COMMUNITY SERVICE PROJECT

PROJECT

STUDENT

CURRICULUM

Sample Copy for Reference

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Experiential learning through community engagement

Introduction

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

Objectives

Community Service Project should be an integral part of the curriculum, as a part of the 2 months of Summer Internships / Apprenticeships / On the Job Training, whenever there is an exigency when students cannot pursue their summer internships.

The specific objectives are:

- To sensitize the students to the living conditions of the people who are around them
- To help students to realize the stark realities of the society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability
- To make students aware of their inner strength and help them to find new /out of box solutions to the social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.

- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

Implementation of the Community Service Project

Every student should put in a minimum of 180 hours for the Community Service Project during the summer vacation.

- Each class/section should be assigned with a mentor.
- The mentor should be a faculty member. Incentive could be given to the faculty mentors in terms of Academic Performance Indicators (API) scores. Or could even be made a compulsory in the service conditions laid down at the time of appointment.
- 4 Credits to be allocated for Community Service Project within the Choice Based Credit System (CBCS).
- The 180 hours of Community Service Project could be done in different areas.
- Specific Departments could concentrate on their major areas of concern. For example, Dept. of Computer Science can take up activities related to Computer Literacy to different sections of people like - youth, women, house-wives, etc... Dept. of Zoology or other life sciences departments could concentrate on health awareness, blood groupings, awareness on blood donation or organ donation, etc. Dept. of Mathematics and Statistics could dwell upon empowering the youth with analytical skills, Dept. of Commerce could create awareness on GST or Income Tax Returns or other taxes or consumerism.
- Sky will be the limit for organizing different programmes, provided the faculties are sufficiently motivated.
- A log book has to be maintained by each of the student, where the activities undertaken/involved to be recorded.
- The log book has to be countersigned by the concerned mentor/faculty incharge.
- Evaluation to be done based on the active participation of the student and grade could be awarded by the mentor/faculty member.
- The final evaluation to be reflected in the grade memo of the student.

- The Community Service Project should be different from the regular programmes of NSS/NCC/Green Corps/Red Ribbon Club, etc.
- Minor project report should be submitted by each student. An internal Viva shall also be conducted by a committee constituted by the principal of the college.
- Award of marks shall be made as per the guidelines of Internship/apprentice/ on the job training

Assessment methodology for community service project

Learning outcomes:
- To facilitate an understanding of the issues that confronts the vulnerable / marginalized sections of the society.
- To initiate team processes with the student groups for societal change.
- To provide students an opportunity to familiarize themselves with 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 the society through systematic programme implementation.

The following is the evaluation methodology for awarding marks/grades.
- There will be only internal evaluation for this internship. Each faculty member is to be assigned with 10 t0 15 students depending upon availability of the faculty members. The faculty member will act as a faculty-mentor for the group and is in-charge for the learning activities of the students and also for the comprehensive and continuous assessment of the students.
- The assessment is to be conducted for 100 marks. The number of credits assigned is 4. Later as per the present practice the marks are converted into grades and grade points to include finally in the SGPA and CGPA.

The weightings shall be:
- Project Log 20%
- Project Implementation 30%
- Project report 25%,
- Presentation 25%

Project Log - 20%

Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities. The project 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.

PROJECT LOG ASSESSMENT - 20 MARKS				
Log Book filled everyday	Accuracy of Logging	Originality	Overall Quality & Effort	Total
/5	/5	/5	/5	/20

Project Implementation - 30%

PROJECT IMPLEMENTATION ASSESSMENT - 30 MARKS						
Focus on Community Issues	Quality of SocioEconomic Survey	Quality of AwarenessPrograms (Min. 1)	Quality of Intervention Programs (Min. 1)	Quality of Solutions& ActionPlan	Overall Quality & Effort	Total
/5	/5	/5	/5	/5	/5	/30

Project report -25%

The Project Report shall be prepared as per the guidelines given in the Model Project Report.

PROJECT REPORT ASSESSMENT - 25 MARKS					
Adherence to Model Report	Grammar & Formatting	Presentation	Project Conclusion & Effectiveness	Overall Quality & Effort	Total
/5	/5	/5	/5	/5	/25

Presentation -25%

The Project Presentation is to be made by the student after he/she reports back to the College

PROJECT PRESENTATION ASSESSMENT - 25 MARKS					
Creativity	Quality of Slides & Content	Presentation	Answering Questions	Overall Quality & Effort	Total
/5	/5	/5	/5	/5	/25

Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities. The project 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 grading the student's performance, using the student's project log, the following should be taken into account:

- **The individual student's effort and commitment.**
- **The originality and quality of the work produced by the individual student.**
- **The student's integration and co-operation with the work assigned.**
- **The completeness of the logbook.**

The assessment for the Community Service Project implementation shall include the following components and based on the entries of Project Log and Project Report:

- Orientation to the community development
- Conducting a baseline assessment of development needs
- Number and Quality of Awareness Programmes organised on beneficiary programmes and improvement in quality of life, environment and social consciousness, motivation and leadership, personality development, etc.
- Number and Quality of Intervention Programmes (Prevention or promotion programs that aim to promote behavioural change in defined community contexts to address social problems) organised.
- Follow-up Programmes suggested (Referral Services, Bringing Community Participation)
- Developing short and mid-term action plans in consultation with local leadership and local government officers.

Example:

Name of the Student:	X. YY ZZZ	
Class & Year of Study	II B.A. 2021 - 2022	
Registered Number	000000	
Assessment Component	**Max Marks**	**Marks Secured**
1. Project Log	20	15
2. Project Implementation	30	20
3. Project Report	25	20
4. Presentation	25	20
TOTAL OUT OF 100	**100**	**75**

Letter grade	Grade Point	Credits	Credit Point
O (outstanding)	10	2	20
A+ (Excellent)	9	2	18
A (Very Good)	8	2	16
B+ (Good)	7	2	14
B (Above average)	6	2	12
C (Average)	5	2	10
D (Pass)	4	2	8
F (Fail)	0	2	0
Ab (Absent)	0	2	0

In the above example, 75 marks are converted to letter grade / grade point.

Letter grade	Grade Point	Credits	Credit Point
B+ (Good)	7	2	14

LOG BOOK

Introduction

As per the mandate from the department. Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities. The project 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. You as an individual will be required to maintain a log for your Community Service project. At different interventions you will be required to log in that week/sessions activity. A format will be provided to you to log in the activities.

Kindly record the log in a separately, it needs to be submitted during the final project report submission. There are two types of logs to be noted - Daily log and milestone log

SAMPLE - DAILY LOG		
Date: Mention the date Day: 1	Activities taken up: Read chapter 1 - 3 Mode of the activity: Reading Categories of Participants/Informants Involved - Not applicable	Learning Outcome
Date: Mention the date Day:2	Activities taken up: Read chapter 4-5 Mode of the activity: Reading and working on the problem statement Visualisation activity Categories of Participants/Informants Involved - Spoke to 5 family friends	Learning Outcome

You will find milestone log in between the chapters

Assessment methodology for community service project

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UNIT 1. PROGRAM INTRODUCTION

This unit will give you insights about this program

Chapter 1: Overview of the State

Andhra Pradesh stands 9th in India Innovation Index by NITI Aayog.
It scored the highest of 37.06 when it comes to Business Environment,
while it got the lowest of 4.04 when it comes to Knowledge Workers.

Andhra Pradesh stands 20th in Multi-Dimensional Poverty Index (MPI).
MPI is based on multiple and simultaneous deprivations faced by
households across health, education and living standards.

- 26.38% of population are deprived of nutrition
- 9.66% are deprived of maternal health
- 11% of population deprived of assets

Andhra Pradesh stands 10th (Group A) in Human Resource
Development.
Human Resource Development Sector covers the primary and
secondary education, skill development and other related areas.

Andhra Pradesh stands 10th (Group A) in Public Infrastructure and
Utilities. The public infrastructure and utilities sector focus mainly
on the governance aspects of the basic services provided by the
government such as water supply, sanitation, roads and highways,
power and other societal infrastructure.

Niti Aayog report laid 3 recommendations that states can follow to
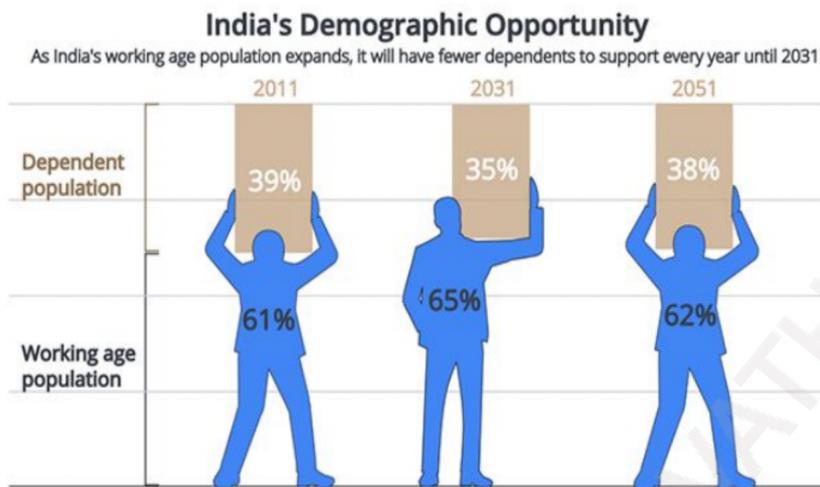increase performance over different parameters.

➡ Have to produce more knowledge and data

From analysis we have seen that although the country has performed
well in the human capital pillar, however it has not performed well in
the knowledge worker pillar. This contrasts with the expectation that
the two tend to move simultaneously. This implies that the
expenditure on human capital has been unable to create that
knowledge base in the country, which could be due to the intricate
reasons of bureaucracy, administration,outreach, etc.

➡ Demographic Dividend

We are yet to take full advantage of our demographic dividend. Given, that about 60% of the population lies in the working age category, there lies a huge scope for more people taking action within the country, whereby the energy and potential of this age group can be channelized.


India's Demographic Opportunity
As India's working age population expands, it will have fewer dependents to support every year until 2031

	2011	2031	2051
Dependent population	39%	35%	38%
Working age population	61%	65%	62%

➡ Skill Gap : What we produce + What industry needs

One needs to sincerely fill the gap between industry demand and what we produce through our education systems. Universities have the potential to become the go-to-place for industries, for any sort of innovation.

To improve Andhra Pradesh state's on above Parameters, following 3 things has to be done:

1. Better understanding of communities

2. Involving young people in solving problems. Utilizing the advantage of demographic dividend.

3. Civic participation + Initiatives
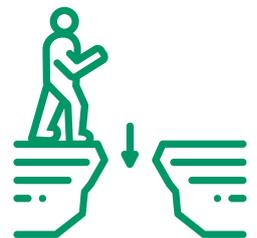
In alignment with Nation's vision and involve young people in solving community problems, government of Andhra Pradesh launched Community Development Program to drive positive change in the communities.

Chapter 2: Understanding Sustainable Development

Sustainable Development Goals

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Countries have committed to prioritize progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls.

The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context.

To read more refer: **https://sdgs.un.org/goals**

THE GLOBAL GOALS

Sustainable Development Goals - SDGs (Crosscutting and Multidimensional

SOCIAL
SDG 1- No Poverty
SDG 2- Zero Hunger
SDG 3- Good Health and Well Being
SDG 4- Quality Education
SDG 5- Gender Equality
SDG 6- Clean Water and Sanitation

ENVIRONMENT
SDG 12- Sustainable Consumption and Production
SDG 13- Climate Action
SDG 14- Life below Water
SDG 15- Life on Land

ECONOMIC
SDG 7- Affordable and Clean Energy
SDG 8- Decent Work and Economic Growth
SDG 9- Industry, Innovation and Infrastructure
SDG 10- Reduced Inequalities
SDG 11- Sustainable Cities and Communities

PEACE AND PARTNERSHIPS
SDG 16- Peace, Justice and Strong Institutions
SDG 17- Partnerships for the Goals

Chapter 3: Flagship Programmes / Schemes in alignment with SDGs (A)

- All departments and schemes aligned to SDGs- Incorporated as part of Vision 2029 document of the state
- Outcome Budgets prepared for all departments- Departments present targets and indicators and key outcomes
- District Vision statements and policies developed
- SDG monitoring and reporting on 212 indicators through Real-time Outcome
- Monitoring System.
- Comprehensive and Real-time information disaggregated to district level and presented on public domain
- High level political forum on Sustainable Development conducted in 2017 and sensitization of all level government officials
- Strategies designed for poorly performing blocks and districts.

Let's look at Andhra Pradesh as a state and it's focus on community. Andhra Pradesh ranks fourth on 2021 SDG India Index by NITI Aayog. "Navaratnalu" – Flagship program was create to achieve the goals focusing on agriculture, health, education, housing, welfare and other sectors. State Indicator Framework and District Indicator Framework was developed.

Here are some developments

- Improved ranking from 4th in 2018 to 3rd in 2021.
- Top performer in SDG 16"Peace, Justice and Strong Institutions" and SDG 6 "Clean
- Water and Sanitation"
- Second Best Performer among all states in SDG 3- Good Health and Well Being.
- Second Best Performer in SDG 8- Decent Work and Economic Growth and SDG 13.
- Climate Action, SDG 14- Life Below Water.
- East Godavari, Visakhapatnam and SPSR Nellore are the top performing district.

Navaratnalu

01.YSR Rythu Bharosa

Insurance, interest free loans, Financial support,

02.Fee reimbursement

Ensuring quality education by increasing affordability

03.YSR Arogyasri

Universal healthcare

04.YSR Jalayagnam

Under this scheme, lakhs of families would be benefited by irrigation projects

05.Ban on Alcohol

ban on sale of alcohol across the State in three stages.

06.Amma Vodi

Support for mothers from poor households to fund education

07.YSR Asara, Cheyuta

Zero interest loans and reimbursements to SHGs Support for all BC, SC, ST & Minority

08.Housing for all poor

Housing for the poor irrespective of caste, creed or religion

09.Pensions – Enhancement

Monetary support for the vulnerable sections of society

నవరత్నాలు

UNIT 2 - WEEK 1 AND 2
SOCIO-ECONOMIC SURVEY OF THE VILLAGE

This unit will help you design a survey and give insights on how to conduct research

Chapter 4: Identifying Issues Around Us

In this chapter we will be going through the first few steps of the Socio Economic survey of the village/habituation. For us to work on a project or a problem, what do you think we need first?

THINK

Yes a problem!

Begin your social journeys by spending some time understanding the communities around you and their concerns better. Identify problems through experiences and observations.

➡ Activity Time

Let us start by trying to identify problems through our observation and experiences. You will start by taking a walk in their own college, around your home and the community/environment you live in.

Spend a day in completing this activity

Environment : College

Take a walk in your college. You are in your classroom What are the kinds of sounds you are hearing, what are the things that you are seeing. You are now walking out of your college into the staff room, the campus and the environment around.

Note down

- What are things you are noticing and seeing?
- Are the students or teachers facing any issues?
- What are you hearing your friends say or feel?

Environment : Home

Now moving to your home, look at the environment you live in, are there any issues you or your family/ neighbours are facing. What are you seeing and noticing?

Note down

- Are there any issues you or your family/ neighbours are facing?
- What are you seeing and noticing?

Environment : Neighbourhood

Finally let's take a walk away from home, on your way to college or in your surroundings have you seen some issues people are struggling with?
Take a few minutes to note these points and gather your thoughts.

Note down

- Issues people are facing or struggling with?
- What are you noticing?

- After observing all 3 environments. Note down your experience of being in the college, home and neighbourhood.

Fill in the below table post your walk

A WALK IN MY COMMUNITY	
What did I See?	
What did I hear?	
What did I See?	
What did I feel?	
What did I think?	
What are some problems I am identifying?	

Student's Note:

Carefully observing things in your communities and surroundings will help identify possible problems and issues that need solving.

✓ Step 1: You have through observations and your experience identified problems around you.

Chapter 5: What issues affect us the most?

