

Understanding the Various Aspects of School Life
A COMMUNITY SERVICE PROJECT REPORT SUBMITTED TO
JNTUA, Ananthapuramu

In partial fulfillment of the requirements for the award of the degree of

Bachelor of Technology

Computer Science & Engineering

By

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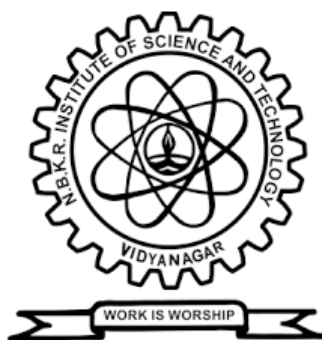
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Assistant Professor, Dept. of CSE



DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING

N.B.K.R INSTITUTE OF SCIENCE & TECHNOLOGY

(Autonomous)

VIDYANAGAR – 524314, TIRUPATI DIST, A.P

December 2024



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N.B.K.R INSTITUTE OF SCIENCE & TECHNOLOGY

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An ISO 9001 – 2000 Certified Institution

Vidyanagar – 524314. Tirupati District, Andhra Pradesh, INDIA

BONAFIDE CERTIFICATE

This is to certify that the community service project entitled “**Understanding the Various Aspects of School Life**” is bonafide work done by **K.VENKATA KOUSHIK (22KB1A0567)**, **K.THANUJA (22KB1A0568)**, **K.NIKITHA (22KB1A0569)**, **K.CHANDINI (22KB1A0570)**, **K.GANESH (22KB1A0571)**, **K.LOHITHA (22KB1A0572)**, **K.VENKATA CHAITHANAYA (22KB1A0573)**, **K.BALAJI (22KB1A0574)**, **K.INDU PRIYA (22KB1A0575)**, **K.SUPRIYA (22KB1A0576)** in the department of **Computer Science and Engineering, N.B.K.R Institute of Science & Technology, Vidyanagar** and submitted to JNTUA, Ananthapuramu in the partial fulfillment for the award of B. Tech degree in **Computer Science and Engineering**. This work has been carried out under my supervision.

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COMMUNITY SERVICE PROJECT REPORT

Submitted in accordance with the requirement for the Course work

Name of the College : **N.B.K.R. INSTITUTE OF SCIENCE AND
TECHNOLOGY (AUTONOMOUS)**

Department : **COMPUTER SCIENCE AND ENGINEERING**

Name of the Faculty Guide : **Mr. S. Bala Krishna**

Duration of the CSP : **4 WEEKS**

Program of Study : **Understanding the Various Aspects of School Life**

Year of Study : **III YEAR**

Student Names & Register Numbers : K. VENKATA KOUSHIK - [22KB1A0567](#)
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K. SUPRIYA - [22KB1A0576](#)

Program of Study : **B.Tech**

Year of study : **2024 – 2025**

Date of Submission :

Student's Declaration

I,.....a student ofprogram
, Reg No. of the Department of
..... college do hereby declare that I have completed the mandatory
community service from to
in.....(Name of the Community / Habitation) under
the Faculty Guideship of , (Name of the
Faculty Guide) , Department of in College.

(Signature and Date)

Endorsements

Faculty Guide

Head of the Department

Certificate from Official of the Community

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

Authorized Signatory with Date and Seal

ACKNOWLEDGEMENT

The satisfaction that accompanies the successful completion of a Project would be incomplete without the people who made it possible of their constant guidance and encouragement crowned our efforts with success.

We would like to express our profound sense of gratitude to our community service project guide **Mr. S. Bala Krishna, Assistant Professor, Department of COMPUTER SCIENCE AND ENGINEERING N.B.K.R.I.S.T (Affiliated to JNTUA, Ananthapuramu), Vidyanagar**, for her masterful guidance and the constant encouragement throughout the project. Our sincere appreciations for her suggestions and unmatched services without, which this work would have been an unfulfilled dream.

We convey our special thanks to **Dr. Y .Venkata Rami Reddy**, respectable Chairman **N.B.K.R. Institute of Science and Technology**, for providing excellent infrastructure in our campus for the completion of the project.

We convey our special thanks to **Sri N. Ram Kumar Reddy**, respectable correspondent of **N.B.K.R. Institute of Science and Technology**, for providing excellent infrastructure in our campus for the completion of the project.

We are grateful to **Sri Dr. V. Vijaya Kumar Reddy, Director, of N.B.K.R. Institute of Science and Technology** for allowing us to avail all the facilities in the college.

We express our sincere gratitude **Sri Dr. A. Raja sekhar Reddy, Professor, Head of Department, Computer Science and Engineering** for providing exceptional facilities for successful completion of our project work.

We would like to convey our heartfelt thanks to **Staff members, Lab technicians, and our friends**, who extended their cooperation in making this project as a successful one. We would like to thank one and all who have helped us directly and indirectly to complete this project successfully.

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1. ABSTRACT

Motivation behind Selecting the Project:

The motivation behind selecting "Understanding the Various Aspects of School Life" is to explore the different elements that shape our experiences, skills, and perspectives as young individuals. School life is a fundamental pillar of personal and societal development, encompassing not just academic learning but also social, emotional, and physical growth. By examining various aspects of school life, such as bullying, mental health, extracurricular activities, and student engagement, we aim to identify strengths and areas for improvement, ultimately helping students become well-rounded individuals.

As schools become more diverse, it's crucial to understand how different aspects of school life affect everyone differently. This project seeks to find ways to be more inclusive and ensure every student has an equal chance to succeed. By choosing this as our community service project, we aim to get a comprehensive picture of the school environment, pinpoint key areas for enhancement, and collaborate to improve the educational experience for all. This project has the potential to make a real and lasting difference in students' lives.

Domain Area:

The project "Understanding the Various Aspects of School Life" covers several key domain areas to provide a comprehensive analysis of the school environment.

It encompasses several interconnected domain areas, aligned with the primary objectives of initiative:

Academic Environment:

- **Curriculum and Instruction:** Examining the effectiveness of the curriculum and teaching methods.
- **Student Performance:** Analysing factors that influence academic success and identifying strategies to support students.

Social and Emotional Well-being:

- **Mental Health:** Assessing the availability and effectiveness of mental health resources and support systems.
- **Bullying and Peer Relationships:** Understanding the prevalence of bullying and fostering positive peer interactions.

Physical Environment:

- **School Facilities:** Evaluating the condition and adequacy of physical infrastructure, including classrooms, libraries, sports facilities, and common areas.
- **Safety and Security:** Ensuring the safety and security measures are effective and meet the needs of the school community.

Abstract:

This project explores the different parts of school life that students experience daily. It looks at academic activities, social interactions, extracurricular activities, and the overall school environment. By gathering students' perspectives, the project aims to understand what makes school enjoyable and what challenges students face.

2. EXECUTIVE SUMMARY

COMMUNITY SERVICE PROJECT:

INTRODUCTION:

A community service project is a purposeful, volunteer-driven initiative designed to address specific needs within a community. It involves individuals or groups dedicating their time, skills, and resources to contribute positively to societal well-being.

DEFINITION:

Community service refers to voluntary actions undertaken by individuals or organizations to benefit others in their community without financial compensation. It is a selfless commitment to improving the overall quality of life and addressing societal challenges.

KEY CHARACTERISTICS:

- **Voluntary Engagement:** Participants willingly offer their time and efforts without external pressure or monetary incentives.
- **Community Focus:** Projects are tailored to meet the unique needs of the local community, fostering a sense of connection and shared responsibility.

COMPONENTS OF A COMMUNITY SERVICE PROJECT:

1. **Identification of Needs:**
 - Conducting a thorough assessment to identify specific challenges or opportunities for improvement within the community.
2. **Planning:**
 - Developing a comprehensive plan outlining project goals, timelines, and resource requirements.
 - Consideration of logistics, such as volunteer recruitment, budgeting, necessary and permissions.
3. **Implementation:**
 - Executing planned activities, which may include clean-up efforts, educational workshops, or support services tailored to the identified needs.
4. **Collaboration:**
 - Involving community members, local organizations, and stakeholders to ensure collective input and a broader impact.
5. **Reflection:**

- Periodic evaluation of project progress and impact, allowing for adjustments and improvements as needed.
6. Sustainability:
- Implementing measures to ensure the longevity and ongoing positive effects of the project within the community.

