

Model Program Book

COMMUNITY SERVICE INTERNSHIP



Designed & Developed by



**ANDHRA PRADESH
STATE COUNCIL OF HIGHER EDUCATION**

ABC ID: 863655156243

A COMMUNITY SERVICE INTERNSHIP REPORT ON

Awareness On Health, Hygiene and Nutrition

Submitted to

Jawaharlal Nehru Technological University Kakinada,

in partial fulfilment for the award of the degree of

BACHELOR OF TECHNOLOGY

IN

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING

Submitted by

Name: KANDRU LASYA SRI

Regd No: 23KN1A6140

Under the esteemed Guidance of

Mrs. K. Hima Bindu

Assistant Professor, AI&ML Department



DEPARTMENT OF ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING

NRI INSTITUTE OF TECHNOLOGY

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Pothavarappadu (V), (Via) Nunna, Agiripalli (M), Krishna Dist., PIN: 521212, A.P, India.

2025-2026



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BONAFIDE CERTIFICATE

This is to certify that this Community Service Project report entitled “**Awareness on Health, Hygiene and Nutrition**” has been successfully completed by **KANDRU LASYA SRI (23KN1A6140)** during the academic year **2025-2026** as a fulfilment for the completion of “**Community Service Internship**” in Department of Artificial Intelligence and Machine Learning.

Project Guide

Mrs. K. Hima Bindu

Head of the Department

Dr. P. Rajendra Kumar

Community Service Internship

Submitted in accordance with the requirement for the degree of
Bachelor of Technology

Name of the College : NRI Institute of Technology

Department : ARTIFICIAL INTELLIGENCE
&
MACHINE LEARNING

Name of Faculty Guide : Mrs. K. Hima Bindu

Duration of the CSP : 8 WEEKS

From : 12-05-25

To : 05-07-25

Name Of the Student : KANDRU LASYA SRI

Program Of Study : B. Tech

Year Of Study : 2025-2026

Register Number : 23KN1A6140

Date Of Submission :

Student's Declaration

I, **KANDRU LASYA SRI**, a student of Bachelor of Technology_Program, Reg. No. **23KN1A6140** of the Department of **ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING, NRI INSTITUTE OF TECHNOLOGY** College, do hereby declare that I have completed the mandatory community service from **MAY to JULY (12-05-2025 to 05-07-2025)** in **AWARENESS ON HEALTH, HYGIENE, AND NUTRITION** for school students, communities, public under the faculty Guideship of **MRS. K. Hima_Bindu**.

(Signature and Date)

Endorsements

Faculty Guide : **Mrs. K. Hima Bindu**

Head of the Department : **Dr. P. Rajendra Kumar**

Principal : **Dr. C. Naga Bhaskar**

Certificate from Official of the Community

This is to certify that KANDRU LASYA SRI Reg. No 23KN1A6140 of NRI Institute of Technology underwent community service in government school and Public, Community of VIJAYAWADA from 12-05-2025 to 05-07-2025. Overall Performance of the Community Service Volunteer during her community service Is found to be Good.

Project Guide

Mrs. K. Hima Bindu

Head of the Department

Dr. P. Rajendra Kumar

External Examiner

ACKNOWLEDEMENT

I take this opportunity to thank all who have rendered their full support to our work. The pleasure, the achievement, the glory, the satisfaction, the reward, the appreciation and the construction of our project cannot be expressed with a few words for their valuable suggestions.

I am thankful to the **Principal, Dr. C. Naga Bhaskar** for providing the necessary infrastructure required for our project.

I extend my sincere and heartfelt thanks to the **Professor and Head of the Department, Dr. P. RAJENDRA KUMAR** for his continuous guidance in completion of our Project work.

I extend my sincere thanks to **Associate Professor. MS.M. NEELIMA HIMA BINDU** for her continuous guidance and support to complete our internship successfully.

I also extend my sincere thanks to **Assistant Professor. Mrs. K. Hima Bindu** for her continuous guidance and support in completing this internship successfully.

Finally, I thank the Administrative Officer, Staff Members, faculty of department of AI&ML, NRI Institute of Technology, my parents and my friends, directly or indirectly who helped us in the completion of this project.

**PROJECT ASSOCIATE
KANDRU LASYA SRI (23KN1A6140)**

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CHAPTER 1: EXECUTIVE SUMMARY

The **Health and Hygiene Community Service Project** aimed to improve public health and sanitation in underserved communities through an eight-week initiative. The project focused on raising awareness, distributing hygiene resources, and educating community members on hygiene practices, disease prevention, and waste management.

Key Points

- **Project Duration and Scope:**

1. Eight-week initiative with activities conducted six days per week.
2. Focused on local communities, schools, and public spaces.

- **Objectives:**

1. Raise awareness about personal hygiene, disease prevention, and sanitation practices.
2. Provide access to hygiene kits, clean public spaces, and health screenings.
3. Encourage community participation and foster sustainable health practices.

Activities and Initiatives

1. **Health and Hygiene Awareness Sessions:** Educated community members on handwashing, sanitation, and methods to prevent common diseases.
2. **Free Health Check-Ups:** Offered medical consultations, chronic disease screenings, and vaccinations.
3. **Hygiene Kit Distribution:** Distributed over 500 hygiene kits (including soap, sanitizers, and masks) to vulnerable households.
4. **Clean-Up Drives:** Organized local clean-up campaigns to improve sanitation in public spaces and neighbourhoods.
5. **Workshops:** Conducted training on waste management, healthy eating, and water purification methods.
6. **School Outreach:** Educated children and teachers on basic hygiene practices and safety measures.