In the last chapter we identified issues around us by going on a walk in our community

Next, from the list of issues identified, identify the issue that they personally face and connect with the most. These might also be issues they might feel personally bothered by. Since there will be some issues that you feel more connected to than other issues, think of the following points as well,

- Why are you feeling so personally about these issues? List some reasons for this.
- Why are you bothered by these issues more than others?
- How do these issues make them feel?

Look at the issues you have identified and at the ones that you feel closely about. You might be bothered by some issues more because they reflect your own values and what you believe in personally. Two people in the same household or community might be bothered about two different issues.

Example: If Person A believes that everyone deserves to eat proper meals and Person B believes that animals deserve the same respect as humans then they will be affected by very different issues in their community. Person A might recognise that some children are not able to get timely food because of their parent's income source, and Person B might see that there is no doctor or clinic to treat animals.

Think of 3 to 5 values that you believe in and may have played a role in selecting a few issues over others.

Example:
- Integrity - Everyone should be honest in their words and action
- Equality - Everyone deserves to be treater equally
- Hard Work - Everyone can achieve their goals if they put in effort

Once you have put together what your values are. Look at list of issues identified and see what values are attached to each of the issue you have identified.

VALUE BASED CHOICES			
Issues Identified	Values		
Garbage not collected	Environmental Awareness	Environmental Consciousness	Self Awareness
Issue 2			
Issue 3			
Issue 4			

Additional task:

Post this chapter, try and understand what issues your family and friends face around them by asking them a few questions around their neighbourhood, work place or college.

Sample Questions to ask:
- Do you face any issues in your neighbourhood
- Have you been bothered by any problems at your workplace/college/neighbourhood

Speak to a minimum of 3-5 people

Make a list of the issues they have mentioned.

✓ Step 2: You have through a small survey identified problems and issues your friends and family face around them

Chapter 6: Introduction to Problem Solving

In the last chapter we looked at why some issues concern us more than the others and how our personal values play a role in them.
We also as an additional task spoke to some of our relatives and friends on the problems they are facing around them. In this chapter we will be shortlisting the problems and exploring them deeper.

➡ **Activity time:**

Shortlisting the problems we have identified. Closely observe this table

GIVING SCORE OF 1-5					
Problems	Urgency - How badly is it affecting the environment?	Knowledge - How much can you understand about this problem?	Ability - How confident are you to solve the problem?	Interest - How interested are you to solve the problem?	Total Score - Higher the score more it should be solved
Problem 1					
Problem 2					
Problem 3					
Problem 4					
....					

In your notebooks, write down the problems you have identified and what you heard from your friends, relatives and neighbours in the first column. And score the next 4 columns as per our understanding on a rate of 5.

Example

GIVING SCORE OF 1-5					
Problems	Urgency - How badly is it affecting the environment?	Knowledge - How much can you understand about this problem?	Ability - How confident are you to solve the problem?	Interest - How interested are you to solve the problem?	Total Score - Higher the score more it should be solved
Garbage is not being collected	4	3	3	2	12
There is no drinking water facility in college	3	4	4	3	14
No wifi in college	2	4	2	5	13

Once you are done scoring each of the problem, shortlist top 5 problems on the basis of your scoring.

Note down the top 5 problems you have identified

We have looked at our environment, listed down the issues faced and have shortlisted top 5 as per scoring. Let's now zoom out a bit and look at where these issues fall.

Sustainable Development Goals

The Sustainable Development Goals (SDGs), also known
as the Global Goals, were adopted by the United Nations in 2015
as a universal call to action to end poverty, protect the planet, and ensure that by 2030
all people enjoy peace and prosperity.

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one area will affect outcomes in others, and that development must balance social,
economic and environmental sustainability.

Countries have committed to prioritize progress for those who're furthest behind. The
SDGs are designed to end poverty, hunger,
AIDS, and discrimination against women and girls.

The creativity, knowhow, technology and financial resources from
all of society is necessary to achieve the SDGs in every context.

To read more refer: https://sdgs.un.org/goals

Here is a list of Sustainable Development Goals.

Look at your top 5 issues and map it to which goal it falls under.

Example

Which goal do you think these will fall under?
- Garbage is not being collected from house and there is pile of Garbage in the junction

Ans: 11 and 13

- No clean drinking water in the staffroom

Ans: 6: Clean Water and Sanitation

Next Step: Map your issues to the goals.

- Issue 1 - SDGs
- Issue 2 - SDGs
- Issue 3 - SDGs
- Issue 4 - SDGs
- Issue 5 - SDGs

Through our observations and experiences we are able to identify them and see how they are connected to the bigger issues the world is facing. As you can see, issues we are facing in our immediate environment are problems of commonly faced in the entire world.

You have completed the below steps

- Identifying problems around you, family, friends and neighbours
- Shortlisting the top 5 issues
- Mapping them to SDGs

You have completed the 2 steps of identifying problems through personal observations and experiences.

Next choose 1 problem you currently want to work on or club 1 or two problems together that you want to work on.

List down the problem you want to work on.

We will be now exploring the problem deeper. Let's look at problem tree analysis. It is important to understand - What is the problem, What is causing it and What are the effects of the problem?

Problem Tree Analysis

Is central to many forms of project planning. Problem tree analysis (also called Situational analysis or just problem analysis) helps to find solutions by mapping out anatomy of cause and effect around an issue in a similar way to mind map, but with more structure.

Let's take our 1 identified problem and work on the problem tree analysis.
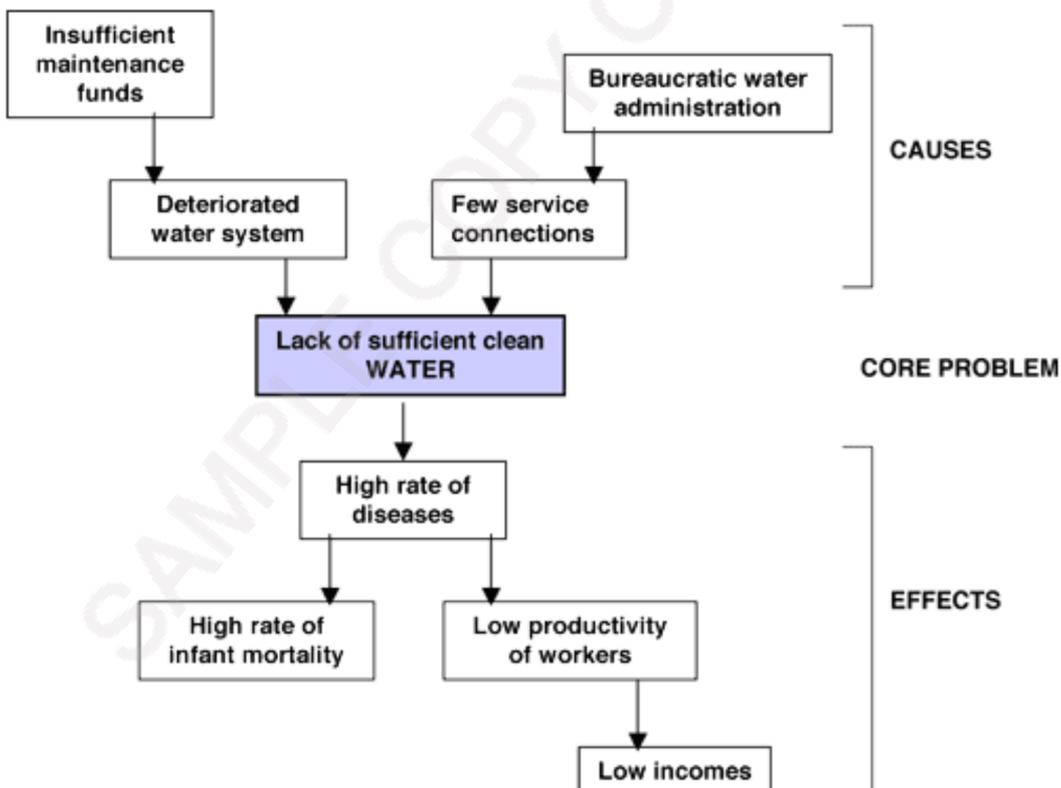
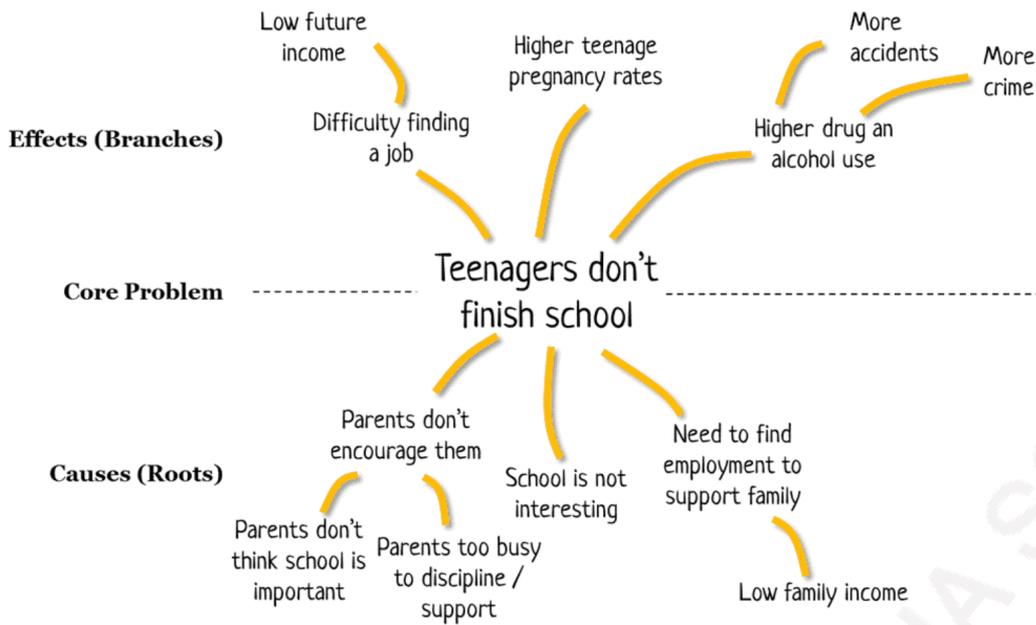STEP 1 : Imagine your problem is the main trunk of the tree
- Write down your problem on the main trunk

STEP 2: Identifying root causes of the problem and visualising them as the roots of the tree.

STEP 3: Noting down the consequences or impact the problem will bring as branches

Example: Look at the below examples

Effects (Branches)

Low future income

Higher teenage pregnancy rates

More accidents

More crime

Difficulty finding a job

Higher drug an alcohol use

Core Problem — — — — — — — — Teenagers don't finish school — — — — — — — — — —

Causes (Roots)

Parents don't encourage them

Parents don't think school is important

Parents too busy to discipline / support

School is not interesting

Need to find employment to support family

Low family income

View this video to understand problem tree better: **https://youtu.be/-j-_Y7D35H4**

4. Solutions (5 mins)   New leaf/ Additional branches

3. Effects (10 mins)   Branches

1.   Identified Problem   Main Trunk

2. Causes (10 mins)   Roots
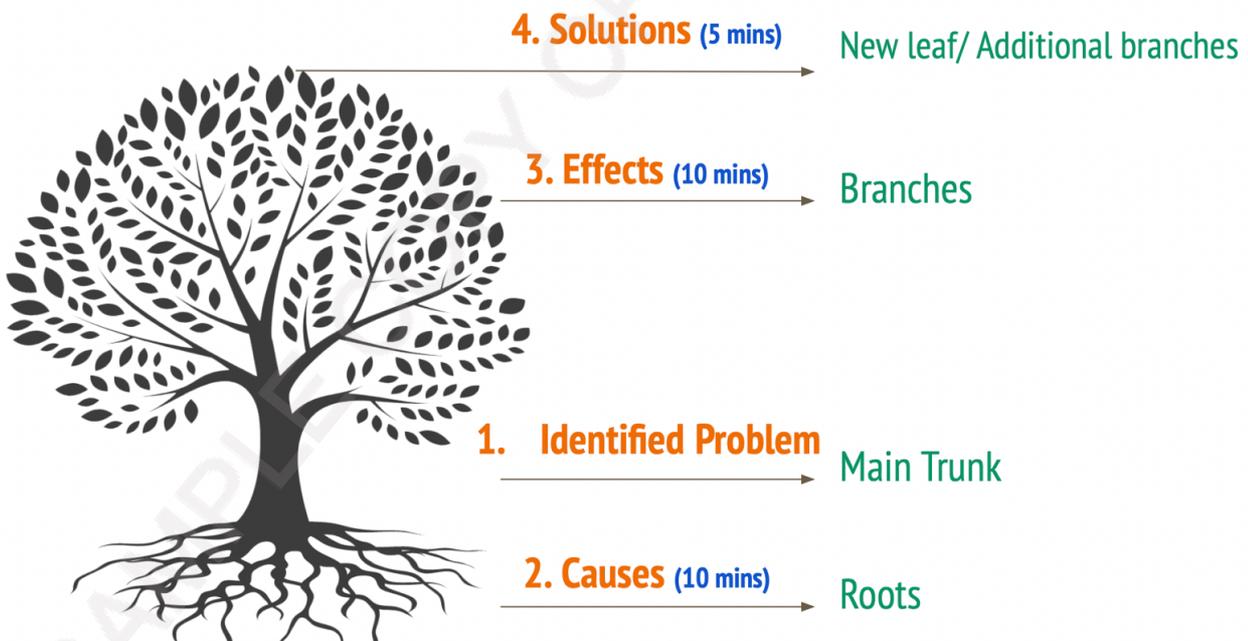
➡ Activity time: Now work on your problem tree.

Now that we have identified the problem, it's causes and effects.

What will the next step be, before we begin research on it?

Think

It's important to have a problem statement

Causes+**Effects**+**Users Affected**= Problem Statement

Example: In the last 5 years **enrolment rate in high school has dropped** by 30% in town x **due to lack of higher education options in the surrounding**

Example: **There is high drug use amidst the Teenagers and they don't finish school due to lack of family income.**
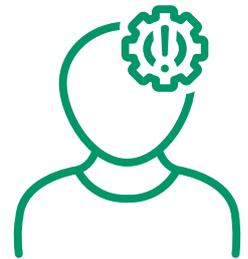
Framing your problem statement

Let's look at our problem tree and choose the top root cause/ personal root cause that we think we want to address.

Choose that 1 cause you want to address.

Create a problem statement with it.

Write down your Problem Statement:

Next step is to frame the research question

Research Question

A question that addresses an issue or a problem which through analysis and interpretation of data, is answered in the study's conclusion. It is an important question as it sets foundation for research

What is the difference between research question and problem statement?

Merely explains the context of the problem with its causes and effects. However, Research question will help you research the problem and come to a conclusion. It is the basis for setting hypotheses and by the end of the research you either prove or disprove the hypothesis.

Let's look at framing a research question for your problem statement?

Example: In the last 5 years enrolment rate in high school has dropped by 30% in town x due to lack of higher education options in the surrounding

Research question: Is the lack of higher education options in the surrounding affecting enrolment rate.

Example: There is high drug use amidst the Teenagers and they don't finish school due to lack of family income.

Research question: Is lack of family income in village x is leading to teenagers dropping out of school? or There is increase in drug use among teenagers because they have dropped out school?

Write down your research question:

Now look at all the 3 steps you have taken in this chapter

- Identified one problem to work with
- Worked on a problem tree analysis
- Framed a problem statement
- Framed a research question

Take a few minutes to go through the steps you took now and **congratulate yourself in accomplishing the first few steps of the Community Service project.**

DAY 2 MILESTONE LOG

DAY 2 MILESTONE LOG	
Top 5 issues identified	Top 5 issues identified + mapping them to SDGs and the final issue you are working with
Problem Statement framed	Mention your problem statement
Research Question Framed	Mention your research question

Chapter 7: Introduction to Socio-economic survey

In this chapter we will be looking at what a socio-economic survey is

A socio-economic survey is regarded as one of the most important sources of statistical data on household expenditure and income as well as other data on the status of housing, individual and household characteristics and living conditions.