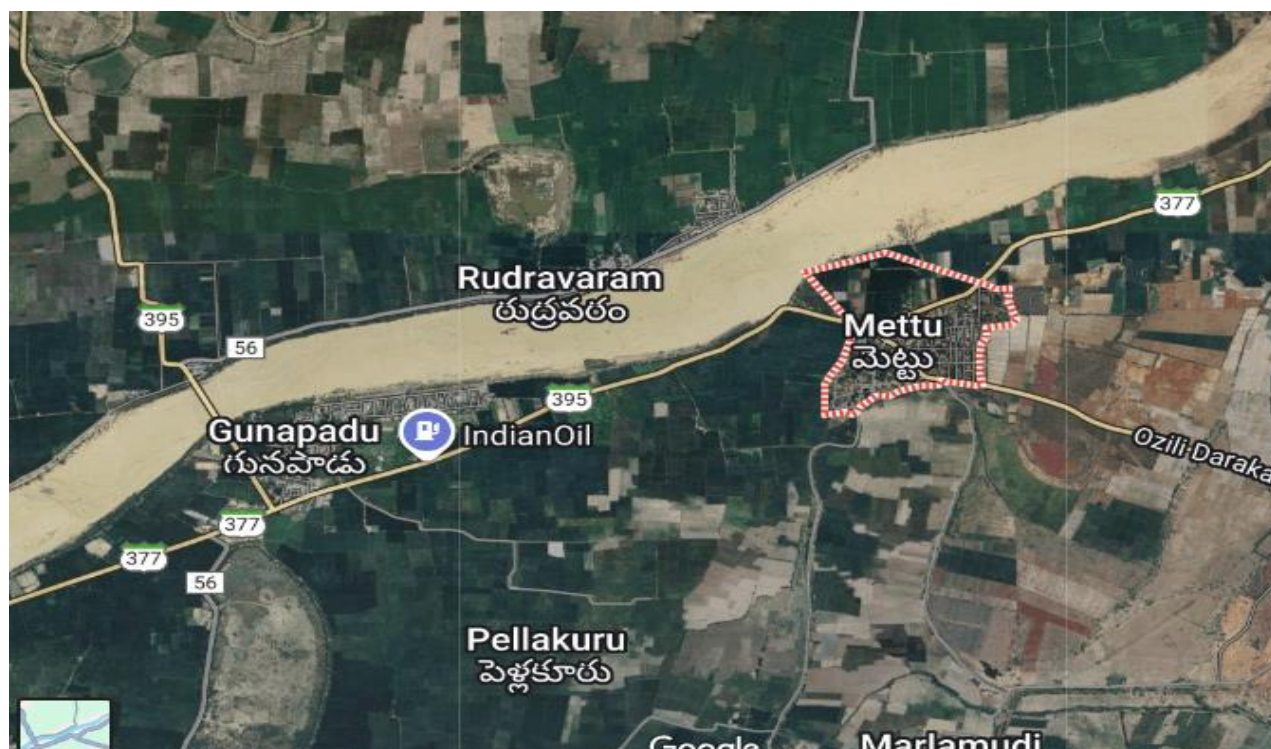
PURPOSE OF COMMUNITY SERVICE PROJECTS:

- Social Impact: Fostering positive change and addressing societal issues.
- Community Building: Strengthening relationships and a sense of unity among residents.
- Personal Growth: Providing individuals with opportunities for skill development and a sense of purpose.

BENEFITS OF COMMUNITY SERVICE:

1. Social Responsibility:
 - Encourages individuals to actively contribute to the well-being of society, fostering a culture of social responsibility and citizenship.
2. Skill Development:
 - Provides opportunities for participants to develop a diverse set of skills, including leadership, communication, and problem-solving.
3. Civic Engagement:
 - Promotes active engagement in community affairs, encouraging individuals to have a voice in shaping the environment in which they live.
4. Sense of Belonging:
 - Strengthens community bonds by creating a shared sense of responsibility and belonging among residents.

3. OVERVIEW OF THE COMMUNITY



Name of the village : Mettu

Coordinates : 14°3'15"N 79°58'56"E

Mettu – Village Overview

Gram Panchayat	: Mettu
Mandal	: Kota
District	: Tirupati
State	: Andhra Pradesh
Pin Code	: 524410
Area	: 1950 hectares
Population	: 5673
Households	: 975
Nearest Town	: Naidupeta (16 km)

ABOUT METTU:

Mettu is a village located in the Vidyanagar area of Tirupati District, Andhra Pradesh, India. Vidyanagar is a well-known locality that is home to educational institutions and is positioned near the urban area of Tirupati, a major city in Andhra Pradesh. Mettu village is situated in a region that is part of the broader administrative division of Kota Mandal.

Mettu is typically a rural area, surrounded by several smaller villages, and is close to various towns and cities that contribute to its economic and cultural activities. As with many villages in this area, agriculture is one of the primary sources of livelihood, though the proximity to Tirupati and Vidyanagar opens up additional opportunities in education and services.

Key Details of Mettu Village:

1. Location:

- Mettu village is part of Vidyanagar, which is approximately 10-12 km away from the city center of Tirupati.
- Vidyanagar is a well-developed area with educational institutes such as N.B.K.R. Institute of Science and Technology.
- Mettu is close to key road and rail routes connecting the area to nearby cities like Tirupati, Chittoor, and Srikalahasti.

2. Population and Demographics:

- Mettu has a moderate population, primarily consisting of local families engaged in farming and other local trades.
- Male Population: Typically higher in number, contributing to the workforce in farming and other activities.
- Female Population: Often involved in family duties, local businesses, and supporting community-based work.

3. Literacy and Education:

- The literacy rate in Mettu is expected to align with the surrounding areas in Vidyanagar, where education is encouraged through various schools and colleges in proximity.
- There are local government schools in the region that offer primary to secondary education, while more specialized education is available in nearby institutions.

Educational Institutions Near Mettu Village:

1. Nearby Schools:

- Government Primary Schools in Vidyanagar and surrounding areas.
- ZPH School, Mettu (if applicable), and other government-run educational institutions are nearby.

2. Colleges in Vidyanagar and Nearby:

- N.B.K.R. Institute of Science and Technology, Vidyanagar – A prominent engineering and science college offering undergraduate and postgraduate courses.
- Sri Meenakshi Junior College (located in nearby areas like Kota).
- A.P.S.W. Residential Junior College for Boys (located in Kota).

3. Literacy Rate:

- The literacy rate in Vidyanagar and its surrounding villages is significantly influenced by access to these educational institutions, with both male and female literacy rates steadily improving.

Health and Hygiene Facilities:

1. Government Health Centers:

- Karuru Health Center: Located about 4-5 km from Mettu village, this center offers primary health services and basic treatments.
- Kasaram Sub-center: This sub-center is located near Kasaram village, providing services to the nearby rural population.
- Santhavellore Health Center: A health center located in Santhavellore for general health services.

2. Access to Hospitals:

- Tirupati has a number of hospitals and healthcare facilities offering advanced treatments, making it accessible to Mettu residents in case of more severe health conditions.

3. Geographical Area:

- Mettu village has a moderate geographical area, similar to other rural areas in Vidyanagar, primarily used for agriculture and housing.
- The total area is likely to be less than 2000 hectares, with agricultural activities like paddy cultivation and vegetable farming.

4. Population Statistics (Estimated):

- Total Population: Around 2,000 to 5,000 residents, based on the size of the village and neighboring population figures.
- Male Population: Higher than the female population, similar to the general demographic trends of rural Andhra Pradesh.
- Female Population: Actively engaged in home-making, local crafts, and farming alongside their male counterparts.
- Literacy Rate: Likely to be around 60-70%, with higher literacy rates in males.

Transport:

1. By Road:

- Mettu is well-connected by road to Tirupati, which is about 10-12 km away.
- The Vidyanagar area has good road connectivity, with direct access to the National Highway that leads towards Chittoor and Srikalahasti.
- Local Bus Services are frequent between Mettu, Vidyanagar, and other neighboring towns.

2. By Rail:

- The nearest railway station is in Tirupati, which is well-connected to major cities like Chennai and Hyderabad.

- Mettu residents use Tirupati Railway Station to access other cities.

3. By Bus:

- Local buses from Tirupati and Vidyanagar connect to Mettu, making it easily accessible by public transport.

Nearby Towns and Villages:

1. Nearby Towns:

- Tirupati: Approximately 10-12 km away, offering all major facilities, businesses, and services.
- Srikalahasti: Located to the north of Mettu, around 40 km away, an important town in the region.

2. Nearby Villages:

- Vandavasi: Close to Mettu, known for its agricultural activities.
- Kasaram: Nearby village with basic amenities and community-based services.

4. COMMUNITY SERVICE PART

Surveys: We conducted surveys to gather insights into the students academic experiences, social interactions, and mental health. This allowed us to identify key areas that required intervention.

Health and Hygiene Awareness Sessions: To address the lack of hygiene facilities in the school, we held workshops to educate students about proper hygiene practices and the importance of maintaining personal health.

Peer Counseling Program: To tackle bullying and peer pressure issues, we initiated a peer counseling program where senior students were trained to provide guidance and support to their juniors.

Extracurricular Activity Development: Recognizing the need for physical and emotional development, we organized extracurricular events, including sports and arts programs, to foster holistic growth among students.

Impact:

- Students gained awareness of personal hygiene and its importance in preventing diseases.
- The peer counseling program helped reduce incidents of bullying and fostered a more inclusive school environment.
- Improved student engagement in extracurricular activities, promoting teamwork, leadership, and confidence among participants.

By conducting these activities, we aimed to create a sustainable positive impact on the school community, ensuring that the students of Chittedu village have a more supportive and enriching school life.