In addition to hygiene awareness, the project emphasized the importance of **nutrition and a balanced diet**. Students were introduced to essential nutrients and their role in maintaining both physical and mental health. Activities included discussions on macronutrients, micronutrients, the food pyramid, and the harmful effects of junk food. By linking healthy eating to academic performance and overall well-being, the sessions encouraged students to make healthier food choices in their daily lives.

CHAPTER 2: OVERVIEW OF THE COMMUNITY

The **Health and Hygiene Awareness Community Service Project** was implemented in local government schools with the goal of educating students and staff about the importance of hygiene, disease prevention, and healthy living. The initiative focused on providing essential knowledge and resources to promote better health practices, ensuring that the wider community benefits from the foundational education imparted in schools.

Health and Hygiene Awareness Workshops

- Interactive sessions were conducted with students, teachers, and staff on topics such as proper handwashing techniques, maintaining cleanliness, and practicing hygiene during illness outbreaks.
- Visual aids, demonstrations, and role-playing activities were used to make the learning experience engaging and memorable.

Hygiene Kit Distribution

- Hygiene kits, including soap, hand sanitizers, and educational pamphlets, were distributed to students, ensuring they had the tools to maintain personal hygiene both at school and at home.

Posters and Educational Materials

- Posters and flyers are displayed in visible areas around the school, promoting key hygiene practices such as washing hands before meals and after using the restroom, as well as the importance of regular bathing and dental care.

Outcomes and Impact

- **Improved Hygiene Practices:** Students demonstrated noticeable improvement in personal hygiene habits, including regular handwashing, proper waste disposal, and maintaining cleanliness in classrooms.

- **Increased Awareness of Disease Prevention:** Through workshops and educational materials, students and staff became better equipped to understand how diseases spread and the simple steps required to prevent them.
- **Sustainable Change:** The project instilled long-term habits, with students continuing to practice hygiene even after the initiative ended. Teachers integrated hygiene education into their teaching schedules, ensuring the message was continuously reinforced.
- **Community Involvement:** Parents and local community members participated in discussions and were encouraged to adopt similar practices at home, allowing the impact to extend beyond the school setting.

The **Health and Hygiene Awareness Community Service Project** successfully created an environment in government schools where students were not only informed about the importance of hygiene but are also equipped to practice and share these habits. The initiative contributed significantly to fostering healthier school environments, reducing the spread of diseases, and laying the foundation for better overall health within the community. Future efforts should build on this success by expanding the program to include more schools and by integrating health education into the broader school curriculum.

Nutrition Awareness Workshops

Interactive sessions on nutrition were also conducted to help students understand the importance of a balanced diet. Using visual aids and food charts, the concepts of macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins, minerals, water, and fiber) are explained. Students actively participated in activities such as preparing sample meal plans and identifying healthier alternatives to junk food. Awareness about malnutrition and deficiency diseases was also raised, enabling students to connect poor eating habits with long-term health risks.

CHAPTER 3: COMMUNITY SERVICE PART

The **Community Service Component of the Health and Hygiene Awareness Project** is designed to engage local communities and empower them to adopt healthier lifestyles and hygiene practices. It aimed to address critical public health issues such as poor sanitation, improper waste disposal, and the spread of preventable diseases by fostering a culture of hygiene in both public and private spaces. Through direct interaction, education, and resource distribution, the project created lasting impacts on community health.

1. Community Workshops and Awareness Sessions

One of the primary activities of the project was conducting community workshops and awareness sessions in schools, community centers, and local meeting places. The goal is to educate community members about the importance of personal hygiene, disease prevention, and proper sanitation.

- **Handwashing Workshops:** Emphasis is placed on the correct way to wash hands, especially before meals and after using the restroom, to prevent the spread of infectious diseases.
- **Sanitation Practices:** Residents are taught how to maintain cleanliness in their homes, including regular surface cleaning and proper waste disposal.
- **Disease Prevention:** Information is provided on preventing common diseases such as malaria, typhoid, cholera, and respiratory infections, which can often be avoided through good hygiene practices.

These sessions are interactive, engaging participants through demonstrations, role-playing, and practical exercises that helped reinforce key concepts.

2. Distribution of Hygiene Kits

To ensure families has access to essential hygiene resources, the project distributed hygiene kits containing soap, hand sanitizers, face masks, toothpaste, and educational pamphlets on hygiene practices.

- **Target Audience:** Special attention was given to vulnerable populations, including low-income households, elderly individuals, and families in high-density areas who lacked access to basic hygiene products.
- **Access to Hygiene Products:** The kits enabled even resource-limited families to maintain hygiene standards, reducing the risk of waterborne and infectious diseases.
- **Educational Materials:** Pamphlets included in the kits provided step-by-step guidelines on how to use the products effectively and maintain overall cleanliness.

3. Neighborhood Clean-Up Drives

Another important activity of the project is organizing clean-up drives across various neighborhoods. These efforts aimed to improve public sanitation, raise awareness about waste management, and encourage residents to take responsibility for their surroundings.