Socio-economic factors include occupation, education, income, wealth and where someone lives.

Socio-economic survey tools are designed to collect information as a means of improving understanding of local resource management systems, resource use and the relative importance of resources for households and villages.

The first part of your Community Service Project is the survey of the habitation / village as per your subject/domain area. Your survey work will be accounted as socio-economic data to aid that specific community's development and growth.

➡ **Socio Economic Surveys as Secondary Research:**

The National Sample Survey Office (NSSO) of India conducts nationwide sample surveys relating to various socio-economic topics to collect data for planning and policy formulation.

The Government of India along with NITI Aayog, State Governments and other ministries publish various reports across different sectors measuring various aspects. A few important ones are mentioned below for your reference:

- NHFS Survey
- Economic Survey
- State wide Socio Economic Survey
- Census
- Good Governance Report
- NITI Aayog Innovation Index
- NITI Aayog SDG Index
- Multidimensional Poverty Index

You can choose relevant reports as per your Research question to combine your findings from primary and secondary research to present a detailed analysis and recommendation.

An example of a Socio Economic survey conducted by Government of India regarding Community Radios can be found here (**Link: https://mib.gov.in/sites/default/files/sur1.pdf**)

Review the above survey carefully to understand the design, type of questions and level of detail that you will have to collect while creating and doing your survey.

Chapter 8: Design of Research Methodology

Research methodology is a specific set of procedures for answering your research questions by collecting and analyzing data. It involves making decisions about the type of data you need and the methods you'll use to collect and analyze it.

It will provide you a detailed plan to help you stay on track making the process smooth, effective and manageable.

You could conduct a survey of the habitation in terms of your own domain or subject area. For example, a student of Arts will focus on socio-economic conditions, social survey and about the Government's social security schemes. A student of Sciences could take up a survey on the health and hygiene conditions of that habitation, similarly, with other subject areas too.

For the purpose and nature of this project, you will be specifically using a research approach called 'Community-based participatory research (CBPR)'

What do you think is CBPR?

CBPR is a collaborative research approach that involves all partnerships in the research process and recognizes the unique strength that each partner brings.

Community-based partnerships allow for research to consider the impact of culture, language, geography, and location when conducting research in different rural and remote locations. CBPR uses research methods that help build trust within communities, and allows community members to participate in all stages of the research process.

This means if you are trying to solve the problem of a community you live in, you are trying to get all the stakeholders (community members, panchayat, local govt bodies , private companies etc) involved in the research and it also helps us get access to local data, content etc.

The benefits of CBPR are:

- Enhances community relevance of research questions
- Strengthens interventions within cultural and local context
- Enhances reliability/validity of measurement tools
- Increases accurate and culturally sensitive interpretation of findings
- Facilitates effective dissemination of findings to impact public health and policy
- Increases research trust

It will be most beneficial if you use this methodology for their project work for a buy-in from the community. To understand CBPR further - look at this Youtube video (Link: **https://www.youtube.com/watch?v=9NNRaUgxkHo**)

Now, let us look at an example of a successful CBPR project implemented in India:

Project Title:

The Effect of Community-Based Health Education Intervention on Management of Menstrual Hygiene among Rural Indian Adolescent Girls

Project Objective:

To study the effect of a community-based health education intervention on awareness and behaviour change of rural adolescent girls regarding their management of menstrual hygiene.

Research Methodology:

A participatory study was undertaken in Primary Health Centres in 23 villages in Anji, in the Wardha district of Maharashtra state. Study subjects were unmarried rural adolescent girls (12-19 years). A needs assessment study was conducted with this target audience, using a research design of quantitative (survey) and qualitative (focus group discussions) methods.

Program for Appropriate Technology for Health (PATH) guidelines were used to develop a pre-tested, handmade flip book containing needs-based key messages about the management of menstrual hygiene. The messages were delivered at monthly meetings of village-based groups of adolescent girls, called Kishori Panchayat. After 3 years, the effect of the messages was assessed using a combination of quantitative (survey) and qualitative (trend analysis) methods.

Project Results:

After 3 years, significantly more adolescent girls (55%) were aware of menstruation before its initiation compared with baseline (35%). The practice of using ready-made pads increased significantly from 5% to 25% and reuse of cloth declined from 85% to 57%. The trend analysis showed that adolescent girls perceived a positive change in their behaviour and level of awareness.

Project Conclusion:

The present community health education intervention strategy could bring significant changes in the awareness and behaviour of rural adolescent girls regarding management of their menstrual hygiene.

For a complete preview of the above CBPR research study, check out this link
(Link:
https://www.researchgate.net/publication/5579086_The_Effect_of_
Community-
Based_Health_Education_Intervention_on_Management_of_Menstr
ual_Hygiene_among_Rural_Indian_Adolescent_Girls)

Your research method should be driven by your aims and priorities - start by thinking carefully about what you want to achieve while using the Research Question as the key driver.

When planning your methods, there are two key decisions you will make:

1. How you will collect the data? (Chapter 9)
2. How you will analyze the data? (Chapter 10)

Chapter 9: Data Collection

Your methods depend on what type of data you need to answer your research question:

➡ **Qualitative vs. quantitative:** Will your data take the form of words or numbers?

Quantitative research deals with numbers and statistics, while qualitative research deals with words and meanings. Both are important for gaining different kinds of knowledge, the below table explains the differences further :

QUALITATIVE APPROACH	QUANTITATIVE APPROACH
Understand subjective experiences, beliefs, and concepts	Measure variables and describe frequencies, averages, and correlations
Gain in-depth knowledge of a specific context or culture	Test hypotheses about relationships between variables
Explore under-researched problems and generate new ideas	Test the effectiveness of a new treatment, program or product
Example: You can use this type of research to find exactly what teachers and students struggle with online classes.	Example: You can use this type of research to measure learning outcomes like grades, test scores for online classes

➡ **Primary vs. secondary:** Will you collect original data yourself, or will you use data that has already been collected by someone else?

Primary data is any original information that you collect for the purposes of answering your research question (e.g. through surveys, observations and experiments). Secondary data is information that has already been collected by other researchers (e.g. in a government census or previous scientific studies).

➡ Descriptive vs. experimental: Will you take measurements of something as it is, or will you perform an experiment?

In descriptive research, you collect data about your study subject without intervening. The validity of your research will depend on your sampling method.

In experimental research, you systematically intervene in a process and measure the outcome. The validity of your research will depend on your experimental design.

To understand the above concepts further, now let us look at an example study:

Example: Study Conducted by the Ministry of Health - the 'Comprehensive National Nutrition Survey' (CNNS) to collect a comprehensive set of data on nutritional status of Indian children from 0–19 years of age

- Qualitative vs. quantitative

Qualitative

Table 2.1: Information collected in the CNNS by age group, India, CNNS 2016–18

	Pre-school children (0–4 years)	School-age children (5–9 years)	Adolescents (10–19 years)
Household characteristics	■ Household members roster ■ Socio-economic status		
Environmental condition	■ Access to and use of safe drinking water ■ Access to and use of sanitation facilities ■ Hygiene practices		
Health status	■ Morbidity ■ Immunization ■ Vitamin A, iron supplementation	■ Morbidity	■ Morbidity
Dietary intake	■ Breastfeeding ■ Complementary feeding ■ Dietary diversity	■ Dietary diversity	■ Dietary diversity

Quantitative

Table 2.3: Anthropometric measurements taken in CNNS by age group, India, CNNS 2016–18

|	Pre-school children (0–4 years)	School-age children (5–9 years)	Adolescents (10–19 years)
Anthropometric measurements	▪ Height/Length ▪ Weight ▪ Mid-upper arm circumference ▪ Triceps skinfold thickness ▪ Subscapular skinfold thickness (1–19 years)		
		▪ Waist circumference	

➡ Primary vs. secondary

Primary

112,316 Children and adolescents interviewed

51,029 Blood, stool and urine samples collected

Secondary

This study was a mixed method that involved usage of primary data collection as shown above and included existing secondary sources of data (next page)

Figure 1.1: The burden of malnutrition among children and adults in India (presented in millions)
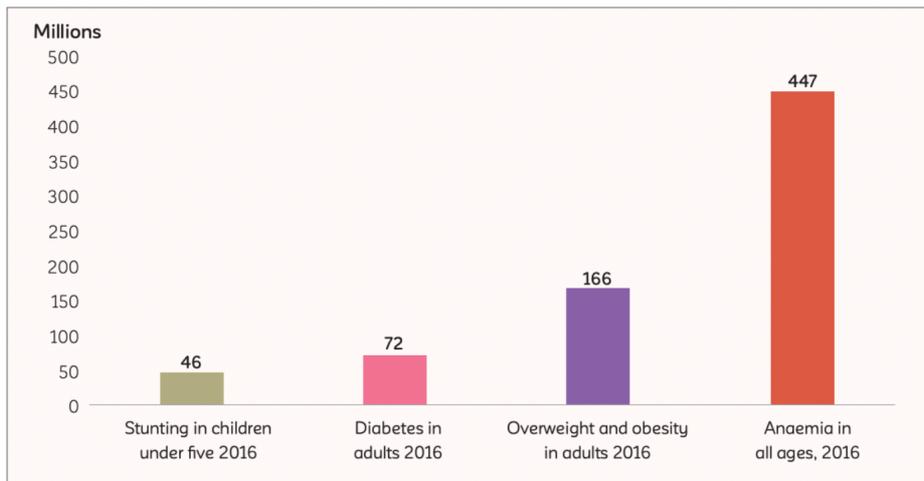
Descriptive vs. experimental
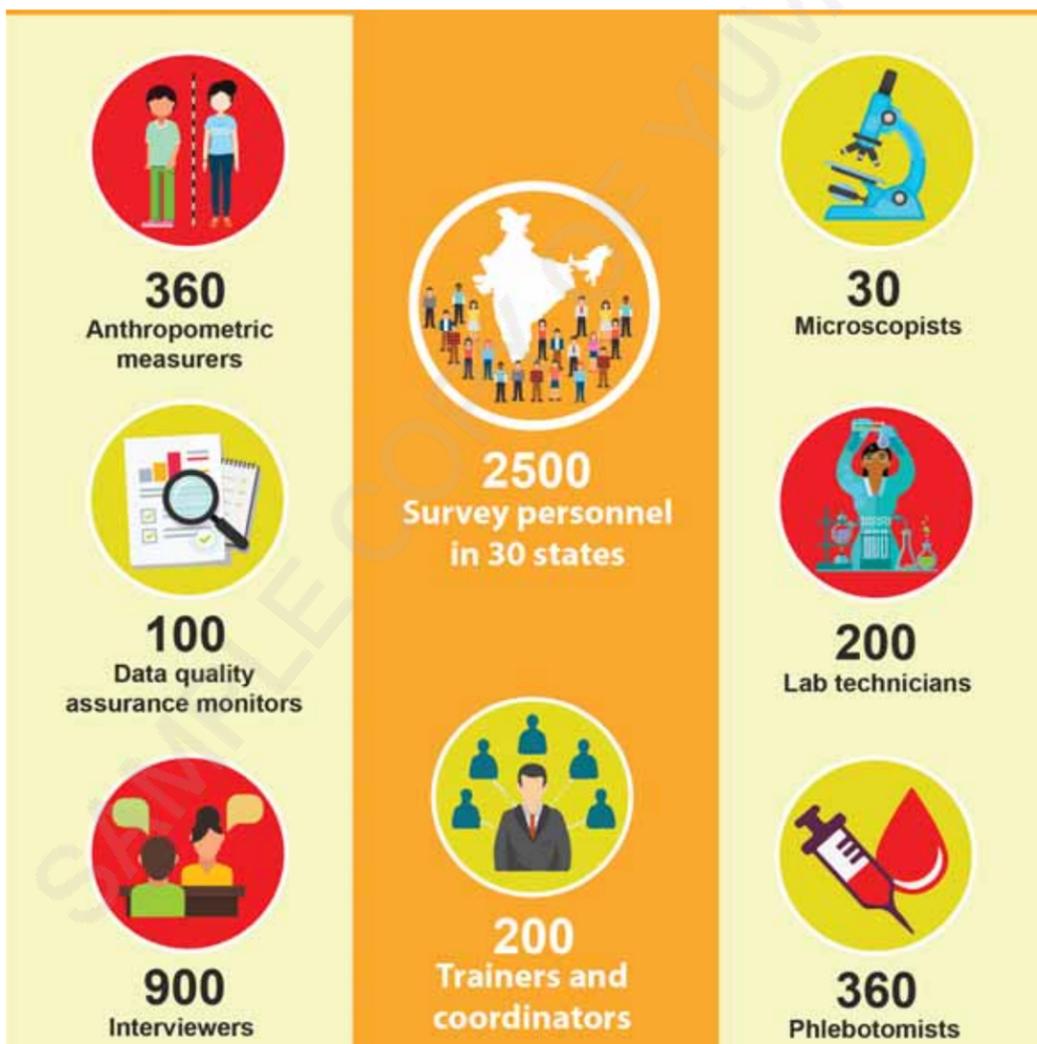
The study shown in the previous page used both descriptive and experimental methods. As shown in the Qualitative and Quantitative method, the data collected was descriptive i.e data was collected as is without any external change introduced.

Simultaneously, as shown in the above image - blood, urine and stool samples were collected that included a team of microscopists, lab technicians to conduct detailed experiments to analyze micro data on the survey participants.

➡ Data Collection tools:

Quantitative Data Collection Methods:

- Surveys: List of closed or multiple choice questions that is distributed to a sample (online, in person, or over the phone).
- Experiments: Situation in which variables are controlled and manipulated to establish cause-and-effect relationships.
- Observations: Observing subjects in a natural environment where variables can't be controlled.

Qualitative Data Collection Methods:

- Interviews: Asking open-ended questions verbally to respondents.
- Focus groups: Discussion among a group of people about a topic to gather opinions that can be used for further research.
- Ethnography: Participating in a community or organization for an extended period of time to closely observe culture and behaviour.
- Literature review: Survey of published works by other authors.

It is possible to use a mixed-methods design that integrates both approaches. By combining qualitative and quantitative insights, you can gain a more complete picture of the problem you're studying and strengthen the credibility of your conclusions. For example, review this mixed methods study here (Link: https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-017-4706-9)

For this project, students are expected to use 'Surveys' and 'Interviews' as the primary methods of data collection. By nature of this program's design 'Observations', and 'Ethnography' are integrated as part of the process.

Chapter 10: How to Create your own Surveys/Interviews/Questionnaires

Survey research means collecting information about a group of people by asking them questions and analyzing the results. To conduct an effective survey, follow these four steps:

1. Determine who will participate in the survey - define population and sample
2. Decide the type of survey (In-person or Online)
3. Design the survey questions and layout
4. Distribute the survey

➡️ **Determine who will participate in the survey - define population and sample**

Before you start conducting survey research, you should already have a clear research question that defines the hypothesis that you want to find out. Based on this question, you need to determine exactly who you will target to participate in the survey.

The target population is the specific group of people that you want to find out about. This group can be very broad or relatively narrow. It's rarely possible to survey the entire population of your research – it would be very difficult to get a response from every person in the village or every student in the college.

Instead, you will usually survey a sample from the population. The sample should aim to be a representative of the population as a whole. The larger and more representative your sample, the more valid your conclusions.

There are multiple types of sampling available as explained below. However, you will have to choose one type of sampling that is appropriate for your study by having a clear understanding of your research question, target population and getting an approval from your academic mentor.

Types of Samples:
- Simple Random Sample
- Systematic Sample
- Stratified Sample
- Cluster Sample
- Snowball Sample

Simple Random Sample

To conduct this type of sampling, you can use tools like random number generators to estimate sample size (https://epitools.ausvet.com.au/randomnumbers) or other techniques that are based entirely on chance.

Systematic Sample

Every member of the population is listed with a number, but instead of randomly generating numbers, individuals are chosen at regular intervals.

Stratified Sample

To use this sampling method, you divide the population into subgroups (called strata) based on the relevant characteristics (e.g. gender, age range, income bracket, job role). Based on the overall proportions of the population, you calculate how many people should be sampled from each subgroup.