5. ACTIVITY LOG

ACTIVITY LOG FOR FIRST WEEK

Day& Date	Description of the daily activity	Learning Outcome	Person in Charge & Signature
Day-1	We searched about our project title	Make decision on title	
Day-2	Selecting the village	Decision Making	
Day-3	Determining the duration for each activity	Time management	
Day-4	Make decisions on community service actions	Hypothetical thinking	
Day-5	Gram sachivalayam for seeking approval	Undererstanding the administrative procedures and protocols	
Day-6	Getting permissions from the village officials	Obtaining of approvals	

WEEKLY REPORT

WEEK – 1 (From 28/02/24 to 24/03/2024)

Objective of the activity done: Topic, village selection and getting approvals

Detailed report:

After discussing with group members and our project guide, we decided on the project title: "Understanding the Various Aspects of School Life." In the initial phase of the project, thorough research guided us to select a village. Our chosen village for the community service project is kota village, situated in the Kota Mandal of the Tirupati district. Our team visited kota gram sachivalayam for seeking permission to do community service project.

A critical aspect of our planning involved carefully determining the duration for each activity. This process considered factors such as community availability, engagement levels, and the nature of the activities to optimize the overall project timeline. The heart of our project lies in the thoughtful decisions made regarding community service actions. This phase involved prioritizing initiatives, considering local needs, and aligning activities with our overarching goals to maximize positive outcomes for the community.

Following discussions and presentations, the team has received official permissions from the authorities in kota village to proceed with the Community Service Project. After obtaining the permissions from kota village authorities, our team has outlined a comprehensive approach to engage with the local community. Understanding the unique challenges and opportunities within kota, we intend to conduct a series of community meetings and interactive sessions.

ACTIVITY LOG FOR SECOND WEEK

Day & Date	Brief description of theDaily activity	Learning Outcome	Person In Charge& Signature
Day-1	Select a location within the community	Community engagement	
Day-2	Visit the schools	Developing interpersonal skills	
Day-3	Interact with students to know the problems	Communication skills	
Day-4	Access the needs and requirements of the community	Understanding of social issues	
Day-5	Designing and planning the project's activity	Management skills	
Day-6	Acquiring the necessary resources	Resource management skills	

WEEKLY REPORT

WEEK – 2 (From 05 / 03/ 2024 to 11 / 03 /2024)

Objective of the activity done:

Detailed report:

In the second week of our project, "Understanding the Various Aspects of School Life," our team carefully assessed and selected key areas within the school, focusing on the specific needs and challenges faced by students. We then conducted a series of surveys and interviews directly with students to gain a deeper understanding of their experiences, concerns, and aspirations related to school life.

This survey were crucial in gathering firsthand insights into the students perspectives on various aspects of their educational environment, including academic challenges, social interactions, extracurricular activities, and access to resources. Engaging with the students in this manner allowed us to build better comprehend the issues they face daily. This phase of direct engagement was essential for identifying and prioritizing the prevalent challenges within the student body.

After reviewing the student surveys, we identified key needs and designed our project activities accordingly. We created a strategic plan with clear goals and gathered the necessary resources, including educational materials and support from school staff. This approach helps us to effectively address student concerns and enhance their overall school experience, aiming to create a more positive and supportive environment.

ACTIVITY LOG FOR THIRD WEEK

Day & date	Brief description of the daily activity	Learning Outcome	Person In Charge & Signature
Day-1	Preparing the questions for the student surveys	Critical thinking	
Day-2	Conducting surveys on academic experiences	Data collection skills	
Day-3	Conducting surveys on social interactions	Datta collection skills	
Day-4	Conducting surveys on extracurricular activities	Data collection skills	
Day-5	Conducting surveys on mental health and well-being	Data collection skills	
Day-6	Analysing survey data and compiling results	Data collection skills	

WEEKLY REPORT

WEEK – 3 (From 20/03/2024 to 26 / 03/2024)

Objective of the activity done: Survey

Detailed report:

During the third week of our project "Understanding the Various Aspects of School Life," our team visited Chittedu village to conduct a detailed survey focusing on students' experiences and practices related to their school life. This survey aimed to gain a deeper understanding of various aspects of school life, including academic experiences, social interactions, extracurricular activities, and overall well-being.

We interacted directly with students to build trust and encourage their participation. Our questionnaire addressed several key areas: students' perceptions of their academic environment, their engagement in extracurricular activities, their relationships with peers, and their satisfaction with school resources and support. We also explored aspects of their mental health and how they manage academic and social pressures.

By conducting these surveys, we gathered valuable insights into the students' school experiences. This data will help us design targeted interventions and strategies to enhance the school environment and improve the overall educational experience for students.

The survey process involved careful and respectful interactions with students, valuing their perspectives and input. Through these interactions and the survey responses obtained, we gathered valuable insights into various aspects of school life, including academic experiences, social interactions, and overall well-being. This data serves as a foundational step in our project, helping us design tailored interventions and strategies aimed at enhancing the school environment and improving the overall educational experience for students.

ACTIVITY LOG FOR THE FOURTH WEEK

Day & Date	Brief description of the daily activity	Learning Outcome	Person In Charge Signature
Day-1	Preparing materials for Leadership qualities.	Leadership qualities	
Day-2	Conducting presentations on mental health and well-being	Presentation skills	
Day-3	Engaging students in discussions about academic challenges and peer relationships.	Adaptability	
Day-4	Organizing teamwork activities focused on building positive peer interactions.	Teamwork	
Day-5	Educating students about balancing academics and extracurricular activities.	Educating others	
Day-6	Providing guidance and resources to students for managing stress and improving school life.	Giving Service	

WEEKLY REPORT

WEEK – 4 (From 01/04 /2024 to 07 /04 /2024)

Objective of the activity done: Awareness sessions

Detailed report:

During the fourth week of our project "Understanding the Various Aspects of School Life," our team conducted awareness sessions in Chittedu village. These sessions focused on educating students about key areas that impact their school experience, such as the importance of mental health, handling peer pressure, and balancing academics with extracurricular activities.

We engaged students in interactive discussions, promoting leadership qualities and teamwork. Our presentations were designed to encourage students to actively participate and share their thoughts on the topics presented. Additionally, we emphasized the significance of a healthy school-life balance and provided strategies for coping with stress.

The awareness sessions were well-received, with students expressing interest in continuing similar discussions in the future. By providing this service, our team aimed to make a positive impact on the students overall well-being and school experience.

Learning Outcomes:

- Leadership qualities were enhanced as we guided the students in discussions.
- Improved our presentation and communication skills through interactive sessions.
- Developed adaptability in responding to different questions and scenarios during the sessions.
- Strengthened teamwork within the project group.

Provided valuable educational resources to the students and the community.

SURVEY QUESTIONS

1.How much time do you spend every day on homework?

- a.< 2hours
- b.2-3 Hours
- c.3-4 Hours
- d.4-5 Hours

2.Do you ever find it hard to understand what teachers are saying?

- a. yes
- b. no

3.Does teachers encourage you to perform better?

- a. yes
- b. no

4.Do you feel nervous when you have to speak in front of the class?

- a. yes
- b. no

5.Do teachers or parents react supportively when your academic performance is poor?

- a. yes
- b. no

6.what is the strength of your class?

- a. 30-40
- b.40-45
- c.45-50

7.Does the school have adequate classrooms for all students?

- a. yes
- b.no

8.Does the school have clean and sufficient drinking water facilities?

- a. yes
- b.no

9.Are there proper sanitation facilities for both boys and girls?

- a. yes
- b. no

10.Is there a regular schedule for classes, and is it followed strictly?

- a. yes
- b. no

11.Are there enough educational resources like textbooks, notebooks, and writing materials for students?

- a. yes
- b. no

12.Are there opportunities for students to participate in sports and other extracurricular activities?

- a. yes
- b. no

13.Do you think improvements are needed in the school?

- a. yes
- b. no

14.Do you understand the lessons your teachers teach?

- a. yes
- b. no

15.Are your teachers helpful and supportive when you have questions?

- a. yes
- b. no

16.Are there subjects you find difficult?