- **Waste Collection and Disposal:** Volunteers cleaned streets, parks, and communal areas, collecting trash and ensuring proper disposal.
- **Waste Segregation Education:** Residents are taught the importance of waste segregation, recycling, and minimizing plastic usage, which directly benefits environmental health.
- **Community Engagement:** Clean-up drives also served as opportunities to motivate residents by highlighting the benefits of a clean environment and encouraging them to participate regularly.

These activities not only improved the cleanliness of the area but also instilled a sense of ownership among residents, making them proud of their healthier environment.

4. Health Education in Public Spaces

In addition to workshops and clean-up activities, the project distributed health education materials in high-traffic public spaces such as markets, bus stops, and intersections. Large posters, flyers, and pamphlets are strategically placed for maximum visibility.

- **Visible Reminders:** These materials highlighted key hygiene practices, such as washing hands, covering the mouth when coughing, and avoiding contaminated food and water.

- **Broad Reach:** By targeting busy areas, the project reached individuals who might not attend workshops or meetings.
- **Behavioral Reinforcement:** Daily exposure to these messages helped reinforce good habits, making hygiene a regular part of community life.

5. Nutrition Education Sessions

Alongside hygiene awareness, the project emphasized the importance of nutrition in maintaining a healthy lifestyle.

- **Balanced Diet:** Students are taught about portion control, the food pyramid, and the importance of dietary diversity.
- **Malnutrition & Deficiency Diseases:** Sessions explained undernutrition, overnutrition, and deficiencies such as anemia, rickets, and scurvy.
- **Healthy vs. Junk Food:** The harmful effects of junk food were discussed, while healthier alternatives such as fruits, vegetables, and home-cooked meals are encouraged.
- **Practical Engagement:** Students designed simple meal charts and compared nutritional values of commonly consumed foods.

This component helped children understand the direct link between food habits, energy levels, and long-term health outcomes.

6. Community Involvement and Empowerment

A core aspect of the project is active community participation, which ensured long-term sustainability.

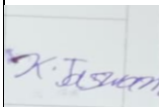
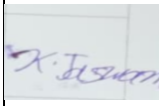
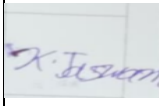
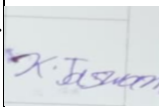
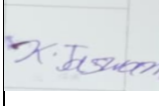
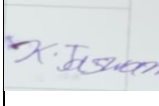
- **Volunteer Engagement:** Students, teachers, and local residents volunteered in workshops, clean-up activities, and kit distribution.
- **Peer Education:** Volunteers acted as hygiene ambassadors, sharing their knowledge with peers and spreading awareness within their networks.
- **Leadership Development:** Community leaders are trained to guide others in hygiene practices, ensuring that project goals continued beyond its duration.

7. Long-Term Impact and Sustainability

The ultimate goal of the community service component is to achieve lasting improvements in health and hygiene.

- **Behavioral Change:** Continuous education led to better practices, including regular handwashing, safe water usage, and proper waste disposal.
- **Sustained Community Efforts:** By empowering local leaders, the project ensured that hygiene awareness and practices continued beyond its completion.
- **Reduced Disease Burden:** Improved hygiene practices directly contributed to a decline in preventable diseases, enhancing overall community health.

ACTIVITY LOG FOR THE FIRST WEEK

| Day & Date | Brief description of the daily activity | Learning Outcome | Person In-Charge Signature |
|------------|---|--|---|
| Day – 1 | Importance of Health and Hygiene | Students are introduced to the definition of health and hygiene. |  |
| Day - 2 | Components of Health | Lessons focused on mental, physical, social health as interconnected components |  |
| Day – 3 | Hygiene in Daily Life | Covered personal hygiene (oral care, bathing, hand washing) and significance of maintaining clean living spaces. |  |
| Day – 4 | Germs and Diseases | Explored microorganisms, & their role in causing diseases, and methods of prevention. |  |
| Day – 5 | Recap | Students Revised About the Last Four Days Progress |  |
| Day –6 | Quiz And Revision | A quick quiz consolidated the week's topics. |  |

WEEKLY REPORT

WEEK – 1 (From Dt: 12-05-25 to Dt: 17-05-25)

Objective of the Activity Done:

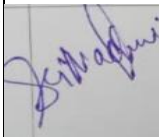
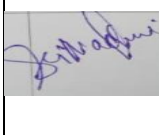
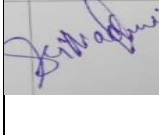
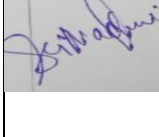
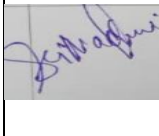
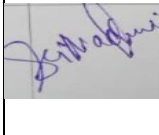
Introduction to Health and Hygiene:

Firstly, we introduced students the definition of health and hygiene, and given lessons that mainly focus on mental, physical, social health as interconnected components.

Detailed Report:

Laid the foundation for understanding relationship between hygiene and health. Students explored the definition of health as a holistic state of physical, mental, and social well-being. They learned the significance of personal and community hygiene and its role in enhancing quality of life. The week included practical insights into personal hygiene routines like oral care, bathing, and handwashing, with a demonstration of proper handwashing techniques. Students were introduced to the concept of microorganisms and their role in causing diseases, which helped them understand the importance of preventive hygiene practices. Activities such as listing daily hygiene habits and maintaining a hygiene diary encouraged self-awareness and accountability. The quiz and Q&A at the end ensured students grasped the concepts while addressing their doubts. Overall, this week successfully emphasized the importance of maintaining hygiene to prevent illnesses.