Cluster Sample

Cluster sampling also involves dividing the population into subgroups, but each subgroup should have similar characteristics to the whole sample. Instead of sampling individuals from each subgroup, you randomly select entire subgroups. This method is good for dealing with large and dispersed populations.
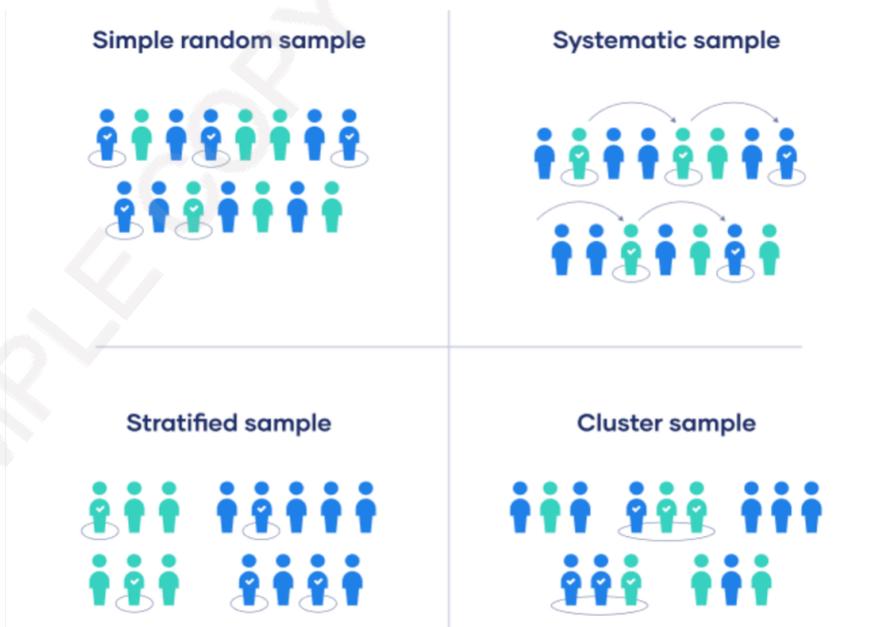
Snowball Sample

Snowball sampling is a non-probability sampling method where new units are recruited by other units to form part of the sample. Snowball sampling can be a useful way to conduct research about people with specific traits who might otherwise be difficult to identify (e.g., people with a rare disease).

➡ Decide the type of survey (In-person or Online)

There are two main types of survey you can use during this project a) Questionnaire b) Interview. Which type you choose depends on the sample size, location and your research question.

a) **Questionnaire:** where a list of questions is distributed online or in-person, and respondents fill it out themselves.

Online Questionnaires: this is a popular choice for students doing research, due to the low cost and flexibility of this method. You can quickly access a large sample without constraints on time or location. The data is easy to process and analyze. There are many online tools available for constructing surveys, such as SurveyMonkey and Google Forms.

In-person Questionnaires: if your research focuses on a specific location, you can distribute a written questionnaire to be completed by respondents on the spot. For example, you could approach the customers at a local grocery store or members at the panchayat office or students to complete a questionnaire at the end of a class.

You can choose respondents to make sure only people in the target population are included in the sample. You can collect time- and location-specific data (e.g. the opinions of a store's weekday customers).

b) Interview: where the researcher asks a set of questions by phone or in person and records the responses. Oral interviews are a useful method for smaller sample sizes. They allow you to gather more in-depth information on people's opinions and preferences. You can conduct interviews by phone or in person.

- You have personal contact with respondents, so you know exactly who will be included in the sample in advance.
- You can clarify questions and ask for follow-up information when necessary.
- The lack of anonymity may cause respondents to answer less honestly, and there is more risk of researcher bias.

Another type of interviews that can be used is **'Focus Group Interviews':**

A focus group is a research method that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest.

Focus groups are a type of qualitative research, they can provide more natural feedback than individual interviews and are easier to organize than experiments or large-scale surveys.

A focus group may be a good choice for you if:
- You're interested in real-time, unfiltered responses on a given topic or in the dynamics of a discussion between participants
- Your questions are rooted in feelings or perceptions, and cannot easily be answered with "yes" or "no"
- You're confident that a relatively small number of responses will answer your question
- You're seeking directional information that will help you uncover hidden issues

➡️ Design the survey questions and layout

Next, you need to decide which questions you will ask and how you will ask them.

It's important to consider:

- The type of questions
- The content of the questions
- The phrasing of the questions
- The ordering and layout of the survey

The Type of questions:

There are two main forms of survey questions: open-ended and closed-ended. Many surveys use a combination of both.

Closed-ended questions give the respondent a predetermined set of answers to choose from. Closed-ended questions are best for quantitative research. They provide you with numerical data that can be statistically analyzed to find patterns, trends, and correlations.

A closed-ended question can include:
- A binary answer (e.g. yes/no or agree/disagree) Example: Are you satisfied with the current work-from-home policies?
- A scale (e.g. a scale with five points ranging from strongly agree to strongly disagree) Example: Do you agree or disagree that the government should be responsible for providing clean drinking water and high-speed internet to everyone?
- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

A list of options with a single answer possible (ex: age categories)
Example: What is your age?
- 15 or younger
- 16 - 35
- 36 - 60
- 61 - 75
- 76 or older

Open-ended questions are best for qualitative research. This type of question has no predetermined answers to choose from. Instead, the respondent answers in their own words.Open questions are most common in interviews, but you can also use them in questionnaires. They are often useful as follow-up questions to ask for more detailed explanations of responses to the closed questions.

An open-ended question can include:

- How do you feel about the sanitation system in your area?
- How would you describe your personality?
- In your opinion, what is the biggest problem you face living in XYZ location?

The Content of the questions:

To ensure the validity and reliability of your results, you need to carefully consider each question in the survey. All questions should be narrowly focused with enough context for the respondent to answer accurately. Avoid questions that are not directly relevant to the survey's purpose.

When there are closed-ended questions, ensure that options cover all possibilities. If you include a list of options that isn't exhaustive, you can add the 'Other' field.

The phrasing of the questions:

In terms of language, the survey questions should be as clear and precise as possible. Tailor the questions to your target population, keeping in mind their level of knowledge of the topic.

Use language that respondents will easily understand, and avoid words with vague or ambiguous meanings. Make sure your questions are phrased neutrally, with no bias towards one answer or another.

The ordering and layout of the survey:

The questions should be arranged in a logical order. Start with easy, non-sensitive, closed-ended questions that will encourage the respondent to continue.

If the survey covers several different topics or themes, group together related questions. You can divide a questionnaire into sections to help respondents understand what is being asked in each part.

If a question refers back to or depends on the answer to a previous question, they should be placed directly next to one another.

Distribute the survey

Before you start, create a clear plan for where, when, how, and with whom you will conduct the survey. Determine in advance how many responses you require and how you will gain access to the sample using the above mentioned techniques.

Chapter 11: Data Analysis

For quantitative data, you can use statistical analysis methods to test relationships between variables.

For qualitative data, you can use methods such as thematic analysis to interpret patterns and meanings in the data.

RESEARCH METHOD	QUALITATIVE OR QUANTITATIVE?	WHEN TO USE?
A) Statistical Analysis	Quantitative	To analyze data collected in a statistically valid manner from surveys, and observations)
B) Thematic Analysis	Qualitative	To analyze data collected from interviews, focus groups or textual sources.

➡ **Statistical Analysis:**

Statistical analysis means investigating trends, patterns, and relationships using quantitative data. It is an important research tool used by scientists, governments, businesses, and other organizations.

To draw valid conclusions, statistical analysis requires careful planning from the very start of the research process. You need to specify your hypotheses and make decisions about your research design, sample size, and sampling procedure.

After collecting data from your sample, you can organize and summarize the data using descriptive statistics. Then, you can use inferential statistics to formally test hypotheses and make estimates about the population. Finally, you can interpret and generalize your findings.

Now, we will understand how to perform Statistical Analysis through a 5 step process with a simple example.

Example Research Question:

Is there a relationship between parental income and college grade point average (GPA)?

5 Step Statistical Analysis Process:

Step 1: Write your hypotheses and plan your research design
Step 2: Choose Sample and estimate sample size
Step 3: Summarize your data with descriptive statistics
Step 4: Test hypotheses or make estimates with inferential statistics
Step 5: Interpret your results

Step 1: Write your hypotheses and plan your research design

The goal of research is often to investigate a relationship between variables within a population. You start with a prediction, and use statistical analysis to test that prediction.

A statistical hypothesis is a formal way of writing a prediction about a population. Every research prediction is rephrased into null and alternative hypotheses that can be tested using sample data.

While the null hypothesis always predicts no effect or no relationship between variables, the alternative hypothesis states your research prediction of an effect or relationship.

Hypothesis for Example:

Null Hypothesis: Parental income and GPA have no relationship with each other in college students

Alternative Hypothesis: Parental income and GPA are positively correlated in college students

Plan your Research Design:

A research design is your overall strategy for data collection and analysis. It determines the statistical tests you can use to test your hypothesis later on.
First, decide whether your research will use a descriptive or correlational design.

- In a correlational design, you can explore relationships between variables (e.g., parental income and GPA) without any assumption of causality using correlation coefficients and significance tests.
- In a descriptive design, you can study the characteristics of a population or phenomenon (e.g., the prevalence of self-confidence amongst college students in Andhra Pradesh) using statistical tests to draw inferences from sample data.

Research Design for Example:

Null Hypothesis: To collect your data, you will ask participants to fill in a survey and self-report their parents' incomes and their own GPA

Step 2: Choose Sample and estimate sample size

Before recruiting participants, decide on your sample size either by looking at other studies in your field or using statistics. A sample that's too small may be unrepresentative of the sample, while a sample that's too large will be expensive.

As a rule of thumb, a minimum of 30 units or more per subgroup is necessary. Additionally, there are many sample size calculators online available for you to explore.

Step 3: Summarize your data with descriptive statistics

Once you've collected all of your data, you can inspect them and calculate descriptive statistics that summarize them.

Descriptive Statistics summarize and organize characteristics of a data set.

There are 3 main types of descriptive statistics:

- **Distribution:** the frequency of each value/variable in numbers or %

- **Measures of Central tendency:** the averages of the values, the mean, median and mode are 3 ways of finding the average.

Mode: the most frequent value.
Median: the middle number in an ordered dataset.
Mean: the sum of all values divided by the total number of values.

- **Variability or dispersion:** how spread out the values are - the range, standard deviation and variance each reflect different aspects of spread.

Range: the highest value minus the lowest value of the data set.
Interquartile range: the range of the middle half of the data set.
Standard deviation: the average distance between each value in your data set and the mean.
Variance: the square of the standard deviation.

The below table has a summary of formulas required for descriptive statistics:

Sample Mean, $\bar{x}$	$\frac{\sum x}{n}$
Population Mean, μ	$\frac{\sum x}{N}$
Sample Standard Deviation, (s)	$\sqrt{\frac{\sum (x - \bar{x})^2}{n-1}}$
Population Standard Deviation, σ	$\sigma = \sqrt{\frac{(x - \mu)^2}{N}}$
Sample Variance, s^2	$s^2 = \frac{\sum (x_i - \bar{x})^2}{n-1}$
Population Variance, σ^2	$\sigma^2 = \frac{\sum (x_i - \mu)^2}{N}$
Range, (R)	Largest data value − smallest data value

In addition to central tendency, the variability and distribution of your dataset is important to understand when performing descriptive statistics. The shape of the distribution and level of measurement should guide your choice of variability statistics. The interquartile range is the best measure for skewed distributions, while standard deviation and variance provide the best information for normal distributions.

Normal Distribution:

In a normal distribution, data is symmetrically distributed with no skew. Most values cluster around a central region, with values tapering off as they go further away from the center. The mean, mode and median are exactly the same in a normal distribution.

Normal distribution: Number of books read in the last year
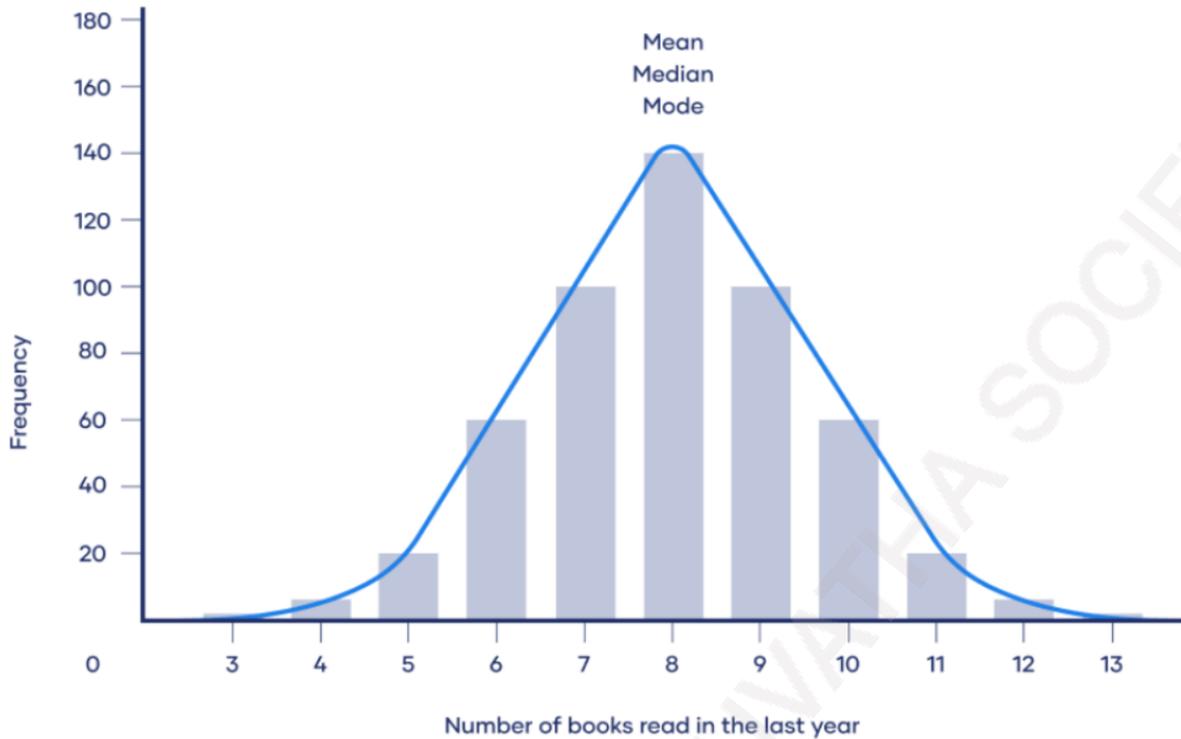
Skewed Distributions:

In skewed distributions, more values fall on one side of the center than the other, and the mean, median and mode all differ from each other. One side has a more spread out and longer tail with fewer scores at one end than the other. The direction of this tail tells you the side of the skew.
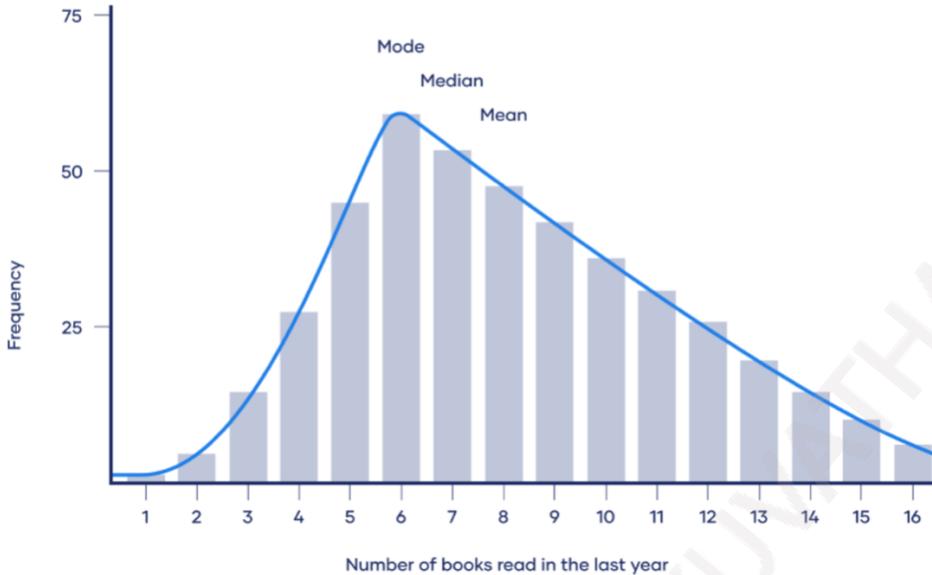
There are two types of skewed distributions:
1. Positively Skewed Distribution
2. Negatively Skewed Distribution