- a. yes
- b. no

17.Which subject do you feel difficult?

a. maths b. science c. social d. others

18.What subjects do you find most interesting?

a. maths b. science c. social d. others

19.Is your classroom clean and comfortable?

a. yes b. no

20.Do your parents help you with your homework?

a. yes b. no

21.Are parents invited to school for meetings and events regularly?

a. yes b. no

22."Are you girls able to manage menstrual hygiene comfortably during school hours?

a. yes b. no

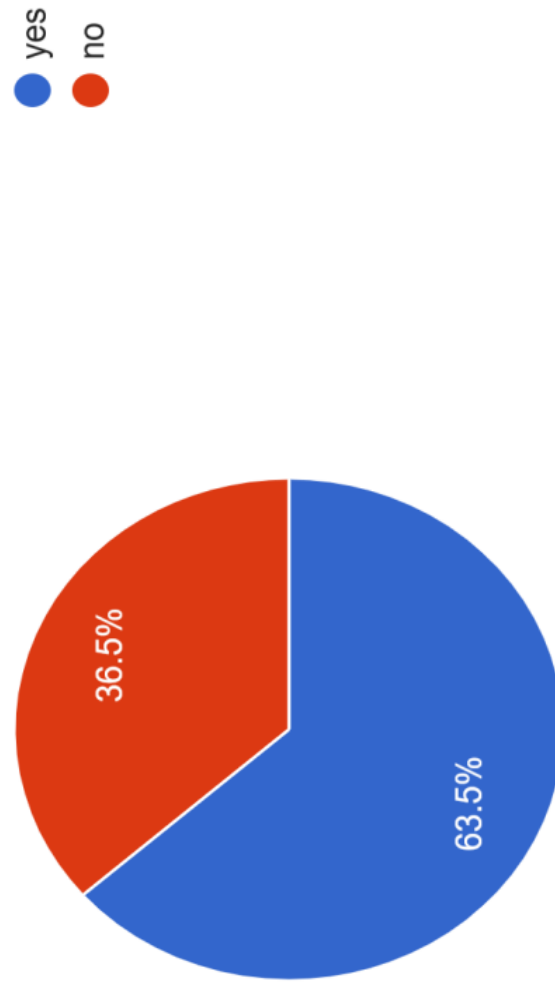
23.Do you feel included in sports or other events? (girls)

a. yes b. no

SURVEY RESULTS

Do you ever find it hard to understand what teachers are saying?

159 responses



How much time do you spend every day on homework?

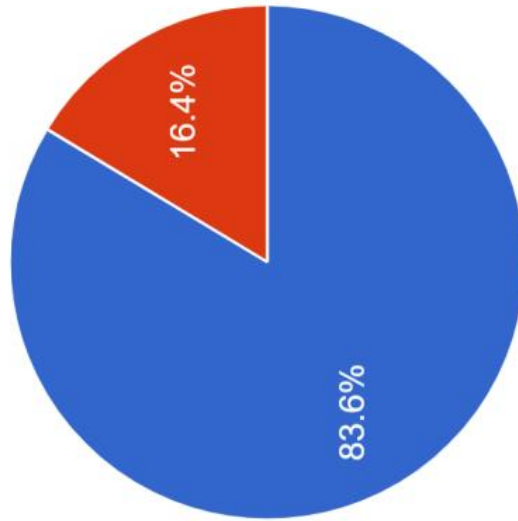
159 responses



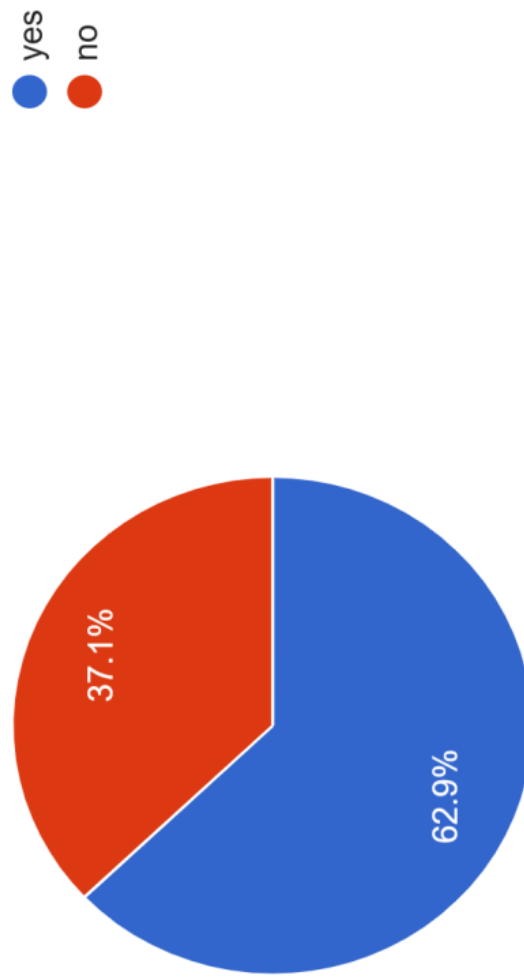
Does teachers encourage you to perform better?

159 responses

yes
no

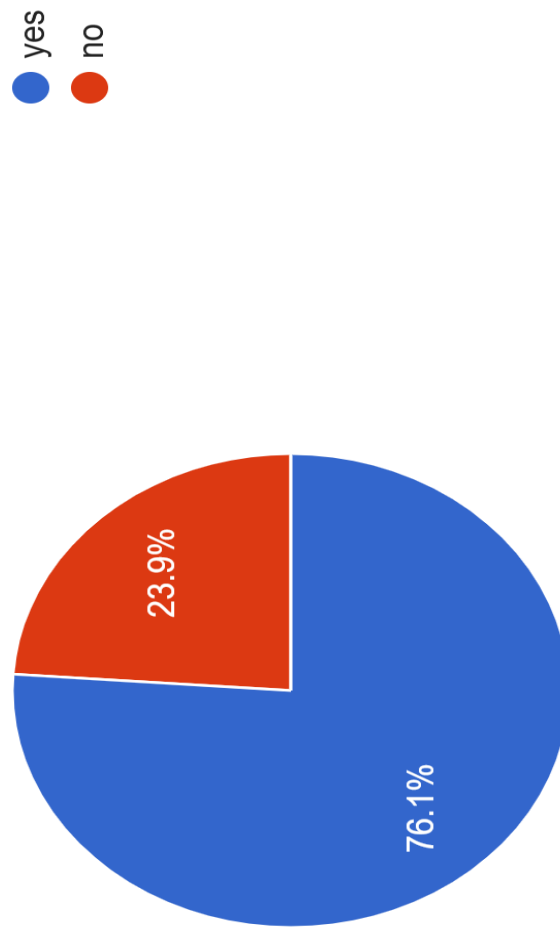


Do you feel nervous when you have to speak in front of the class?
159 responses



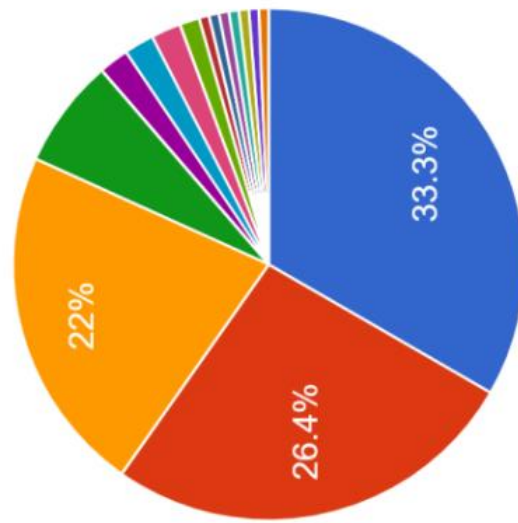
Do teachers or parents react supportively when your academic performance is poor?

159 responses



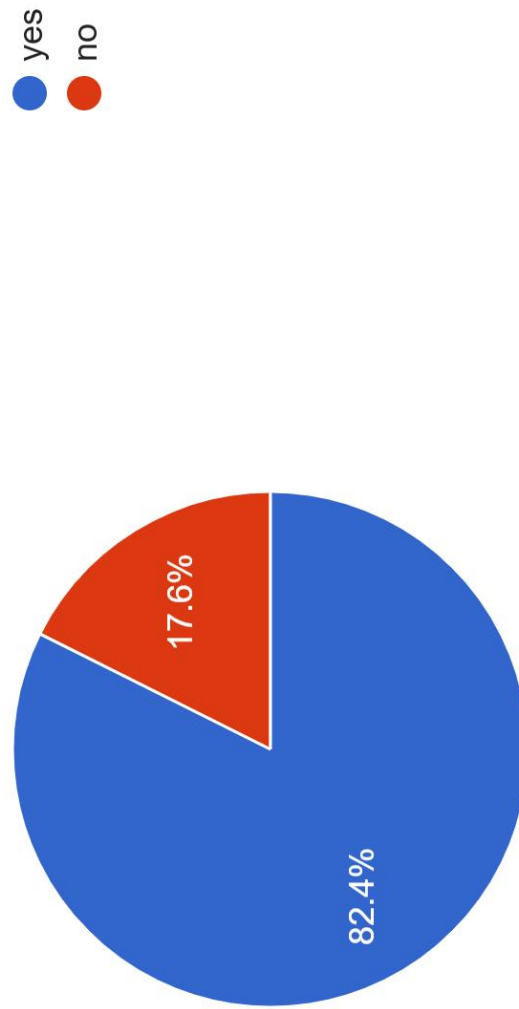
what is the strength of your class?