ACTIVITY LOG FOR THE SECOND WEEK

| Day & Date | Brief description of the daily activity | Learning Outcome | Person In-Charge Signature |
|------------|---|---|---|
| Day – 1 | Introduction to Nutrition | Students learned about the macro nutrients (carbs, fats, proteins,) & micronutrients (vitamins, minerals) & also including water and fiber. |  |
| Day - 2 | Balanced Diet | Taught the principles of a balanced diet, focusing on portion sizes and the food pyramid. |  |
| Day – 3 | Malnutrition and Deficiency Diseases | Focused on over nutrition, undernutrition, and common deficiencies and diseases like rickets, and scurvy. |  |
| Day – 4 | Junk Food and Healthy Alternatives | Explored the harmful effects of junk food and benefits of healthy eating. |  |
| Day – 5 | Recap | Students Revised About The Last Four Dys Progress |  |
| Day –6 | Quiz and Revision | The quiz tested students on nutrients, balanced diets, and malnutrition. |  |

WEEKLY REPORT

WEEK – 2 (From Dt: 19-05-25 to Dt: 24-05-25)

Objective of the Activity Done:

Introduction to Nutrition and Balanced Diet:

we have given basic idea on nutrition & balanced diet to the students and also about the over nutrition and undernutrition and deficiencies like malnutrition, rickets, joint pains.

Detailed Report:

Focused on the crucial role of nutrition in maintaining a healthy lifestyle. Students learned about macronutrients and micronutrients, including the importance of water and fiber, and their roles in supporting bodily functions. Through engaging activities like identifying nutrients in meals, they connected theoretical knowledge with real-life applications. The concept of a balanced diet and the food pyramid was introduced, encouraging students to create their own meal plans. Lessons on malnutrition and deficiency diseases helped students understand the consequences of poor nutrition. A discussion linking nutrition to academic performance made the topic relevant to their daily lives. The harmful effects of junk food contrasted with the benefits of healthy eating, with students creating lists of healthier food alternatives. The week ended with a quiz and group presentations on balanced diets, reinforcing their understanding. This week provided students with the tools to evaluate and improve their dietary habits effectively.

ACTIVITY LOG FOR THE THIRD WEEK

| Day & Date | Brief description of the daily activity | Learning Outcome | Person In-Charge Signature |
|------------|--|---|----------------------------|
| Day – 1 | Aerobic exercises, stretching | Understand the importance of physical activity for overall well-being. | sk. Perkiana |
| Day - 2 | Strength training, breathing exercises, stress management techniques | Learn about different types of exercises, such as aerobics, strength training, and flexibility. | sk. Perkiana |
| Day – 3 | Sleep hygiene discussion, sleep routine sharing | Practice basic exercises and develop a simple exercise routine. | sk. Perkiana |
| Day – 4 | Building healthy relationships, communication skills, role-playing | Recognize the importance of mental health and learn about stress management techniques. | sk. Perkiana |
| Day – 5 | Mindfulness and guided meditation, stress recognition | Understand the impact of sleep on physical and mental health. | sk. Perkiana |
| Day – 6 | Health quiz, reflective writing on healthy lifestyles | Develop good sleep habits and create a relaxing bedtime routine. | sk. Perkiana |

WEEKLY REPORT

WEEK – 3 (From Dt: 26-05-25 to Dt: 31-05-25)

Objective of the Activity Done:

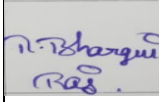
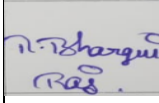
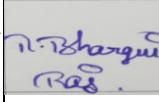
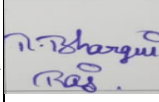
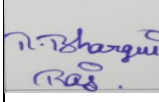
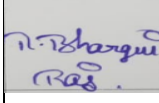
Physical and Mental Well-being:

Students performed Aerobic exercises, stretching and Strength training, breathing exercises, stress management techniques. Discussed about the importance of sleep cycle.

Detailed Report:

Highlighted the importance of both physical and mental well-being. Students learned benefits of regular exercise and were introduced to various forms of physical activity, such as aerobic exercises, strength training, and flexibility routines. Activities like stretching and breathing exercises emphasized practical application. Mental health awareness sessions focused on recognizing stress, anxiety, and depression, alongside effective coping strategies like mindfulness and meditation. Lessons on sleep hygiene stressed the importance of good sleep habits for growth and learning, with students sharing their sleep routines. Social well-being was explored through discussions on building healthy relationships, communication, empathy, and peer pressure, reinforced through role-playing exercises. The week ended with a quiz and reflective writing on healthy lifestyles, helping students internalize the importance of holistic health. Overall, this week empowered students to make healthier choices for both body and mind.

