very Good)	8	2	16
B+ (Good)	7	2	14
B (Above Average)	6	2	12
C (Average)	5	2	10
D (Pass)	4	2	8
F (Fail)	0	2	0
Ab (Absent)	0	2	0

  
SIGNATURE OF THE MENTOR

  
SIGNATURE OF THE PRINCIPAL