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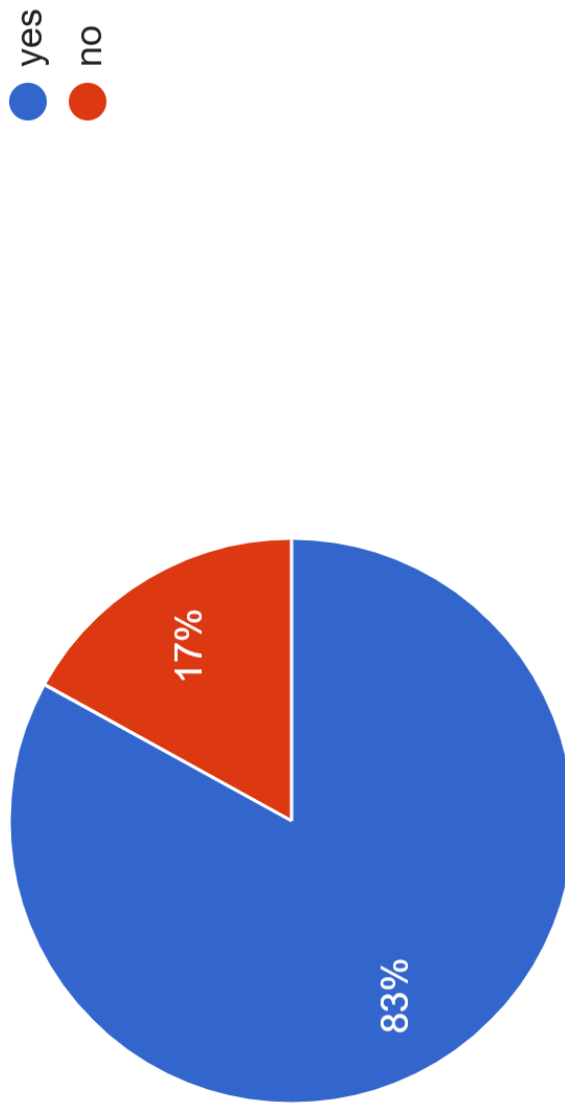
Does the school have adequate classrooms for all students?

159 responses



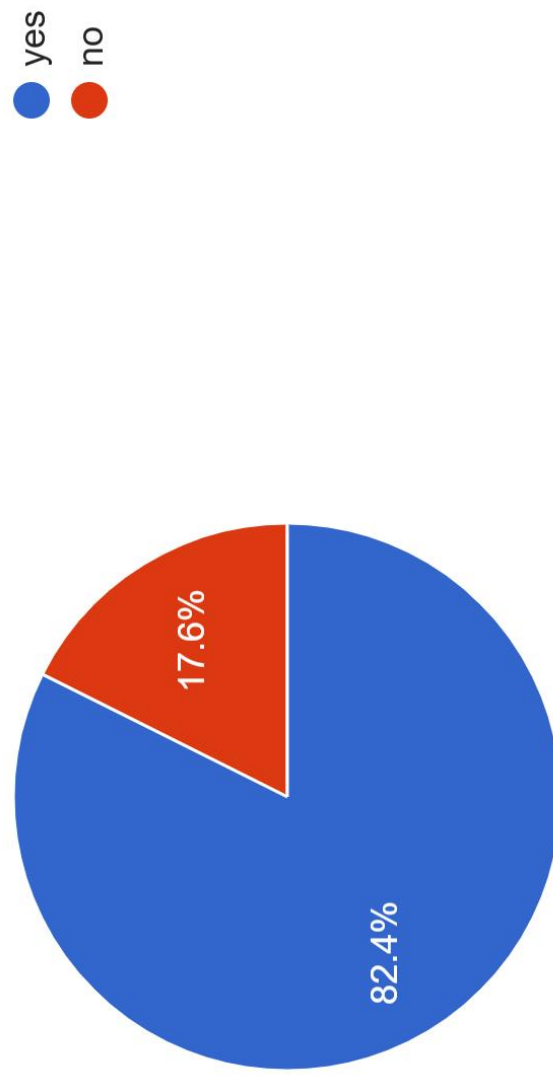
Does the school have clean and sufficient drinking water facilities?

159 responses

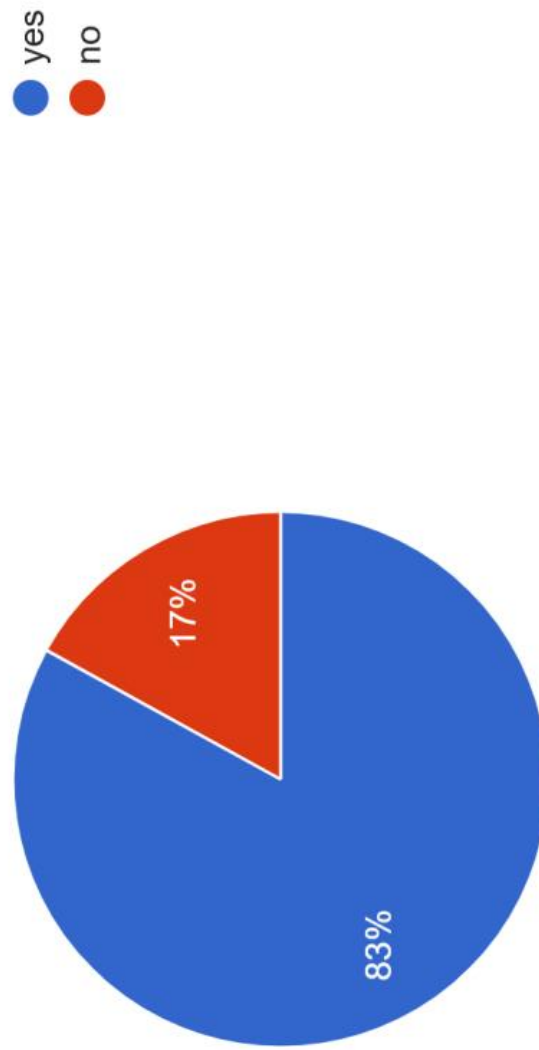


Are there proper sanitation facilities for both boys and girls?

159 responses

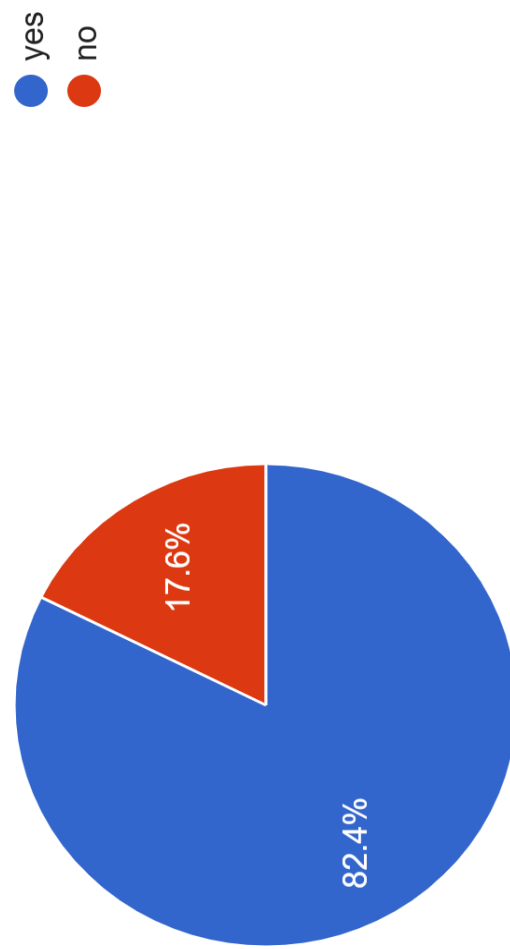


Is there a regular schedule for classes, and is it followed strictly?
159 responses



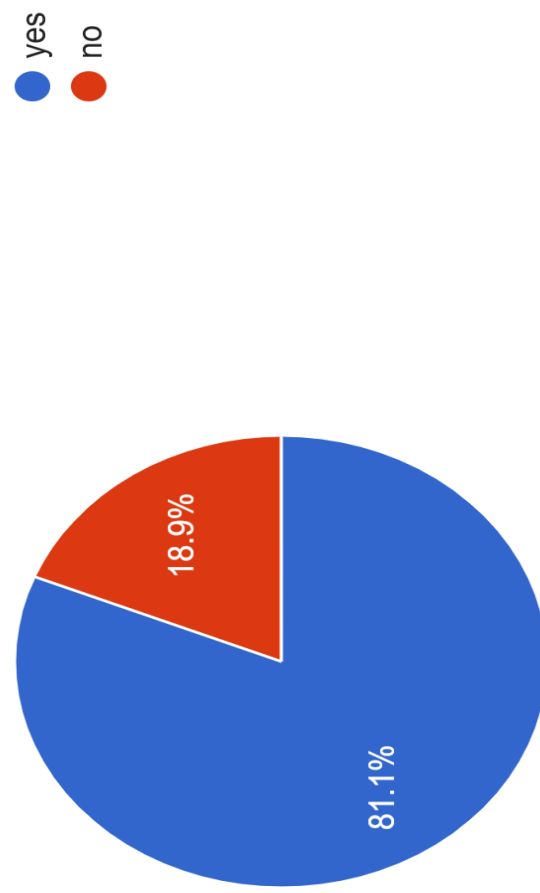
Are there enough educational resources like textbooks, notebooks, and writing materials for students?