ACTIVITY LOG FOR THE FORTH WEEK

| Day & Date | Brief description of the daily activity | Learning Outcome | Person In-Charge Signature |
|------------|---|--|---|
| Day – 1 | Environmental hygiene, classroom cleanup activity | Understand the importance of environmental hygiene and its impact on community health. |  |
| Day - 2 | Vaccination awareness, myth-busting activity | Learn about vaccination and its role in disease prevention. |  |
| Day – 3 | Communicable diseases, COVID-19 case study, modes of transmission | Identify common communicable diseases and their modes of transmission. |  |
| Day – 4 | Non-communicable diseases, poster-making activity | Learn about non-communicable diseases and their risk factors. |  |
| Day – 5 | Hygiene awareness campaign design, group activity | Develop creative ways to promote healthy habits and raise awareness about hygiene. |  |
| Day –6 | Hygiene quiz, reflective discussion | Understand the importance of preventive healthcare and make informed decisions about their health. |  |

WEEKLY REPORT

WEEK – 4 (From Dt: 02-06-25 to Dt: 07-06-25)

Objective of the Activity Done:

Hygiene and Preventive Healthcare:

Held activities like classroom cleanup activity, poster making activity and awareness on communicable diseases and preventive healthcare and how to maintain environmental hygiene.

Detailed Report:

Emphasized the broader aspects of hygiene and preventive healthcare. Students learned about environmental hygiene and its impact on community health, engaging in a classroom cleanup activity. Lessons on vaccination clarified the role of immunization in disease prevention, debunking myths about vaccines. Communicable diseases were covered with a focus on modes of transmission and prevention, including an insightful case study on COVID-19. Non-communicable diseases like diabetes, obesity, and hypertension were also addressed, with a creative activity involving poster-making to promote healthy habits. The week concluded with a quiz and a group activity to design a hygiene awareness campaign. This week broadened students' understanding of how personal and community hygiene, along with preventive measures, can combat both communicable and lifestyle-related diseases, fostering a proactive mindset toward health.

ACTIVITY LOG FOR THE FIFTH WEEK

| Day & Date | Brief description of the daily activity | Learning Outcome | Person In-Charge Signature |
|------------|---|---|----------------------------|
| Day – 1 | Physical and emotional changes during adolescence, coping mechanisms | Understand the physical and emotional changes that occur during adolescence. | S. Sa? krishna |
| Day - 2 | Reproductive health and hygiene, myth-busting activity | Learn about reproductive health and hygiene during adolescence. | S. Sa? krishna |
| Day – 3 | Sexual health education, safe practices, consent, Q&A session | Discuss sexual health education, including safe practices and consent. | S. Sa? krishna |
| Day – 4 | Substance abuse, effects of smoking, alcohol, and drugs, role-playing | Understand the dangers of substance abuse, including smoking, alcohol, and drugs. | S. Sa? krishna |
| Day – 5 | Peer influence, self-esteem, coping with peer pressure | Develop coping mechanisms for peer pressure and build self-esteem. | S. Sa? krishna |
| Day – 6 | Adolescent health quiz, essay assignment | Reflect on healthy choices and make informed decisions about their health during adolescence. | S. Sa? krishna |

WEEKLY REPORT

WEEK – 5 (From Dt: 09-06-25 to Dt: 14-06-25)

Objective of the Activity Done:

Reproductive Health and Adolescence:

Explained about the physical and emotional changes during adolescence, coping mechanisms and sexual health education, safe practices, consent, substance abuse, effects of smoking, alcohol, and drugs, role-playing and Peer influence, self-esteem, coping with peer pressure.

Detailed Report:

Provided essential knowledge on adolescence and reproductive health. The students explored the physical and emotional changes during adolescence, learning healthy coping mechanisms and discussing peer influence and self-esteem. Reproductive health and hygiene were emphasized, with an activity that debunked common myths about adolescence. Sexual health education included safe practices, consent, and the importance of open communication with trusted adults, supported by a session addressing anonymous student questions. The dangers of substance abuse were discussed, including the effects of smoking, alcohol, and drugs, with role-play activities to practice saying "no" to peer pressure. The week ended with a quiz and an essay assignment encouraging students to reflect on staying healthy during adolescence. Overall, this week equipped students with practical knowledge and skills to navigate adolescence healthily and confidently.

ACTIVITY LOG FOR THE SIXTH WEEK

| Day & Date | Brief description of the daily activity | Learning Outcome | Person In-Charge Signature |
|------------|---|---|----------------------------|
| Day – 1 | Group presentations summarizing key concepts | Review key concepts and share insights learned throughout the course. | Mokshitha |
| Day - 2 | Practical applications: first aid, infection prevention | Practice practical applications of health knowledge, such as first aid and infection prevention | Mokshitha |
| Day – 3 | Community cleanliness, awareness campaign planning | Discuss community cleanliness and the importance of collective responsibility for health. | Mokshitha |
| Day – 4 | Student health project presentations | Present individual or group health projects and showcase creativity and understanding | Mokshitha |
| Day – 5 | Comprehensive health test | Take a comprehensive test to assess learning across all topics. | Mokshitha |
| Day –6 | Reflective discussion, action planning | Reflect on personal health habits and plan changes for a healthier lifestyle. | Mokshitha |

WEEKLY REPORT

WEEK – 6 (From Dt: 16-06-25 to Dt: 21-06-25)

Objective of the Activity Done:

Consolidation and Action Plan:

Group presentations summarizing key concepts and practical applications such as: first aid, infection prevention Community cleanliness, awareness campaign planning.

Detailed Report:

Served as a wrap-up of all topics covered, consolidating the students' learning. The week began with group presentations summarizing key concepts, allowing students to review and share insights. Practical applications, such as mock scenarios for first aid and infection prevention, reinforced real-world skills. A lesson on community cleanliness and awareness campaigns encouraged students to think about collective responsibility for health. Students then presented their individual or group health projects, showcasing creativity and understanding of the topics. The week concluded with a comprehensive test assessing all topics and a reflective discussion on changes they plan to make in their daily lives. This week successfully solidified the knowledge and skills gained throughout the course, empowering students to apply them in their personal lives and communities.