Positively Skewed Distribution

In a positively skewed distribution, there's a cluster of lower scores and a spread out tail on the right. In a positively skewed distribution, mode < median < mean.
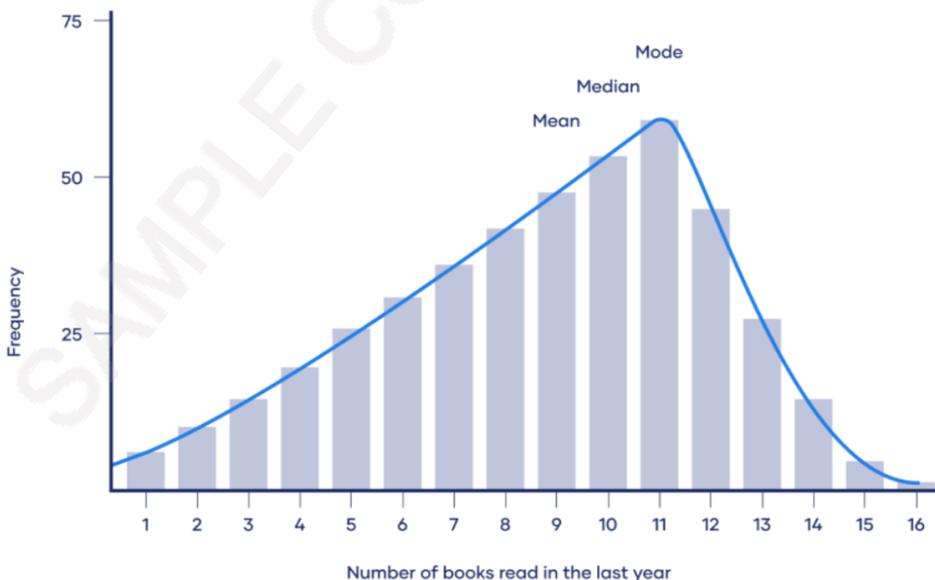
Positively skewed distribution: Number of books read in the last year

Negatively Skewed Distribution

In a negatively skewed distribution, there's a cluster of higher scores and a spread out tail on the left. In a negatively skewed distribution, mean < median < mode.

Negatively skewed distribution: Number of books read in the last year

Descriptive Statistics for Example:

After collecting data from 653 students, you tabulate descriptive statistics for annual parental income and GPA.

It's important to check whether you have a broad range of data points. If you don't, your data may be skewed towards some groups more than others (e.g., high academic achievers), and only limited inferences can be made about a relationship.

Next, you can compute a correlation coefficient and perform a statistical test to understand the significance of the relationship between the variables in the population.

	PARENTAL INCOME (INR)	STUDENT GPA
Mean	62,100	3.12
Standard deviation	15,000	0.45
Variance	22,50,00,000	0.16
Range	8,000–378,000	2.64–4.00
N		653

Step 4: Test hypotheses or make estimates with inferential statistics

Inferential statistics help you come to conclusions and make predictions based on your data. With inferential statistics, it's important to use random and unbiased sampling methods. If your sample isn't representative of your population, then you can't make valid statistical inferences.

Using inferential statistics, you can make conclusions about population parameters based on sample statistics.

- A statistic is a measure that describes the sample (e.g., sample mean).
- A parameter is a measure that describes the whole population (e.g., population mean)

Sampling error is the difference between a parameter and a corresponding statistic. Since in most cases you don't know the real population parameter, you can use inferential statistics to estimate these parameters in a way that takes sampling error into account.

There are two important types of estimates you can make about the population: Point estimates and interval estimates.

- A point estimate is a single value estimate of a parameter. For instance, a sample mean is a point estimate of a population mean.
- An interval estimate gives you a range of values where the parameter is expected to lie. A confidence interval is the most common type of interval estimate.

Both types of estimates are important for gathering a clear idea of where a parameter is likely to lie.

A confidence interval uses the variability around a statistic to come up with an interval estimate for a parameter. Confidence intervals are useful for estimating parameters because they take sampling error into account.

A confidence level tells you the probability (in percentage) of the interval containing the parameter estimate if you repeat the study again.

Example: A 95% confidence interval is usually used, you can use the same. It means that if you repeat your study with a new sample in exactly the same way 100 times, you can expect your estimate to lie within the specified range of values 95 times.

Hypothesis Testing:

Using data from a sample, you can test hypotheses about relationships between variables in the population. Hypothesis testing starts with the assumption that the null hypothesis is true in the population, and you use statistical tests to assess whether the null hypothesis can be rejected or not.

Statistical tests determine where your sample data would lie on an expected distribution of sample data if the null hypothesis were true. These tests give two main outputs:

- A test statistic tells you how much your data differs from the null hypothesis of the test.
- A p value tells you the likelihood of obtaining your results if the null hypothesis is actually true in the population.

Statistical tests come in three main varieties:
- Comparison tests: assess group differences in outcomes.
- Regression tests: assess cause-and-effect relationships between variables.
- Correlation tests: assess relationships between variables without assuming causation.

Your choice of statistical test depends on your research questions, research design, sampling method, and data characteristics.

Introduction to t-test:

A t-test is a statistical test that is used to compare the means of two groups. It is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another.

When choosing a t-test, you will need to consider two things: whether the groups being compared come from a single population or two different populations, and whether you want to test the difference in a specific direction.

One-sample, two-sample, or paired t-test?

- If the groups come from a single population (e.g. measuring before and after an experimental treatment), perform a paired t-test.
- If the groups come from two different populations (e.g. two different species, or people from two separate cities), perform a two-sample t-test (a.k.a. independent t-test).
- If there is one group being compared against a standard value (e.g. comparing the acidity of a liquid to a neutral pH of 7), perform a one-sample t-test.

One-tailed or two-tailed t-test?

- If you only care whether the two populations are different from one another, perform a two-tailed t-test.
- If you want to know whether one population mean is greater than or less than the other, perform a one-tailed t-test.

Performing the t-test:

Excel is a great tool to perform the t-test, this link can be followed to understand and perform the step-by-step process **- https://statisticsbyjim.com/hypothesis-testing/t-tests-excel/.** Additionally, you can google search for 'how to perform t-tests on excel' and learn from what suits you best.

If you want to explore the test manually, you can see below:

The formula for the two-sample t-test is shown below.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(s^2\left(\frac{1}{n_1} + \frac{1}{n_2}\right)\right)}}$$

In this formula, t is the t-value, x1 and x2 are the means of the two groups being compared, s2 is the pooled standard error of the two groups, and n1 and n2 are the number of observations in each of the groups.

A larger t-value shows that the difference between group means is greater than the pooled standard error, indicating a more significant difference between the groups.

t-test Result for Example:

Since you expect a positive correlation between parental income and GPA, you use a one-sample, one-tailed t test.

The t test gives you:
t value of 3.08 and a p value of 0.001

Step 5: Interpret your results

Statistical significance

The significance level, or alpha (α), is a value that the researcher sets in advance as the threshold for statistical significance.

In a hypothesis test, the p value is compared to the significance level to decide whether to reject the null hypothesis:

- If the p value is higher than the significance level, the null hypothesis is not rejected, and the results are not statistically significant.
- If the p value is lower than the significance level, the results are interpreted as rejecting the null hypothesis and reported as statistically significant.

Usually, the significance level is set to 0.05 or 5%. That means your results must have a 5% or lower chance of occurring under the null hypothesis to be considered statistically significant.

Note: Statistically significant results are considered unlikely to have arisen solely due to chance. There is only a very low chance of such a result occurring if the null hypothesis is true in the population.

Example: Result Interpretations

You compare your p value of 0.001 to your significance threshold of 0.05. With a p value under this threshold, you can reject the null hypothesis.

This indicates a statistically significant correlation between parental income and GPA in college students.

Note that correlation doesn't always mean causation, because there are often many underlying factors contributing to a complex variable like GPA.

Even if one variable is related to another, this may be because of a third variable influencing both of them, or indirect links between the two variables.

→ Thematic Analysis

Thematic analysis is a method where you're trying to find out something about people's views, opinions, knowledge, experiences or values by analyzing qualitative data.

It is usually applied to a set of texts from surveys, interviews or focus groups. You will closely examine the data to identify common themes – topics, ideas and patterns that come up repeatedly.

Some types of research questions you can use thematic analysis to answer:

- How do patients perceive doctors in a government hospital?
- What are young women's experiences about inequality in their daily life?
- How is the support system for financial assistance from banks?

Thematic analysis is subjective and relies on the researcher's judgement, so you have to reflect carefully on your own choices, beliefs and interpretations.

There are two types of approaches for Thematic Analysis:
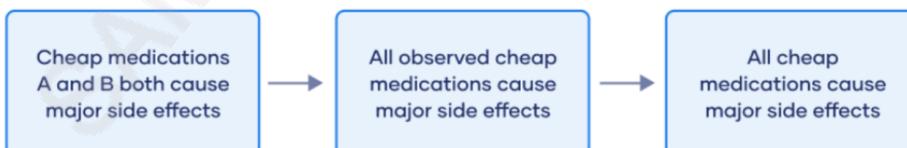1. Inductive Approach
2. Deductive Approach

Inductive Approach

It is a method of drawing conclusions by going from the specific to the general or bottom-up reasoning. It is a logical approach to making inferences, or conclusions. People often use inductive reasoning informally in everyday situations.


Inductive reasoning

| Specific observation | → | Pattern recognition | → | General conclusion |

Example

| Cheap medications A and B both cause major side effects | → | All observed cheap medications cause major side effects | → | All cheap medications cause major side effects |

Examples: Inductive Approach

Examples: Inductive Approach

| STAGE	EXAMPLE 1	EXAMPLE 2
Specific Observation	Charlie is a brown dog and he barks loudly	Baby Riya said her first word at the age of 12 months
Pattern Recognition	Every brown dog I met barks loudly	Every girl baby I saw says their first word at 12 months
General Conclusion	All brown dogs bark loudly	All girl babies say their first word at the age of 12 months

Deductive Approach

It is a method where you progress from general ideas to specific conclusions or top-down reasoning. In deductive reasoning, you'll make an argument for a certain idea. You make an inference, or come to a conclusion, by applying different premises.
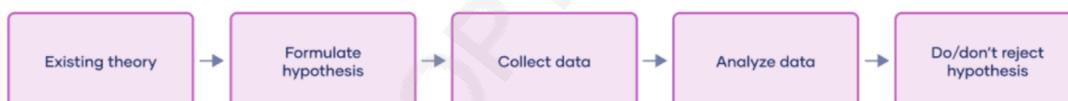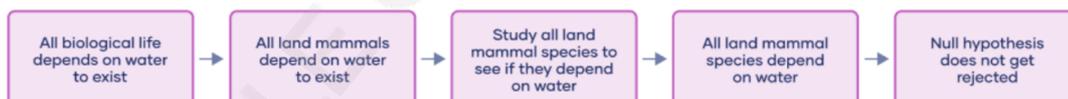
A premise is a generally accepted idea/fact/rule. It's a statement that lays the groundwork for a theory/idea. Conclusions are statements supported by premises.

In a simple deductive logic argument, you'll often begin with a premise, and add another premise. Then, you form a conclusion based on these two premises. This format is called "premise-premise-conclusion.

Examples: Deductive Approach

STAGE	EXAMPLE 1	EXAMPLE 2
Premise	All insects have exactly 6 legs	Blue Litmus paper turns red in the presence of acid
Premise	Spiders have eight legs	The blue litmus paper turned red when I poured some liquid on it
Conclusion	Therefore, spiders are not insects	Therefore, the liquid is acidic

Now we will understand how to perform 'Thematic Analysis' with a six-step process:

1. Familiarization
2. Coding
3. Generating Themes
4. Reviewing Themes
5. Defining and Naming themes
6. Summary

1. Familiarization

The first step is to get to know our data. It's important to get a thorough overview of all the data we collected before we start analyzing individual items.

This can involve transcribing audio, reading through the text and taking initial notes, and generally looking through the data to get familiar with it.

2. Coding

Next up, we need to code the data. Coding means highlighting sections of our text – usually phrases or sentences – and coming up with shorthand labels or "codes" to describe their content.

Let's take a short example text. Say we're researching perceptions of safety in online payments (UPI, Net-banking) among participants aged 50+. We have collected data through a series of interviews. An extract from one interview looks like this:

INTERVIEW EXTRACT	CODES
Personally, I'm not sure. I think many people are using it, but I don't know why or how. People say you should trust the system and it's safe, but what if they have hidden benefits in this? I'm not saying they're wrong, I'm just saying there's reasons not to 100% trust them. The rules keep changing – I can't do any transactions outside banks.	Uncertainty Acknowledgement and awareness Lack of trust in system Difficult to accept change

In this extract, we've highlighted various phrases in different colours corresponding to different codes. Each code describes the idea or feeling expressed in that part of the text.

At this stage, you should be thorough: go through the transcript of every interview and highlight everything that jumps out as relevant or potentially interesting. As well as highlight all the phrases and sentences that match these codes, we can keep adding new codes as we go through the text.

After going through the text, collate all the data together into groups identified by code. These codes will give a condensed overview of the main points and common meanings that recur throughout the data.

3. Generating Themes

Next, look over the codes you've created, identify patterns among them, and start coming up with themes.

Themes are generally broader than codes. Most of the time, you'll combine several codes into a single theme. In our example, we can combine codes into themes like this:

CODES	THEME
Uncertainty Lack of knowledge Alternative explanations	Uncertainty
Fear of being cheated by system Lack of trust in system Distrust of technology	Lack of trust in system

Some codes are too vague or not relevant enough (for example, because they don't appear very often in the data), they can be grouped with similar codes as themes. Create potential themes that tell something helpful about the data.

4. Reviewing Themes

Now make sure that the themes are useful and accurate representations of the data. Review the data set and compare themes against it.

Check if you are missing anything? Are the themes really present in the data? What can you change to make the themes work better?

If you encounter problems with the themes, split them up, combine them, discard them or create new ones: whatever makes them more useful and accurate.

5. Defining and naming Themes

Now that you have a final list of themes, it's time to name and define each of them.

Defining themes involves formulating exactly what you mean by each theme and figuring out how it helps you understand the data.

Naming themes involves coming up with a succinct and easily understandable name for each theme.

6. Summary

Finally, synthesise your analysis of the data using the below key points:

Follow the report format provided, ensure you also include a methodology section, describing how you collected the data (e.g. through structured interviews or open-ended survey questions or focus groups and explaining how you conducted the thematic analysis itself.

The results or findings section usually addresses each theme in turn. Describe how often the themes come up and what they mean, including examples from the data as evidence. Finally, in the conclusion explain the main takeaways and show how the analysis has answered the research question.

Chapter 12: Case Studies

Case Study 1:

Type: For Arts Students - Qualitative Focus Group Study

Topic: Employing CBPR to Understand the Well-Being of Higher Education Students During COVID-19 Lockdown in India

Link to Case Study 1
(Arts) :
https://drive.google.com/file/d/1KpHrty_Z5AV6kQYtgpIXD_bZ46bf wBgB/view?usp=sharing

Case Study 2:

Type: For Commerce Students - Quantitative + Qualitative Study including Stakeholder Management

Topic: Tourism as an Additional Source of Rural Livelihoods: An Experience from Two Villages of Rajasthan

Link to Case Study 2
(Commerce) :
https://drive.google.com/file/d/1NkMC0uA2e75kx1vL6wRc-fISiVgY50GY/view?usp=sharing

Case Study 3:

Type: For Science Students - Quantitative + Qualitative Study including educational intervention

Topic: The Effect of Community-Based Health Education Intervention on Management of Menstrual Hygiene among Rural Indian Adolescent Girls

Link to Case Study 3
(Science) :
https://drive.google.com/file/d/1bwAj8sA8D6_l4YOiq46d5N-mWcRXYwoa/view?usp=sharing

Note for you

- Read through your specific case in detail to understand the research process, methodologies used for data collection, analysis and presentation. You can use this as a reference for your own project to create structure and flow for your work.