159 responses

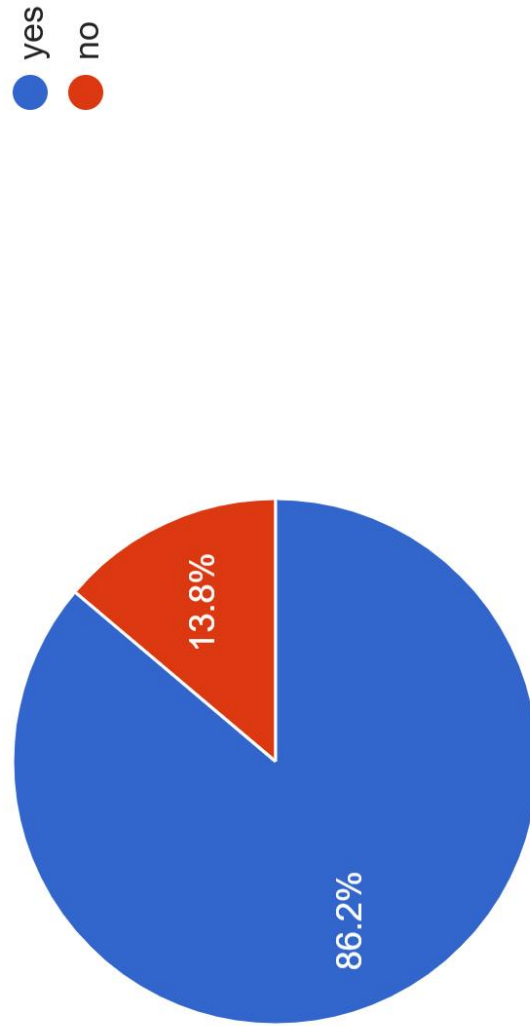


Are there opportunities for students to participate in sports and other extracurricular activities?

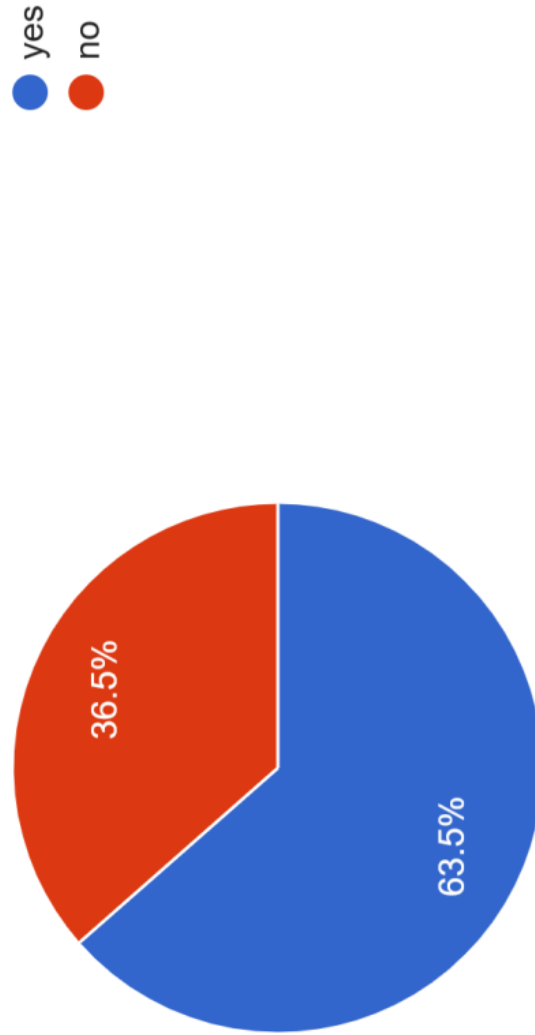
159 responses



Do you understand the lessons your teachers teach?
159 responses

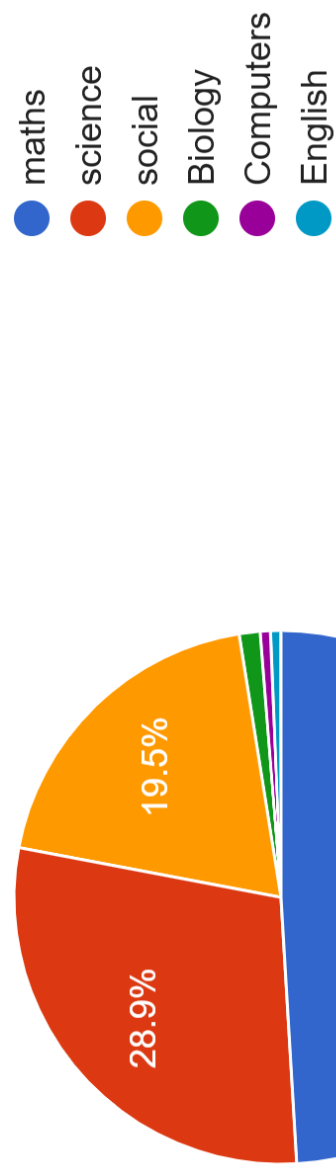


Are there subjects you find difficult?
159 responses



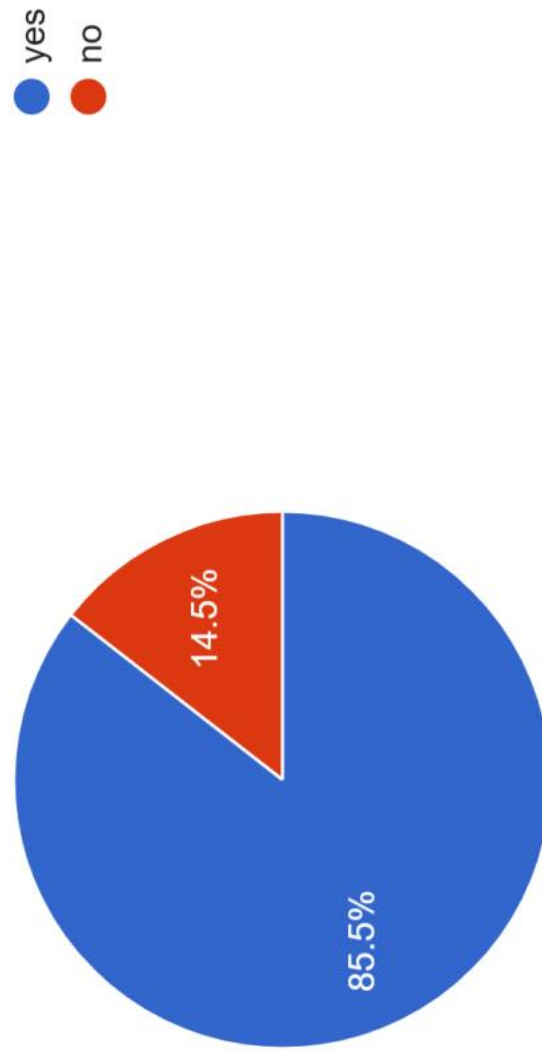
What subjects do you find most interesting?

159 responses

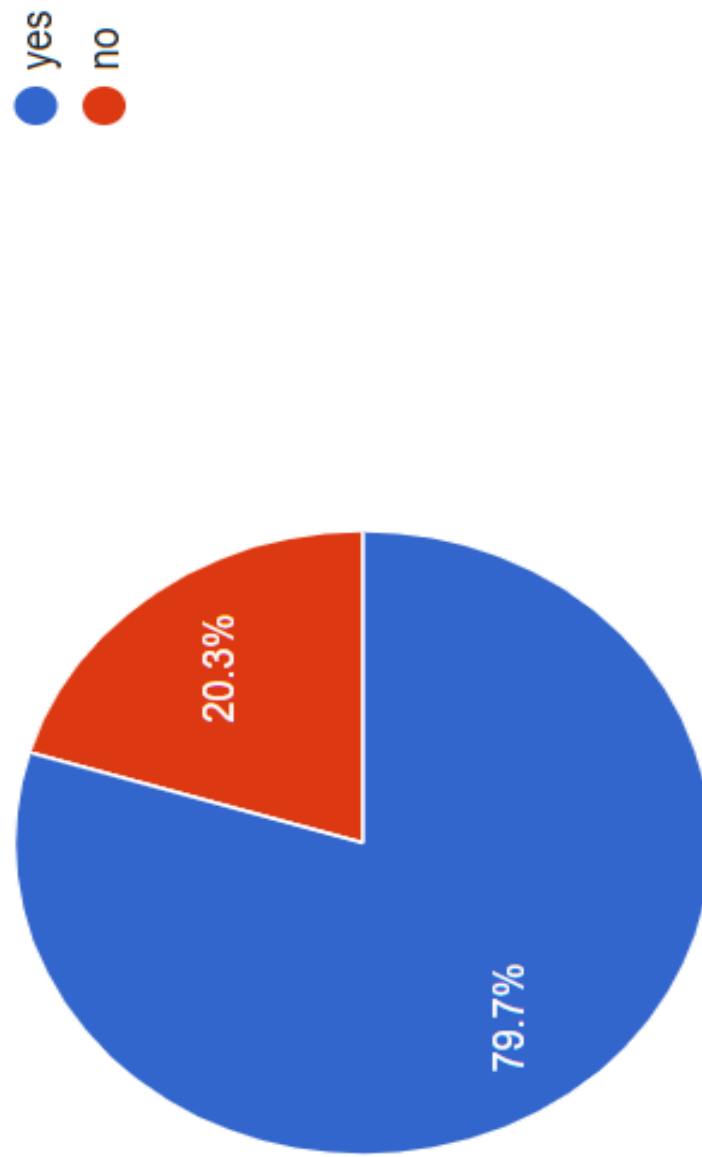


Is your classroom clean and comfortable?