ACTIVITY LOG FOR THE SEVENTH WEEK

| Day & Date | Brief description of the daily activity | Learning Outcome | Person In-Charge Signature |
|------------|---|---|----------------------------|
| Day – 1 | Group presentations summarizing key concepts | Review key concepts and share insights learned throughout the course. | S. Reja Sasi |
| Day - 2 | Practical applications: first aid, infection prevention | Practice practical applications of health knowledge, such as first aid and infection prevention | S. Reja Sasi |
| Day – 3 | Community cleanliness, awareness campaign planning | Discuss community cleanliness and the importance of collective responsibility for health. | S. Reja Sasi |
| Day – 4 | Student health project presentations | Present individual or group health projects and showcase creativity and understanding | S. Reja Sasi |
| Day – 5 | Comprehensive health test | Take a comprehensive test to assess learning across all topics. | S. Reja Sasi |
| Day – 6 | Reflective discussion, action planning | Reflect on personal health habits and plan changes for a healthier lifestyle. | S. Reja Sasi |

WEEKLY REPORT

WEEK – 7 (From Dt: 23-06-25 to Dt: 28-06-25)

Objective of the Activity Done:

Consolidation and Action Plan:

Group presentations summarizing key concepts and practical applications such as: first aid, infection prevention Community cleanliness, awareness campaign planning.

Detailed Report:

Served as a wrap-up of all topics covered, consolidating the students' learning. The week began with group presentations summarizing key concepts, allowing students to review and share insights. Practical applications, such as mock scenarios for first aid and infection prevention, reinforced real-world skills. A lesson on community cleanliness and awareness campaigns encouraged students to think about collective responsibility for health. Students then presented their individual or group health projects, showcasing creativity and understanding of the topics. The week concluded with a comprehensive test assessing all topics and a reflective discussion on changes they plan to make in their daily lives. This week successfully solidified the knowledge and skills gained throughout the course, empowering students to apply them in their personal lives and communities.

ACTIVITY LOG FOR THE EIGHTH WEEK

| Day & Date | Brief description of the daily activity | Learning Outcome | Person In-Charge Signature |
|------------|--|---|----------------------------|
| Day – 1 | Aerobic exercises, stretching | Understand the importance of physical activity for overall well-being. | sk. Perkiana |
| Day - 2 | Strength training, breathing exercises, stress management techniques | Learn about different types of exercises, such as aerobics, strength training, and flexibility. | sk. Perkiana |
| Day – 3 | Sleep hygiene discussion, sleep routine sharing | Practice basic exercises and develop a simple exercise routine. | sk. Perkiana |
| Day – 4 | Building healthy relationships, communication skills, role-playing | Recognize the importance of mental health and learn about stress management techniques. | sk. Perkiana |
| Day – 5 | Mindfulness and guided meditation, stress recognition | Understand the impact of sleep on physical and mental health. | sk. Perkiana |
| Day –6 | Health quiz, reflective writing on healthy lifestyles | Develop good sleep habits and create a relaxing bedtime routine. | sk. Perkiana |

WEEKLY REPORT

WEEK – 8 (From Dt: 30-06-25 to Dt: 05-07-25)

Objective of the Activity Done:

Physical and Mental Well-being:

Students performed Aerobic exercises, stretching and Strength training, breathing exercises, stress management techniques. Discussed about the importance of sleep cycle.

Detailed Report:

Highlighted the importance of both physical and mental well-being. Students learned benefits of regular exercise and were introduced to various forms of physical activity, such as aerobic exercises, strength training, and flexibility routines. Activities like stretching and breathing exercises emphasized practical application. Mental health awareness sessions focused on recognizing stress, anxiety, and depression, alongside effective coping strategies like mindfulness and meditation. Lessons on sleep hygiene stressed the importance of good sleep habits for growth and learning, with students sharing their sleep routines. Social well-being was explored through discussions on building healthy relationships, communication, empathy, and peer pressure, reinforced through role-playing exercises. The week ended with a quiz and reflective writing on healthy lifestyles, helping students internalize the importance of holistic health. Overall, this week empowered students to make healthier choices for both body and mind.

CHAPTER 5: OUTCOMES DESCRIPTION

1. Community Awareness

- **Increased Awareness of Health and Hygiene:** The project emphasized the importance of health and hygiene practices within the community, particularly among students and their families, as reflected in their improved habits and understanding of related concepts.
- **Understanding of Preventive Measures:** The community gained a clearer understanding of the importance and availability of preventive measures for common health issues, such as vaccinations, proper sanitation, and healthy diets.

2. Student Impact

- **Improved Health and Hygiene Practices:** The project encouraged students to adopt healthier practices, including regular handwashing, personal hygiene, and balanced eating habits.
- **Increased Knowledge of Health Issues:** Students developed greater awareness of common health problems, their causes, and preventive measures, empowering them to make informed decisions about their well-being.

3. School Impact

- **Identification of Health and Hygiene Needs:** The survey identified areas where the school could improve its infrastructure, such as sanitation facilities, access to clean water, and health education resources.
- **Focus on Health Promotion:** The project highlighted the importance of health promotion within the school environment, including regular health check-ups, hygiene education, and maintaining a clean and safe campus.