DAY 4 MILESTONE LOG

DAY 4 MILESTONE LOG	
Who are your key stake holders	Mention who are all your stake holders
What are all the types of surveys you will be doing, with whom and why	Mention all the types of survey you will conduct, who will you be doing the survey with and why have you chosen that particular type of research
List down the survey questions here	Mention your survey questions here for all types of survey you will be conducting.

CONDUCT RESEARCH

You have 10 days to conduct your survey with all the stakeholders you have listen down.

POINTS TO REMEMBER

- Ensure the data collected are recorded for final submission.
- Reach out to your mentor if you require any help with getting permissions for conducting the research.

Chapter 13: Survey Reporting

This section is a showcase of your research statement, data collected, data analysed, problems identified, possible solutions and action plans for each.

For your final Project Report, Part A - Sections 2,3,4 can be documented from this Chapter.

Structure of the Survey Report should be followed as mentioned below:

1. Title of Survey - make it short and specific to your topic. Refer to the Case Studies provided as examples
2. Research Question - write your Research Question and problems you wanted to survey for
3. Explain why was this Research important? Was there any similar previous work done in this habitation?
4. Describe your Data Collection approach by answering the following questions :

- Qualitative vs Quantitative or Mixed?
- List all Secondary Sources you used for your research
- Mention all Tools used - Surveys, Questionnaires (In-person or Online), Interviews, Observations, Focus Groups etc
- What is your Target Group for surveying and sampling?
- How did you identify your Target Group?
- How did you approach your Target group?
- How many target group subjects did you approach and how many agreed?
- What is your Sample Size ?
- What type of Sample did you use?
- How did you design the Survey questions and layout?
- Describe all the types of questions you used?
- How did you distribute the Survey? In-person, Email, WhatsApp, QR Code etc

5. Describe your Data Analysis approach by answering the following questions :
- Statistical vs Themed or Mixed?
- How did you convert your raw data provided by participants into analysable data?
- What tools did you use to analyse the data?
- What statistical or themed tests did you use?
- What were the limitations and challenges faced during your research?

6. Who were the key stakeholders in your habitat's survey?

7. What were key findings from your survey analysis?

8. What are possible solutions that can be used to address findings from your survey?

9. Using the below action plan framework, suggest a short-term and long-term action for each solution you are proposing

<ENTER SOLUTION HERE>	SHORT-TERM	LONG-TERM
Tasks (what all needs to be done)	Enter text here	Enter text here
Success Criteria (what are the success milestones)	Enter text here	Enter text here
Timeframe (by when should this be done)	Enter text here	Enter text here
Resources & Stakeholders (what and who are required to complete this)	Enter text here	Enter text here

WEEK 2 MILESTONE LOG

| WEEK 2 MILESTONE LOG	
Findings	What are your findings post the survey
Conclusions	Have you derived at a conclusion based on your research? If yes log in the conclusion here
Next Steps/Suggestions	What would your next steps be or suggestions be for the survey conducted

WEEK 3 : COMMUNITY AWARENESS CAMPAIGN

This unit will help you create a community awareness campaign for your project

Before you begin week 3 of the project. Here's a fun activity for you

- Draw similar 30 circles in your books.
- Now take exactly 3 mins and draw as many circular things using the blank circles. You can draw inside the circles or make the circle into something else.
- Anything is allowed as long as you use the circles in your drawings.
- Set a timer for 3 mins and draw.
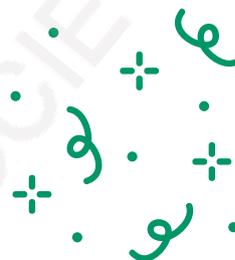
Note: Do not use the help of phone for help. Use your imagination and come up with as many circular items as possible. No one is here to judge your drawing skills, Draw all you want. Stick to the timing of 3 mins please.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○
○ ○ ○ ○ ○ ○ ○ ○ ○ ○
○ ○ ○ ○ ○ ○ ○ ○ ○ ○

- Once time is up
- Answer the following questions
- How many circular objects were you able to come up with?
- What is the most surprising or unique object you could think of?

Congratulations on coming up with some amazing work. We all are creative in our own ways. Use this creative energy in this week's activities.

Chapter 14: Community Awareness and IEC

By week 3 you would have completed
- Doing a survey
- Analysing the data recieved

This week you will take up community awareness campaigns based on the survey you conducted.

Let's first look at what a Community Awareness Campaign is?

Community Awareness Campaigns

Community Awareness campaigns is generally defined as knowledge created through interaction between community people and its environment. These Awareness campaigns can address groups of people in a region affected by a particular issue like climate threat, groups of stakeholders, the general public, etc.

The aim of Community awareness campaigns

Is to first create/grab attention, give information and then creat long-term lasting behavioral changes.

Who can create community awareness campaigns

Community Awareness campaigns can be created by an individual researcher who has identified a community problem and wants to share the information received to create awareness and changes.
It can also be conducted by the Govt, non-profits, govt bodies, institutions etc.

IEC (Information Education Campaigns)

Information, Education and Communication is a community awareness strategy which is used to spread awareness through communication channels to a target audience to achieve a desired positive result. It is a type of Community Awareness Campaign which is popularly used.

Key Features of IEC Campaigns

- Community Mobilization through Information;
- Awareness & Action through Education; and
- Sustained Behavior Change through Communication
- IEC is a comprehensive approach that spans across mass media, digital campaigns, strategic partnerships and ground-level activities.
- It is multidisciplinary and target audience-centered in its approach.

Effective IEC makes use of a strategic mix of these approaches.

Have you ever been a part of a community awareness campaign?

- If yes think of what kind of a campaign was it ?
- How did they spread awareness ?
- What kind of messaging was there?

Now that we know what is a community awareness campaign and what is IEC. Do you know what the next step is?

Think

Create a plan/strategy for the community awareness campaign.

We will be using IEC strategies as base while designing the campaign.

Chapter 15: Steps to designing an outreach campaign with Case studies

In this chapter you will go through the steps of creating an outreach campaign.

STEP 1: Permissions and responsibilities

- Speak to local authorities about the campaign, the research done and getting permissions, advice for the campaign creation.
- Ensuring if you have friends helping you with the campaign, assign responsibilities to each of them

Note down in your books who all would you need to take permissions from and who all to assign roles.

Once the campaign is ready you can speak to the authorities.

**Step 1
Permissions and
responsibilities**

STEP 2 : Strategy and implementation

In this step you will explore what your campaign will be about and how to implement it. There are a few elements to consider

• Ground Analysis
• Target Audience (TA) Identification
• Define Goals & Objective
• Design Messages
• Channel/Medium of Communication
• Draw up timeline for Implementation
• Implementation & Monitoring

➡ Ground Analysis

While designing strategy for community awareness campaign one must have a clear understanding of the local perspectives and use materials reflecting the conditions of the local community

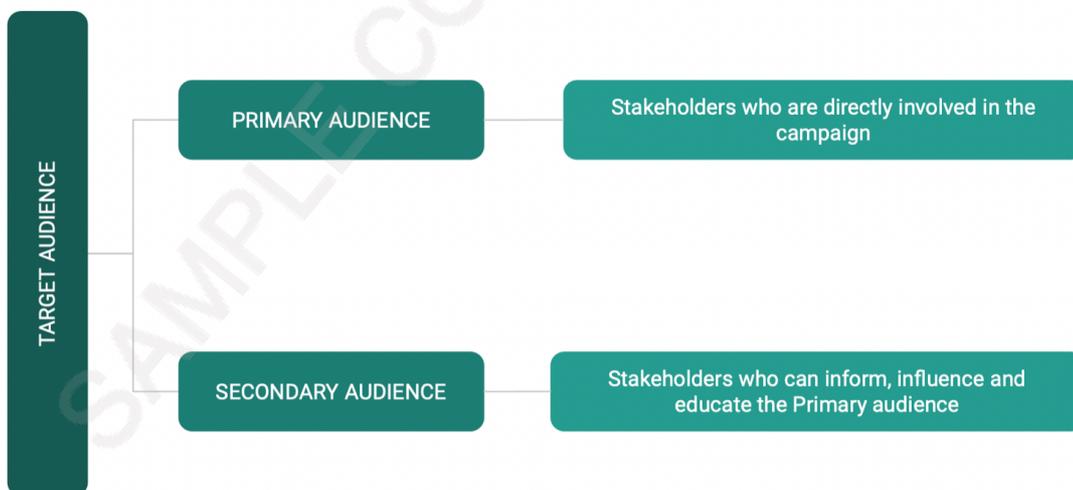**<Ground Analysis - Clear understanding of the problem with data as a backing>**

> ### Ground Analysis
>
> Note down the problem you want to create awareness for and the findings relevant to this from your survey

➡ Target Audience (TA) Identification

Design your campaign keeping all stakeholders of the community in mind like the decision makers, professionals, public and individuals who are or could be affected by the problem identified

<Target Audience (TA) Identification: Who are you designing it for>

There are two types of audiences you will have to account it while identifying your audience.

TARGET AUDIENCE

PRIMARY AUDIENCE — Stakeholders who are directly involved in the campaign

SECONDARY AUDIENCE — Stakeholders who can inform, influence and educate the Primary audience

Primary audience are stakeholders who are directly involved in the campaign

Secondary audience are stakeholders who can inform, influence and educate the Primary audience

For eg: you are doing an IEC campaign on the new birthing schemes introduced for pregnant women.

The primary audience is the new mom to be secondary audience here are the: doctors and family members

> ## Target Audience
>
> Note down who your target audience are, who are you designing the campaign for.

➡️ **Define Goals & Objective**

Next step one has to define the goal and objective of the campaign. It will help you create a framework for the campaign

- Goals should also be objectively measurable so that it can be managed and evaluated in an effective way.
- Example: at increase awareness of the benefits of the scheme amongst the beneficiaries by 90%

> ## Define Goals and objectives
>
> Note down what the end goal of your campaign will be and what are its objectives. What is it planning to achieve.

It's messaging should be designed differently for different stakeholders **<What is the messaging>**

While creating the framework ensure the messaging is salient, effective, goal oriented and attractive to the community you are working with. **<How are you going to communicate it>**

Look at some interesting campaigns

Covid prevention
https://www.youtube.com/watchv=rAj38E7vrS8&t=60s

Was this video clear and did you all get the message? Who do you think this campaign was designed for?

<**It was for adults who could belong to any part of the world, low literacy and for kids >**

A good example of - to convey a clear message without relying on written or verbal explanations.
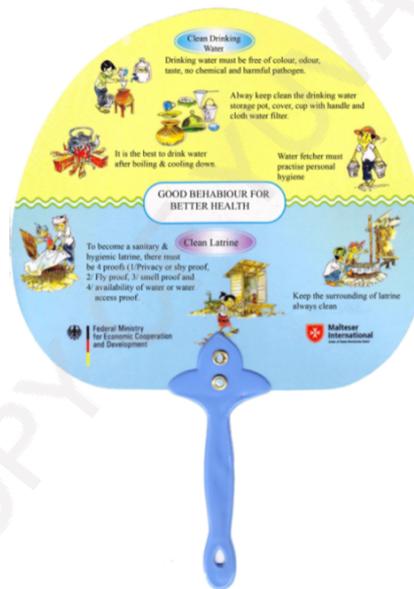
What do you think of the picture below?
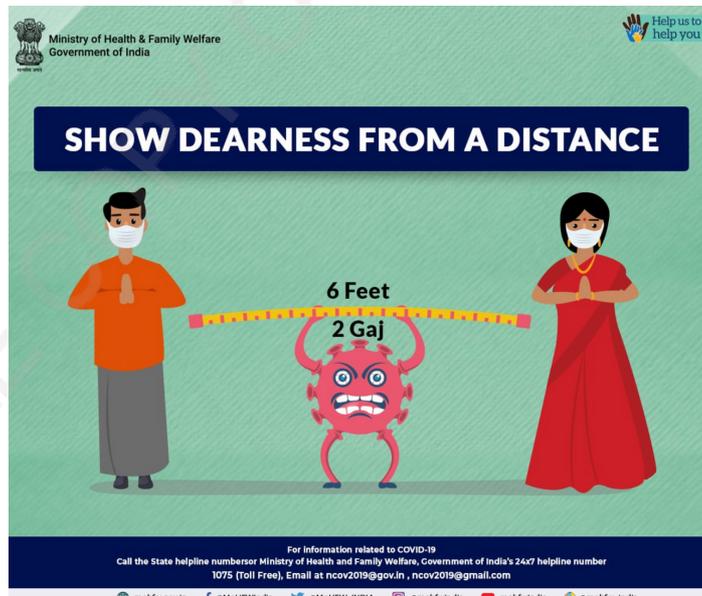
< The graphic focuses on conveying one behavioral message and does so with minimal writing and clear visuals> This was put out by the ministry of the railways with this messaging - Always Maintain Social Distancing of 6 Feet.

When you look at the image below what do you think?
Does it urge to wear a mask?

<Messaging also has to Make it motivating, engaging, catchy and appealing for collective action>

What do you think is unique about the below image?

<Make it usable so people won't throw and can always remind them to do something.>

Video on Malnutrition:
https://www.youtube.com/watch?v=VAlGdHAMVAA

Who do you think this campaign is for? Why have they used Aamir Khan?

Using a celebrity will catch people's attention, if it's coming from a relevant source it helps gaining trust.(use names of departments, their messaging as the source so you can gain trust from the community)

Note: You can speak to the local government body, Panchayat head to seek their support to create the campaign and make them speak on the day of the campaigning or add in their quotes etc.

Summarising all that we saw

Here are a few things one can consider while designing a campaign- some points might be repetitive but it is important to double check them before designing a campaign.

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Design Messages

- Ensure you have conducted prior research
- Convey clear message keeping audience in mind
- Use visuals which convey the message without words or with minimum usage of words
- Messaging has to be engaging, motivating, catchy and drive collective action
- Use materials which can be reused and not thrown
- Use reputed people's names/ departments to gain trust

</div>

➡️ **Channel/Medium of Communication**

Now that we have seen what community awareness campaigns are and what all to keep in mind while designing the campaign.

Activity time

In this activity, you will make an exhaustive list of all the way in which you can do a community awareness campaign

1. Make an exhaustive list of all ways in which you can do an awareness campaign. There is no right or wrong answer
2. You have 10 mins to complete the activity - ensure you stick to timeline
3. Now as step two group them to 3 different types of mediums. You have 10 mins to complete this task. Digital Channels, Physical Channels and Events or on ground campaigns

Once done keep the list and compare the below

There are mostly 3 types of mediums the campaigns can be categorized in

Digital Channels
website, social media platforms such as Twitter, Facebook, YouTube, Instagram, WhatsApp, automated Interactive Voice Response (IVR) services etc.

Physical Channels - Further divided into 3 parts
Electronic (TV & Radio),
Print - Newspapers, Magazines, Advertorials
Outdoor - hoardings, banners, kiosks, POS etc at hospitals, local haats, marketplaces, panchayats, government offices, and any other relevant public spaces

Events or on ground campaigns
events, workshops, street plays and conferences.