159 responses

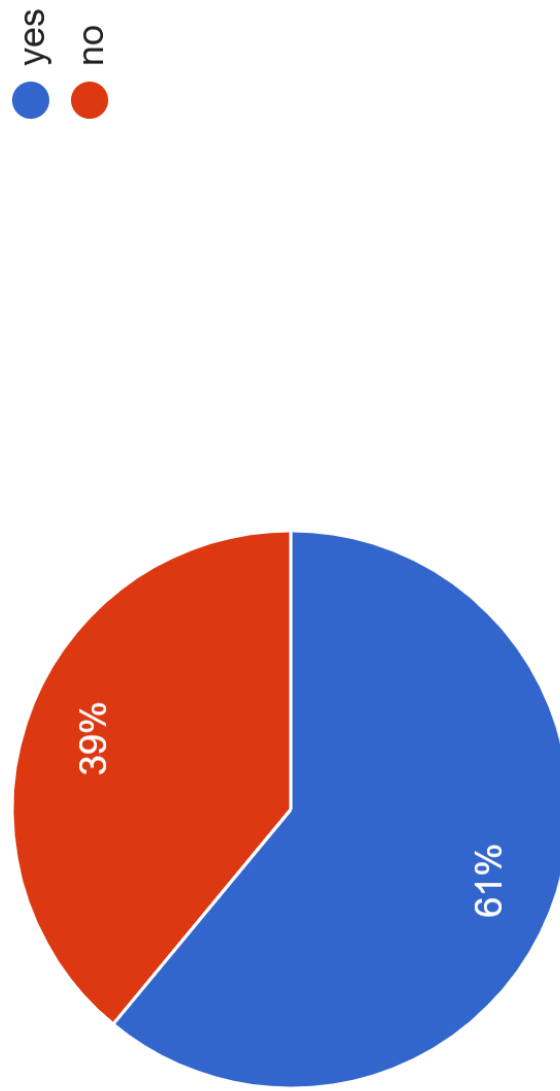


you girls able to manage menstrual hygiene comfortably during school hours?
159 responses



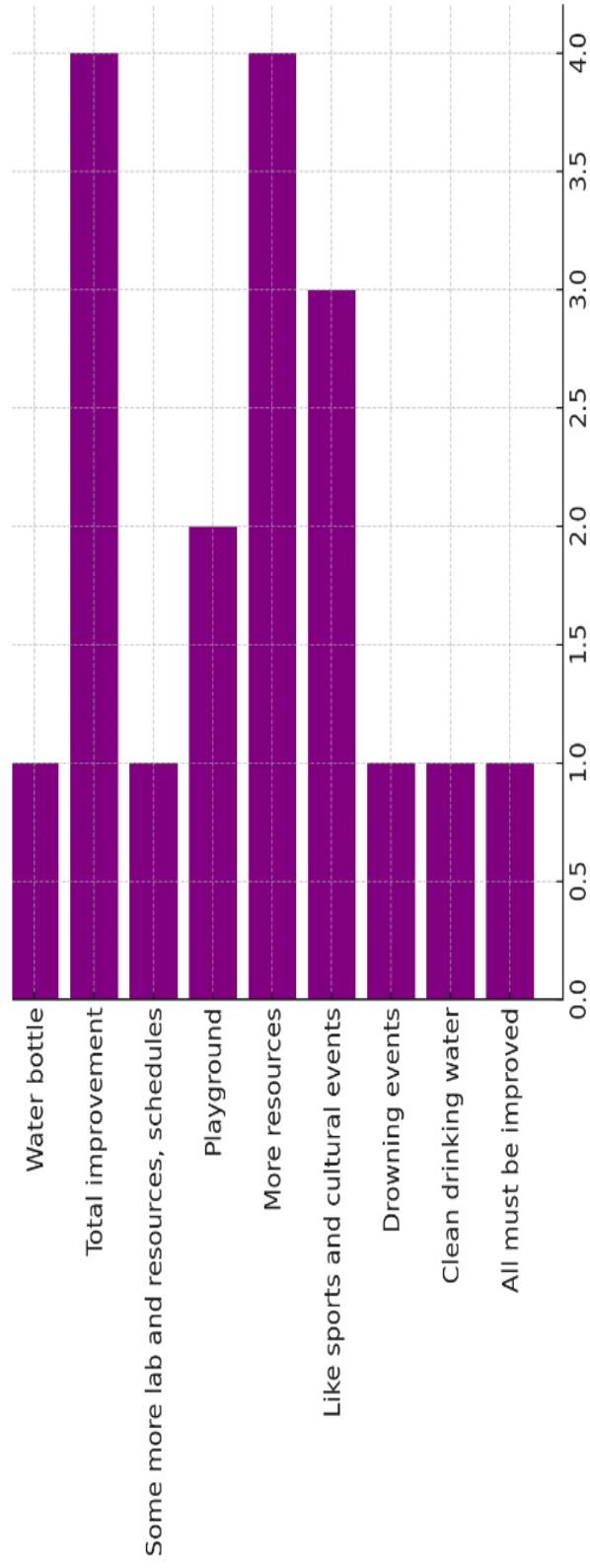
Do you think improvements are needed in the school?

159 responses



If yes what improvements are needed in the school?

159 responses



	A	B	C	D	E	F	G	H	I	J
1	How much time do you ever find it? Does teachers encourage you to feel nervous? Do teachers or parents what is the strength? Does the school have clean? Does the school have proper sanitation? Is there a regular?									
2	<2 hrs	yes	no	yes	yes	70	yes	yes	yes	yes
3	<2 hrs	yes	yes	yes	no	30-40	no	yes	yes	no
4	<2 hrs	no	no	no	yes	40-45	yes	no	yes	yes
5	<2 hrs	yes	yes	yes	no	40-45	yes	no	yes	yes
6	2-3 hrs	yes	yes	yes	yes	30-40	yes	yes	yes	yes
7	<2 hrs	yes	no	no	no	40-45	yes	no	no	yes
8	<2 hrs	no	yes	no	yes	45-50	no	yes	yes	yes
9	<2 hrs	yes	yes	yes	no	40-45	yes	no	no	yes
10	2-3 hrs	no	yes	yes	yes	70	yes	yes	yes	yes
11	<2 hrs	no	yes	yes	no	30-40	yes	no	no	no
12	2-3 hrs	no	yes	yes	yes	40-45	no	yes	yes	yes
13	2-3 hrs	no	yes	yes	no	30-40	yes	yes	no	no
14	<2 hrs	yes	no	yes	yes	60	yes	no	yes	yes
15	<2 hrs	no	yes	no	yes	40-45	no	yes	yes	yes
16	3-4	no	yes	no	yes	40-45	yes	no	yes	no
17	2-3 hrs	yes	yes	yes	yes	40-45	yes	yes	yes	yes
18	<2 hrs	yes	yes	yes	yes	45-50	yes	yes	yes	yes
19	2-3 hrs	no	yes	no	no	45-50	yes	yes	yes	yes
20	<2 hrs	yes	yes	yes	yes	30-40	yes	yes	yes	yes
21	<2 hrs	yes	yes	no	no	45-50	yes	no	yes	yes
22	3-4	no	yes	yes	yes	30-40	yes	yes	yes	yes
23	4-5	no	no	no	yes	45-50	no	yes	yes	yes
24	3-4	yes	yes	no	yes	40-45	yes	yes	yes	yes
25	<2 hrs	yes	yes	no	no	45-50	no	no	yes	no
26	<2 hrs	yes	yes	yes	yes	45-50	yes	yes	yes	yes
27	<2 hrs	yes	yes	no	yes	45-50	yes	yes	no	yes
28	2-3 hrs	yes	yes	yes	yes	30-40	yes	yes	yes	yes
29	2-3 hrs	yes	yes	yes	yes	45-50	yes	yes	yes	yes