4. Project-Specific Outcomes

- **Data Collection and Analysis:** The project effectively gathered data through surveys and observations, providing valuable insights into the health and hygiene practices and needs of the school community.

Problems Identified in the Community

1. Lack of Access to Clean Drinking Water

- **Issues Identified:**
 - Contaminated water sources leading to waterborne diseases such as diarrhea, typhoid, and cholera.
 - Inadequate or absent water filtration systems.
 - Limited awareness about the importance of boiling or treating water before consumption.

2. Poor Sanitation Facilities

- **Issues Identified:**
 - Absence of functional toilets, resulting in open defecation.
 - Poor maintenance of existing toilet facilities.
 - Inadequate drainage systems causing waterlogging, which creates breeding grounds for mosquitoes.

3. Inadequate Waste Management

- **Issues Identified:**
 - Lack of proper waste collection and disposal systems.
 - Accumulation of solid waste in public spaces.
 - Burning of garbage, leading to air pollution.

4. Poor Personal Hygiene Practices

- **Issues Identified:**
 - Irregular handwashing, often done without soap.
 - Limited awareness of personal hygiene among children and adolescents.
 - Infrequent washing of clothes and bedding, leading to skin infections.

5. Malnutrition and Food Hygiene Issues

- **Issues Identified:**
 - Poor dietary diversity, with meals often lacking essential nutrients.

- Improper food storage, leading to contamination by pests and bacteria.
- Consumption of unsafe street food due to lack of regulation.

6. Limited Health Awareness Programs

- **Issues Identified:**

- Lack of regular health check-ups and awareness campaigns.
- Minimal knowledge of menstrual hygiene management among adolescent girls.
- Limited outreach by local healthcare workers.

7. Environmental Pollution

- **Issues Identified:**

- Water pollution caused by agricultural runoff and improper waste disposal.
- Air pollution due to garbage burning and reliance on traditional cooking stoves.
- Noise pollution affecting mental health and overall well-being.

8. Economic Barriers

- **Issues Identified:**

- Families unable to afford basic hygiene products such as soap, sanitary pads, and clean water.
- Financial constraints leading to delayed treatment of hygiene-related illnesses.

9. Cultural and Behavioral Challenges

- **Issues Identified:**

- Deep-rooted cultural practices contributing to poor hygiene (e.g., misconceptions about menstrual health).
- Resistance to adopting new habits due to lack of education or awareness.
- Social stigma surrounding certain health practices, such as discussing reproductive health.

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

Short-Term Action Plan

The short-term focus for improving health and hygiene should include launching immediate awareness campaigns on personal hygiene, sanitation practices, and disease prevention. Authorities should ensure the availability of essential resources, such as clean drinking water, handwashing stations, and proper waste disposal systems in public spaces and underserved areas. Regular health camps should be organized to provide medical check-ups, vaccinations, and treatment for common illnesses. Schools and community centers must be actively engaged in educating people about hygiene practices. In addition, monitoring systems should be established to quickly respond to outbreaks and to assess the effectiveness of these measures in the short term.

Long-Term Action Plan

For long-term solutions, emphasis should be placed on strengthening healthcare infrastructure and sanitation systems. Authorities should prioritize building hospitals, upgrading existing medical facilities, and ensuring universal access to affordable healthcare. Significant investments in safe drinking water systems and modern waste management infrastructure are essential for sustained improvements in hygiene. Policymakers must enforce strict regulations on sanitation and environmental health, ensuring compliance by both industries and communities. Furthermore, long-term health education programs should be integrated into school curricula and community outreach initiatives. Partnerships with NGOs and international organizations can play a key role in implementing sustainable practices and introducing innovative solutions for improved health and hygiene over time.

Description of the Community Awareness Programs Conducted with Reference to Identified Problems and Their Outcomes

Problems Identified:

1. Lack of Clean Water and Sanitation:

Inadequate access to safe drinking water and proper sanitation facilities has led to the spread of waterborne diseases such as cholera, diarrhea, and typhoid.

2. Poor Waste Management:

Inefficient garbage disposal and untreated sewage contribute to environmental pollution and increase the risk of diseases like dengue and malaria.

3. Inadequate Healthcare Access:

Limited availability of healthcare facilities and resources, especially in rural and underserved areas, results in untreated chronic illnesses and higher mortality rates.

4. Low Awareness Levels:

A lack of knowledge about personal hygiene and preventive healthcare practices leads to unhealthy habits and the spread of communicable diseases.

5. Overcrowding and Poor Living Conditions:

Urban slums and overcrowded settlements create unhygienic environments, which heighten the risk of respiratory infections and skin diseases.

6. Lack of Hygiene Infrastructure in Public Spaces:

The absence of sufficient public toilets and handwashing facilities leads to open defecation and other unhygienic behavior.

Outcomes of Poor Health and Hygiene

- **Increased Disease Burden:** A rise in communicable and non-communicable diseases negatively impacts public health.
- **Economic Losses:** High healthcare expenses and reduced workforce productivity due to illness.
- **Child Mortality and Malnutrition:** Poor hygiene contributes to malnutrition and high child mortality rates.