Now it's time for choosing which medium you want to go for

- Keep the audience in mind
- cost-effective to reach the audience

Some questions to keep in mind

1. How many people are you trying to reach with the medium?
2. Can the medium deliver the message in the format, time and place most convenient for the target audience?
3. Is the medium easily available or accessible and is used by the target audience?
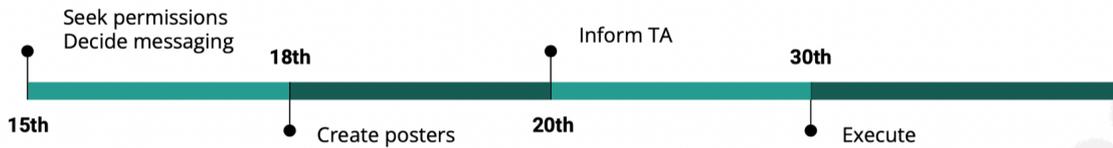4. Do you have the resources required for this medium?

Channel/Medium of Communication

- Keep the audience in mind
- cost-effective to reach the audience

➡ Draw up timeline for Implementation

Let's look at the final steps of creating a campaign
- Once you have chosen your medium create a timeline - Activities to be done , budget, permissions, requirements etc

Final plan - details about targeted reach, frequency of communication, cost estimation /budget if any , methods to monitor the impact, how will you evaluate impact and outreach of the IEC strategy and implementation plan.
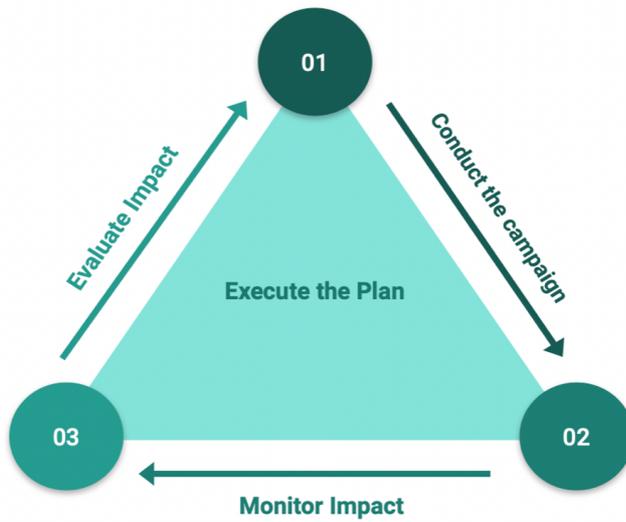

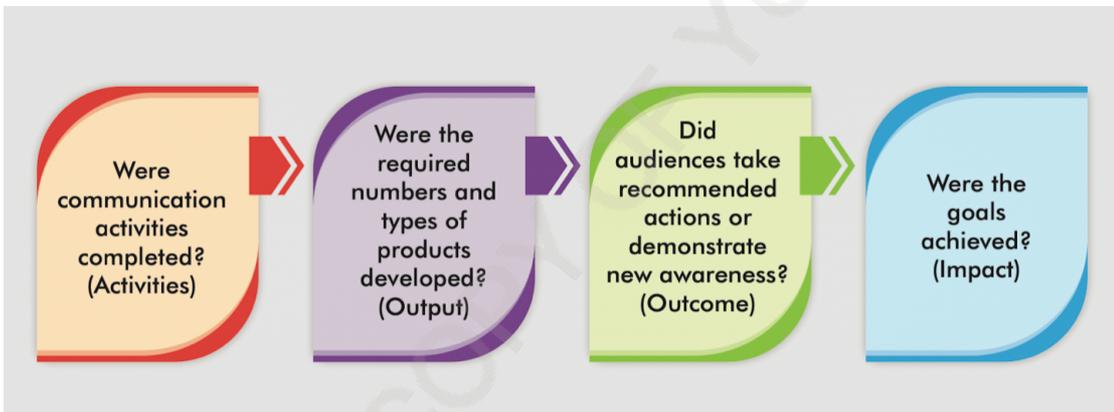---

Draw up a timeline for implementation

- Keep the audience in mind
- cost-effective to reach the audience

➡ Implementation & Monitoring

Next step is to implement the campaign and monitor the campaign execution and impact.

Campaign report will contain the final plan + communication design materials and the below

Let's look a campaign entirely from start to end - **https://www.youtube.com/watch?v=c3hgfVM0HIg**

Implementation and Monitoring

- Implement the campaign
- Monitor the campaign and create a report

chapter 16: Designing your outreach campaign

In this chapter you will be creating your own awareness campaign. Spend the next 2 days to filling up details about your campaign and brainstorming

Ground Analysis

Note down the problem you want to create awareness for and the findings relevant to this from your survey

Target Audience

Note down who your target audience are, who are you designing the campaign for.

Define Goals and objectives

Note down what the end goal of your campaign will be and what are its objectives. What is it planning to achieve.

Design Messages

- Ensure you have conducted prior research
- Convey clear message keeping audience in mind
- Use visuals which convey the message without words or with minimum usage of words
- Messaging has to be engaging, motivating, catchy and drive collective action
- Use materials which can be reused and not thrown
- Use reputed people's names/ departments to gain trust

Channel/Medium of Communication

- Keep the audience in mind
- cost-effective to reach the audience

Draw up a timeline for implementation

- Keep the audience in mind
- cost-effective to reach the audience

Once you have created a timeline for implementation. Take permissions from the concerned authorities for executing the campaign

By the end of Week 3 you will have to execute the campaign
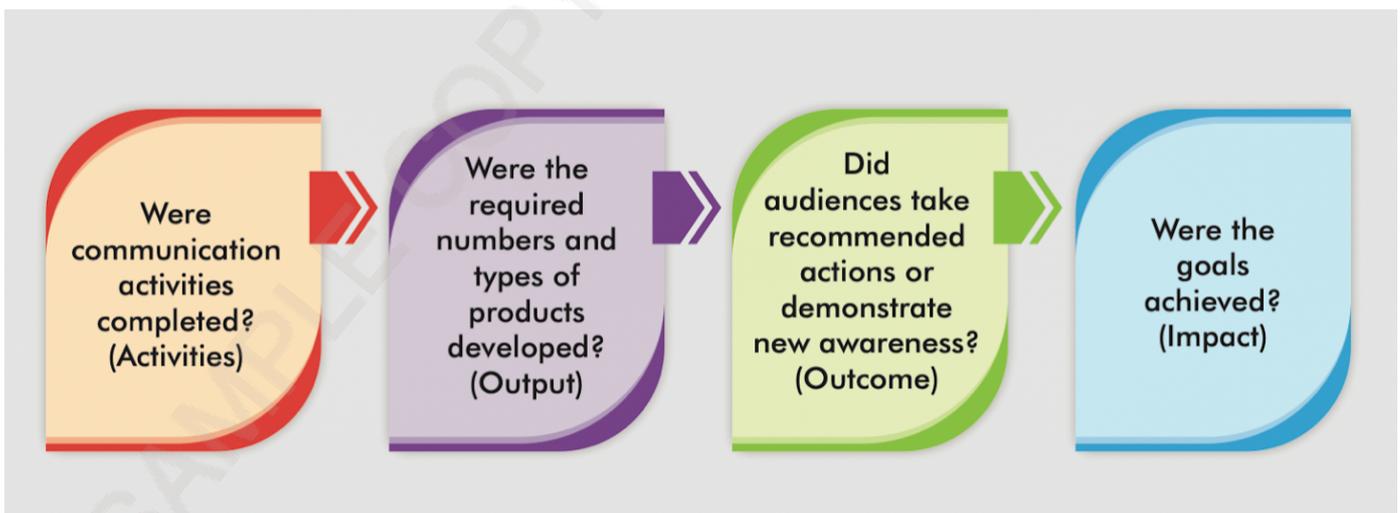
Implementation and Monitoring

- Implement the campaign
- Monitor the campaign and create a report

WEEK 3 LOG

WEEK 3 MILESTONE LOG	
Final Plan	Add in the final plan that contains • Ground Analysis • Target Audience (TA) Identification • Define Goals & Objective • Design Messages • Channel/Medium of Communication • Draw up timeline for Implementation • Implementation & Monitoring
Communication materials	Add in the communication materials along with this log - Poster, social media creatives etc
Campaign Report	Contain the below elements

Were communication activities completed? (Activities) → Were the required numbers and types of products developed? (Output) → Did audiences take recommended actions or demonstrate new awareness? (Outcome) → Were the goals achieved? (Impact)

UNIT 4. WEEK 4-7 : A STEP-BY-STEP GUIDE FOR PROJECT WORK

This unit will give you insights about this program

Chapter 17: Introduction to Design Thinking and the first step

Congratulations on completing 3 weeks of this project.

You have successfully completed Socio-Economic surveys and conducted a community awareness campaign on an issue that derived from the survey.

You are now entering the final leg of the project where you will be working on your final project.

Choose your project from the below list of areas or it could be an issue identified during the survey conducted during Week 1 and 2

SUGGESTIVE LIST OF PROGRAMMES UNDER COMMUNITY SERVICE

PROJECT

The following the recommended list of projects for BA, B.Com, and B.Sc programmes. The lists are not exhaustive and open for additions, deletions and modifications. Colleges are expected to focus on specific local issues for this kind of projects. The students are expected to carry out these projects with involvement, commitment, responsibility and accountability. The mentors of a group of students should take the responsibility of motivating, facilitating, and guiding the students. They have to interact with local leadership and people and appraise the objectives and benefits of this kind of projects. The project reports shall be placed in the college website for reference. Systematic, Factual, methodical and honest reporting shall be ensured.

1. Village demography
2. Healthcare programmes and their implementation
3. School education
4. Youth engagement
5. Women empowerment
6. Women education
7. Domestic violence
8. Culture, traditions, values and ethics
9. Employment of different sections
10. Status of socially deprived sections
11. Implementation of state development programmes
12. Implementation and impact of welfare schemes
13. Public distribution system
14. Social inclusiveness
15. Village governance
16. Health care system and its effectiveness
17. Information sources and their effectiveness
18. Entertainment media and habits
19. Social problems
20. Family and marriage systems across different social groups
21. Religion profile and their role in social development
22. Communal harmony
23. Innovative methods and practices
24. Village industry
25. Safety and security
26. Migration for employment
27. Infrastructure development
28. Facilities for quality life across different social groups
29. Leadership in family, community and social groups
30. Implementation of central schemes
31. Village development plans

32. Child labour
33. Sex education
34. Atrocities against women
35. Awareness of central government schemes and the level of participation
36. Community engagement programmes and their impact
37. Career orientation of youth
38. Skill development programmes and their impact
39. Alcohol and smoking habits and their impact on families and society
40. Crime rate, law and order and safety needs
41. Quality of Elementary education and accessibility
42. Factors considered for electing public representatives
43. Environment protection
44. Inter religious harmony
45. Treatment of aged persons
46. Sanitation systems
47. Tribal studies
48. Telugu literature and mondalics
49. Awareness of epics among youth and children
50. Anthropological survey
51. Music and dance
52. Performing arts
53. Social evils

LIST OF AREAS FOR COMMERCE STUDENTS

1. Entrepreneurship
2. Agricultural products and marketing
3. Poultry business
4. Dairy business
5. Aquaculture
6. Wage system and Labour Welfare
7. Village industry products and marketing
8. Income and wealth distribution among different sections of the society
9. Entertainment services
10. Communication services
11. Banking services and habits
12. Insurance services and habits
13. Public distribution system
14. Vegetable marketing

16. Online purchases
17. Digital transactions
18. Use of electrical home appliances
19. Use of electronic home appliances
20. Personal transport
21. Consumer movement
22. Unfair trade practices
23. Food habits
24. Income distribution
25. Wealth distribution
26. Expenditure pattern on different product categories
27. Buying motives
28. Consumer behavior
29. Impact of celebrity advertising
30. Impact of TV on product choices
31. Usage of cell phones
32. Self employed professionals
33. Construction
34. Leisure time management
35. Tourism
36. Leadership
37. Human resource development
38. Local administration
39. Office management in local governing bodies
40. Exports
41. Handicrafts
42. Handlooms
43. Public transport
44. Private transport
45. Cooperative societies
46. Shifts in occupations
47. Debt burden of different sections of the society
48. Time management
49. Dispute resolution systems
50. Commercial crops

LIST OF AREAS FOR SCIENCE STUDENTS

1. Water facilities and drinking water availability
2. Health and hygiene
3. Stress levels and coping mechanisms
4. Health intervention programmes
5. Horticulture
6. Herbal plants
7. Botanical survey
8. Zoological survey
9. Marine products
10. Aqua culture
11. Inland fisheries
12. Animals and species
13. Nutrition
14. Traditional health care methods
15. Food habits
16. Air pollution
17. Water pollution
18. Plantation
19. Soil protection
20. Renewable energy
21. Plant diseases
22. Yoga awareness and practice
23. Health care awareness programmes and their impact
24. Use of chemicals on fruits and vegetables
25. Organic farming
26. Crop rotation
27. Floriculture
28. Access to safe drinking water
29. Geographical survey
30. Geological survey
31. Sericulture
32. Study of species
33. Food adulteration
34. Incidence of Diabetes and other chronic diseases
35. Human genetics
36. Blood groups and blood picture

COMPLIMENTING THE COMMUNITY SERVICE PROJECT THE STUDENTS MAY BE INVOLVED TO TAKE UP SOME AWARENESS CAMPAIGNS ON SOCIAL ISSUES/SPECIAL GROUPS.

The suggested list of programmes are -

PROGRAMMES FOR SCHOOL CHILDREN

1. Reading Skill Programme (Reading Competition)
2. Preparation of Study Materials for the next class.
3. Personality / Leadership Development
4. Career Guidance for X class students
5. Screening Documentary and other educational films
6. Awareness Programme on Good Touch and Bad Touch (Sexual abuse)
7. Awareness Programme on Socially relevant themes.

PROGRAMMES FOR WOMEN EMPOWERMENT

1. Government Guidelines and Policy Guidelines
2. Womens' Rights
3. Domestic Violence
4. Prevention and Control of Cancer
5. Promotion of Social Entrepreneurship

PROGRAMMES FOR WOMEN EMPOWERMENT

1. General Medical camps
2. Eye Camps
3. Dental Camps
4. Importance of protected drinking water
5. ODF awareness camp
6. Swatch Bharath
7. AIDS awareness camp
8. Anti Plastic Awareness
9. Programmes on Environment
10. Health and Hygiene
11. Hand wash programmes
12. Commemoration and Celebration of important days

PROGRAMMES FOR YOUTH EMPOWERMENT

1. Leadership
2. Anti-alcoholism and Drug addiction
3. Anti-tobacco
4. Awareness on Competitive Examinations
5. Personality Development

COMMON PROGRAMMES

1. Awareness on RTI
2. Health intervention programmes
3. Yoga
4. Tree plantation
5. Programmes in consonance with the Govt. Departments like –
i. Agriculture
ii. Health
iii. Marketing and Cooperation
iv. Animal Husbandry
v. Horticulture
vi. Fisheries
vii. Sericulture
viii. Revenue and Survey
ix. Natural Disaster Management
x. Irrigation
xi. Law & Order
xii. Excise and Prohibition
xiii. Mines and Geology
xiv. Energy

➡️ **Once you have chosen your project topic**

Let's look at the final steps of creating a campaign
- Once you have chosen your medium create a timeline - Activities to be done , budget, permissions, requirements etc
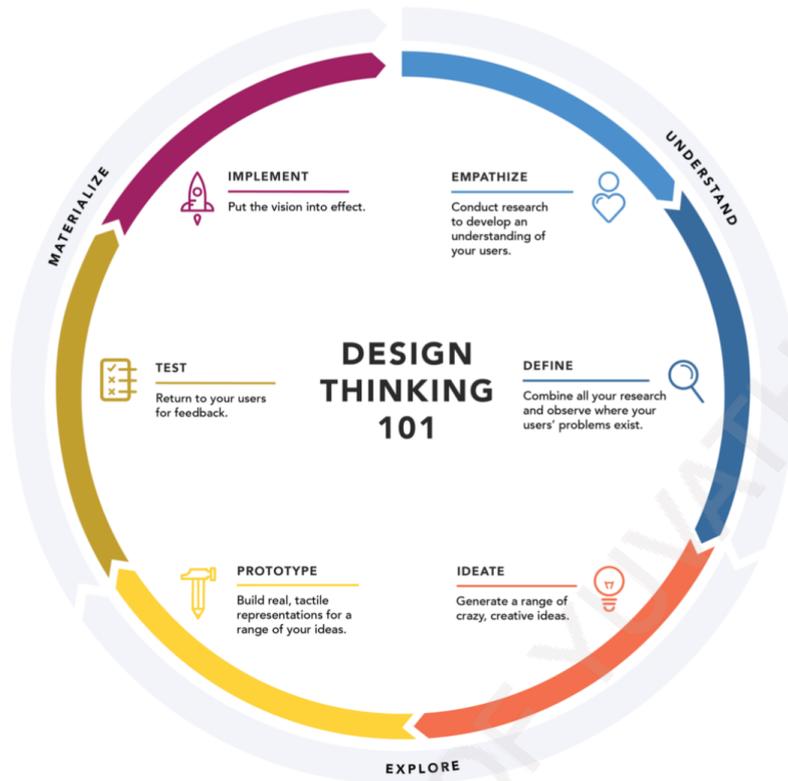
The first step of design thinking process is **empathy** - to conduct research to develop an understanding of your users.