	A	B	C	D	E	F	G	H	I	J
1	How much time do you ever find it Does teachers encourage Do you feel nervous Do teachers or parents what is the strength Does the school have Does the school have clean Are there proper sanitation Is there a regular									
29	2-3 hrs	yes	yes	yes	yes	45-50	yes	yes	yes	yes
30	<2 hrs	yes	yes	yes	yes	60	no	yes	yes	yes
31	<2 hrs	yes	yes	no	yes	62	yes	yes	yes	yes
32	<2 hrs	yes	yes	yes	yes	45-50	yes	yes	no	no
33	<2 hrs	no	yes	no	yes	40-45	yes	yes	yes	yes
34	<2 hrs	yes	yes	yes	yes	70	yes	yes	yes	yes
35	<2 hrs	no	yes	no	yes	30-40	yes	no	no	yes
36	<2 hrs	yes	yes	yes	yes	30-40	no	no	yes	no
37	<2 hrs	no	no	yes	yes	30-40	no	yes	no	yes
38	<2 hrs	yes	no	no	yes	45-50	yes	yes	yes	yes
39	<2 hrs	yes	yes	yes	yes	71	yes	yes	yes	yes
40	3-4	no	yes	no	yes	30-40	yes	yes	no	no
41	2-3 hrs	yes	yes	yes	yes	72	yes	yes	yes	yes
42	2-3 hrs	yes	yes	no	yes	10	yes	no	no	no
43	2-3 hrs	yes	no	no	no	30-40	yes	yes	yes	yes
44	<2 hrs	yes	no	no	yes	71	yes	yes	no	yes
45	<2 hrs	yes	no	yes	no	40-45	yes	yes	yes	yes
46	<2 hrs	yes	yes	yes	no	72	yes	no	no	yes
47	2-3 hrs	no	yes	no	yes	40-45	yes	yes	yes	yes
48	2-3 hrs	yes	yes	yes	yes	45-50	yes	yes	yes	yes
49	2-3 hrs	no	no	yes	yes	45-50	yes	yes	no	yes
50	2-3 hrs	yes	yes	yes	yes	45-50	yes	no	yes	yes
51	<2 hrs	no	no	no	yes	70	no	yes	no	yes
52	<2 hrs	yes	yes	yes	no	45-50	yes	yes	no	yes
53	2-3 hrs	yes	yes	yes	yes	45-50	yes	yes	yes	yes
54	<2 hrs	yes	no	yes	yes	40-45	yes	yes	yes	yes
55	<2 hrs	no	yes	yes	yes	70	yes	yes	yes	yes
56	2-3 hrs	no	yes	no	yes	40-45	yes	yes	yes	yes

6. OUTCOMES DESCRIPTION

The community service project focused on addressing key issues within the school environment, aiming to enhance the academic, emotional, social, and physical well-being of students. By engaging with the school community, a range of issues were identified and targeted through various interventions, resulting in tangible improvements in several areas.

Drainage and Water Management:

Efforts to clean and maintain drainage systems reduced mosquito breeding grounds, helping prevent diseases like malaria and dengue. Local initiatives to clean wells and protect water sources helped ensure safe drinking water.

Waste Disposal and Sanitation:

Improved garbage disposal systems and increased access to bins created a cleaner environment. Encouraging proper sanitation practices led to healthier living conditions and reduced waste.

Health and Hygiene Awareness:

Health programs, including checkups, hygiene kit distributions, and awareness campaigns, motivated residents to adopt healthier practices, leading to fewer preventable diseases.

Education on Nutritional Needs and Food Security:

Nutritional education, focusing on a balanced diet and food security, improved access to healthy food. Residents learned the importance of nutrition in preventing illness and enhancing health.

Community Engagement:

Local involvement in activities like waste management and health camps fostered a sense of responsibility and unity, ensuring the sustainability of improvements.

Challenges and Areas for Further Improvement:

Continued efforts are needed for waste management and drainage maintenance. Expanding health resources in remote areas remains a priority, but the project's foundation sets the stage for future progress.

IMPACT CREATED:

Throughout the implementation of the project, several strategies were employed to address the concerns and needs of students and staff. Surveys and interviews were conducted with students, teachers, and school administrators to understand the challenges faced by students in different aspects of school life, including academic pressure, social dynamics, emotional well-being, and physical health. This allowed for the

identification of key issues and helped to implement targeted interventions.

Workshops were introduced to help students manage stress, improve emotional intelligence, and develop communication skills. Discussions and feedback from teachers provided insights into classroom dynamics and teaching effectiveness. The collective feedback led to a more personalized approach in supporting students' needs.

PROBLEMS IDENTIFIED IN THE SCHOOL COMMUNITY:

Several issues affecting students' well-being were identified, which required immediate attention to improve the quality of life in the school environment. These include:

- **Academic Pressure:** Students faced significant stress due to demanding schedules and the pressure to perform well academically. This not only affected their mental health but also their academic motivation and overall well-being.
- **Peer Pressure and Social Issues:** Bullying, exclusion, and peer pressure were major concerns impacting students' social lives. These issues led to feelings of isolation and anxiety, significantly affecting emotional health and academic performance.
- **Lack of Mental Health Support:** A shortage of emotional and psychological support for students was a pressing issue. Many students expressed the need for accessible counseling services to cope with academic and social pressures.
- **Inadequate Physical Education and Recreation:** Limited opportunities for physical activity and recreation were noted, contributing to health concerns such as obesity and poor physical fitness. The lack of stress relief outlets also had negative impacts on mental health.
- **Classroom Environment and Resources:** Overcrowded classrooms with inadequate teaching resources hindered effective learning. A lack of proper facilities and resources made it difficult to maintain high-quality education for all students.
- **Limited Student-Teacher Interaction:** Students reported that there was insufficient time for meaningful interaction with teachers, which created gaps in personalized guidance and academic support.
- **Inclusion and Diversity:** The need for more inclusive practices for students with special needs or diverse backgrounds was evident. The school lacked tailored programs to cater to these students' unique needs.
- **School Infrastructure:** Certain areas of the school, such as toilets, libraries, and common areas, required maintenance and improvement to create a more comfortable and safe environment for students.

7. Student Self – Evaluation for the Community Service Project

Student Name:

Registration No:

Period of CSP :

From:

To:

Date of Evaluation:

Please rate your performance in the following areas:

RatingScale:

Letter grade of CGPA calculation to be provided

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

Date:

Signature of the Student

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

Student Name:

Registration No:

Period of CSP:

From:

To:

Date of Evaluation:

Name of the Person in-charge:

Address with mobile number:

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

Please note that you revaluation shall be done independent of the Student's self evaluation:

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

RatingScale: 1 is lowest and 5 is highest rank

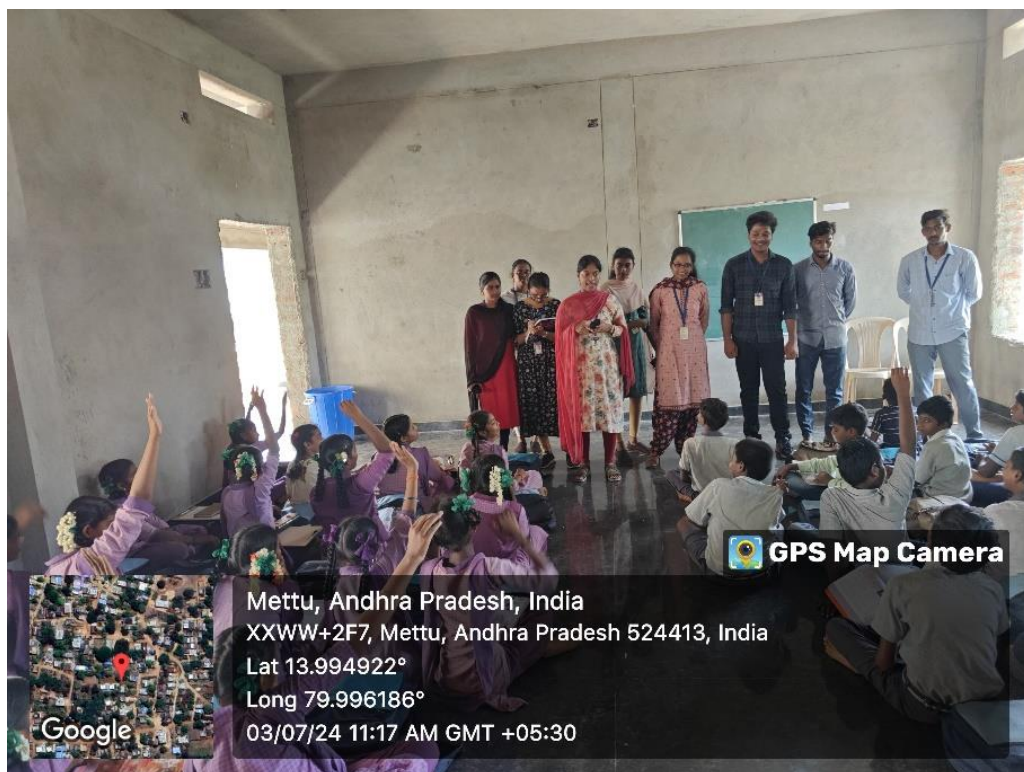
Date

Signature of the guide incharge

8. PHOTOGRAPHS







9. CONCLUSION

The Understanding the Various Aspects of School Life project successfully highlighted key areas of improvement within the school environment, based on feedback from students, teachers, and staff. Academic support, social engagement, emotional well-being, and physical infrastructure emerged as the main focus areas.

To address these, tutoring sessions, social events, emotional well-being workshops, and cleanliness drives were introduced, leading to positive changes in student involvement and satisfaction. Students felt more connected with their peers and had better resources for learning and emotional support. The school's physical environment also improved with better facilities and upkeep.

Overall, this project led to meaningful improvements in the school, fostering a more inclusive and supportive atmosphere for both students and staff. It laid the groundwork for ongoing initiatives that will continue to enhance students' educational experiences.