- **Environmental Degradation:** Contaminated water sources and polluted surroundings damage ecosystems.
- **Impact on Education:** Children frequently miss school due to poor health, resulting in lower educational performance.
- **Social Inequality:** Vulnerable populations, particularly in rural areas, suffer disproportionately due to inadequate health and hygiene infrastructure.

Report on the Mini-Project Work Conducted in Relation to the Habitation/Village

Mini-Project Title: Predicting Dengue Fever Prevalence in vijayawada

- This project applied machine learning techniques to predict dengue fever prevalence in the village, using anonymized and aggregated health data, weather patterns, sanitation conditions, and demographic information.
- Among the models tested, the **Random Forest algorithm** achieved the best performance, highlighting **rainfall** and **sanitation levels** as the most influential factors contributing to dengue outbreaks.
- The findings demonstrate the potential of **artificial intelligence (AI)** in proactive healthcare planning, supporting targeted interventions and more efficient resource allocation by local health authorities.
- Despite its promise, the project faced limitations due to the **restricted and aggregated nature of the data**, which affected prediction accuracy. Future improvements should include more extensive data collection, advanced machine learning techniques, and stronger community involvement.
- **Ethical considerations**, particularly data privacy, were prioritized throughout the study, ensuring responsible and transparent AI implementation in the context of public health.

Key Impact:

The project's insights—identifying sanitation and rainfall as primary risk factors—can inform **targeted awareness campaigns** and **preventive measures**. This **data-driven approach** empowers communities and health workers to make informed decisions, adopt healthier practices, and ultimately reduce the risk of dengue and other vector-borne diseases.

CHAPTER 6: RECOMMENDATIONS AND CONCLUSIONS

Recommendations:

To improve health and hygiene, authorities should prioritize ensuring access to clean drinking water, adequate sanitation facilities, and efficient waste management systems. Awareness campaigns must be conducted regularly to educate communities on personal hygiene, disease prevention, and healthy practices. Strengthening healthcare infrastructure, particularly in rural and underserved areas, is essential, along with promoting vaccination drives and organizing regular health check-ups. Policies enforcing hygiene and sanitation standards should be strictly implemented, while community participation should be encouraged through public–private partnerships and local involvement to ensure sustainable impact.

Conclusion:

Health and hygiene are fundamental for building a healthy society and achieving sustainable development. Addressing challenges such as poor sanitation, lack of awareness, and inadequate healthcare requires collaborative and long-term efforts from both authorities and communities. With effective policies, improved infrastructure, and continuous education, it is possible to reduce the burden of diseases, enhance living conditions, and create a healthier environment for all.

Student Self-Evaluation for the Community Service Internship

Student Name : KANDRU LASYA SRI

Registration No : 23KN1A6140

Period of CSP : 8 weeks

From : 12-05-25

To : 05-07-25

Date of Evaluation:

Please rate your performance in the following areas:

Rating Scale: 1 is lowest and 5 is highest rank

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

Date:

Signature of the Student

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

Student Name : KANDRU LASYA SRI

Registration No : 23KN1A6140

Period of CSP : 8 weeks

From : 12-05-25

To : 05-07-25

Date of Evaluation :

Name of the Person in-charge:

Address with mobile number:

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

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

Rating Scale: 1 is lowest and 5 is highest rank

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

Date:

Signature of the Supervisor

PHOTOS



We conducted an awareness session on health, hygiene, and nutrition for students. During this session, we explained the importance of maintaining personal hygiene, adopting healthy eating habits, and practicing cleanliness in daily life. We are showing students a video about daily hygiene that is to be maintained and nutrients to be taken.





We visited the Vijayawada municipal corporation to understand their initiatives on health, hygiene and sanitation. The officials explained about waste management practices, cleanliness drives, and public health measures taken to ensure a hygienic environment in the city.



EVALUATION

Internal Evaluation for the Community Service Project

Objectives:

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

Assessment Model:

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

| | |
|--|----------|
| ○ Activity Log | 20 marks |
| ○ Community Service Project Implementation | 30 marks |
| ○ Mini Project Work | 25 marks |
| ○ Oral Presentation | 25 marks |
- Activity Log is the record of the day-to-day activities. The Activity Log is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The assessment will take into consideration the individual student's involvement in the assigned work.
- While evaluating the student's Activity Log, the following shall be Considered.
 - a. The individual student's effort and commitment.
 - b. The originality and quality of the work produced by the individual student.

- c. The student's integration and co-operation with the work assigned.
- d. The completeness of the Activity Log.
- The assessment of the Community Service Project implementation shall include the following components and based on Weekly Reports.

Outcomes Description

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

MARKS STATEMENT

(To be used by the Examiners)

INTERNAL ASSESSMENT STATEMENT

Name of the student : KANDRU LASYA SRI
Program of Study : Bachelor of Technology
Year of Study : III - Year
Group : Artificial intelligence and Machine learning
Register No./H.T.NO : 23KN1A6140
Name of the College : NRI institute of Technology

| Sl.No | Evaluation Criterion | Maximum Marks | Marks Awarded |
|-------|--|---------------|---------------|
| 1. | Activity Log | 20 | |
| 2. | Community Service Project Implementation | 30 | |
| 3. | Mini Project Work | 25 | |
| 4. | Oral Presentation | 25 | |
| | GRAND TOTAL | 100 | |

Date :

Signature of the Faculty Guide

Certified by

Date :

Signature of the Head of the Department/Principal

Seal :



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory Body of the Government of Andhra Pradesh)

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