If you choose to work on a project where the problem was identified in the survey you can skip the first step and do a smaller survey around the problem identified.

If not refer to the Chapter 7-10

- First Identify who is facing this problem? Your primary stakeholder and secondary stake holder
- Choose what kind of survey would you want to do with them
- Prepare the survey questions
- Conduct a survey/interview wi in the surrounding on the chosen area to understand better.
- Timeline: Take about 4-5 days to complete the survey

Chapter 18: Data Analysis and Define

n this chapter you will look at the research you have done and analyse the data to arrive at the findings of what the root causes for the chosen area are.

Analyse the data to only find the different themes and root cause of the problem

Refer to chapter 11: Thematic Analysis

The second step is to **DEFINE** the problem- combining all your research and laying it out on the Problem tree

Let's take our 1 identified problem and work on the problem tree analysis.
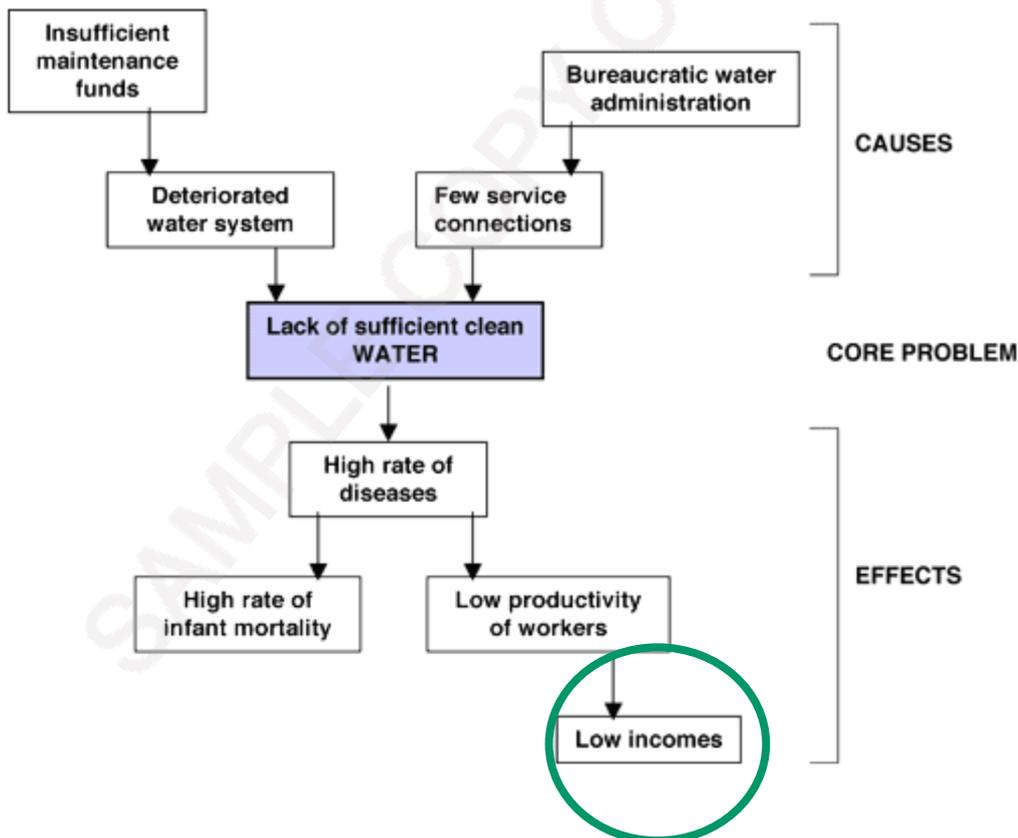
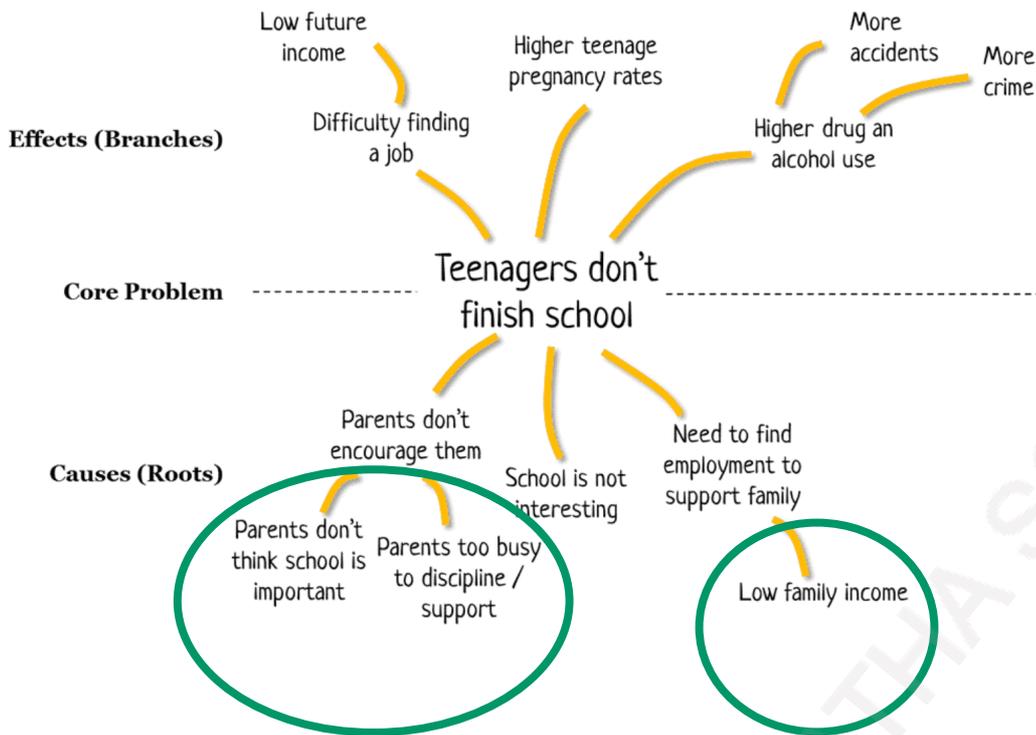STEP 1 Imagine your problem is the main trunk of the tree
- Write down your problem on the main trunk

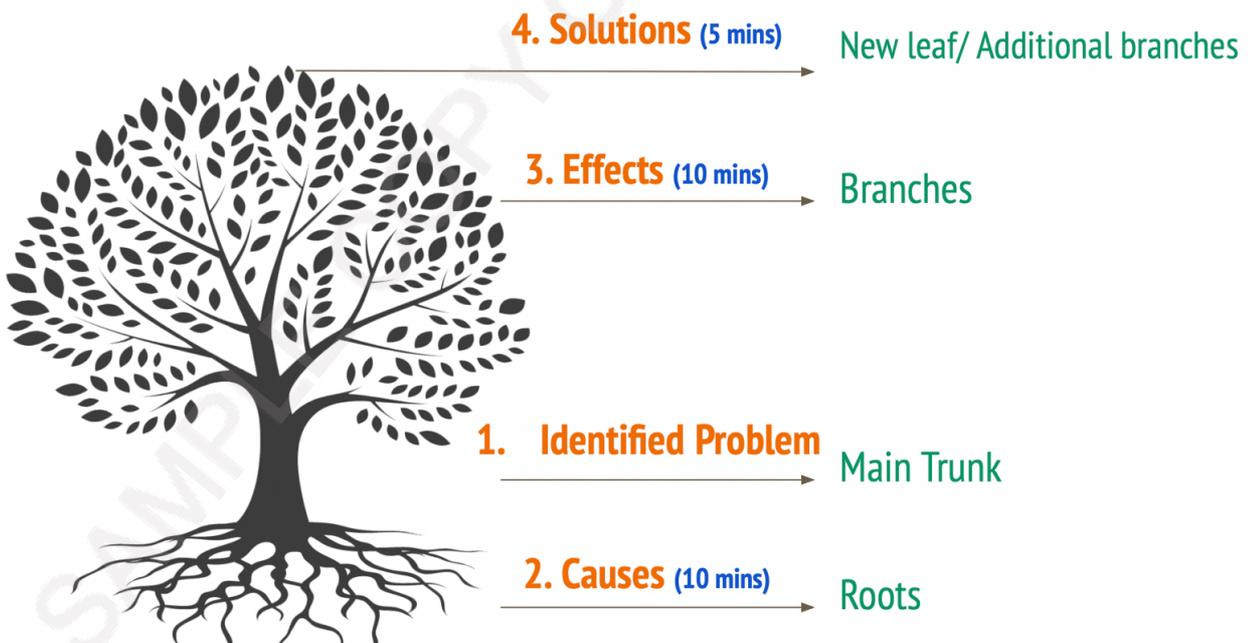STEP 2: Identifying root causes of the problem and visualising them as the roots of the tree.

STEP 3: Noting down the consequences or impact the problem will bring as branches

Example: Look at the below examples in the next page

Effects (Branches)

Low future income

Difficulty finding a job

Higher teenage pregnancy rates

More accidents

More crime

Higher drug an alcohol use

Core Problem - - - - - - - - - - Teenagers don't finish school - - - - - - - - - - - - - - - -

Causes (Roots)

Parents don't encourage them

Parents don't think school is important

Parents too busy to discipline / support

School is not interesting

Need to find employment to support family

Low family income

View this video to understand problem tree better: **https://youtu.be/-j-_Y7D35H4**

4. Solutions (5 mins) → New leaf/ Additional branches

3. Effects (10 mins) → Branches

1. Identified Problem → Main Trunk

2. Causes (10 mins) → Roots

Now that we have identified the problem, it's causes and effects.

Let's look at exploring the problem deeper (additional step)

Take all the causes and ask why that is happening

Eg: Teenagers don't finish school

One of the cause for Teenagers not finishing school is that they don't find school interesting - Ask yourself why about 3-5 times

Example:

Don't find school interesting
Why - because focus is on academics
Why - because the education system has designed in that way
Why - because all work streams focus on education and marks

Need to find employment to support family
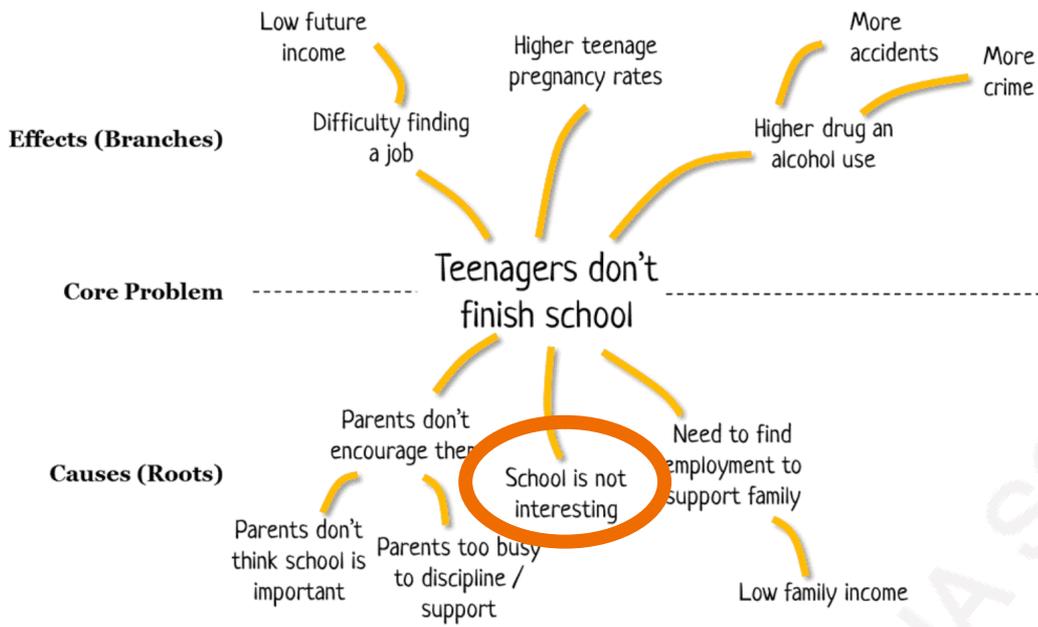Why - low income in the family
Why - don't find enough jobs
Why - might not be educated
Why - importance was not given to education

The 5 why's will help you find the deeper root causes for each of the causes identified for the problem.

Once you have completed this step. Choose the final cause from the roots you want to work on this project.

For eg you would want to work on School not being interesting and solutions/ more research and findings for the same.

Effects (Branches)

Low future income

Higher teenage pregnancy rates

More accidents

More crime

Difficulty finding a job

Higher drug an alcohol use

Core Problem - - - - - - - - - - - - - - Teenagers don't finish school -

Causes (Roots)

Parents don't encourage them

School is not interesting

Need to find employment to support family

Parents don't think school is important

Parents too busy to discipline / support

Low family income

Chapter 19: Ideate your Project

In this chapter you will finalise the project scope you want to work on

Note down the final cause you want to work and frame your problem statement.

Causes+**Effects**+**Users Affected**= Problem Statement

Example: In the last 5 years **enrolment rate in high school has dropped** by 30% in town x **due to lack of higher education options in the surrounding**

Example: **There is high drug use amidst the Teenagers and they don't finish school due to lack of family income.**

Frame your problem statement

In the next step they will begin to **ideate** to see what could the probable solutions/steps for this problem be

Activity Time

Now look at your problem statement:
- STEP 1: Think of all the ideas/ solutions you can come up with to solve the problem
- Remember - don't judge the solutions just write them down
- Great - how many ideas were you all able to come up with?

- Super now let's keep this template in mind and think, The solutions could be
1. A Product
2. A Service
3. In depth findings and propose solutions to relevant bodies
4. Set of Experiment
5. Further Research opportunity
6. Internship with a company

- Take another 10 mins and see if your solutions increase
- How many were you able to come up with ?

- The next step is to finalize the one solution you will be working with

The solutions could be
- A Product
- A Service
- In depth findings and propose solutions to relevant bodies
- Set of Experiments
- Further Research
- Internship with a company

ake another 5 mins to think of the solutions - SHORTLIST

Keep this framework in mind while finalising the solution

- Can I finish this project in 4 weeks
- Do I have the resources to work on the solution (Monetary, Mentor, Local Body support etc.)
- How excited am I about this solution?
- Have you thought of the final solution?
- Note down the solution

Now that you have come up with a solution what do you think is the next step?

To begin working on the solution.

For that you will have to first clearly identify which category does your solution fall under.
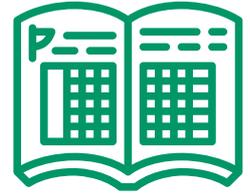
Depending on it you will have create the next steps of the project.

Think of what the next steps will be.

Note down the thoughts.

Go through the upcoming chapters to get an outline on the next steps and project planning.

WEEK 4 LOG

WEEK 4 MILESTONE LOG	
FINAL PROBLEM STATEMENT	Mention your final problem statement
FINAL PROJECT IDEA/PLAN/SOLUTION	Mention the 1 idea/solution/type of work you are doing to do for the project
About your project	Write a short introduction to your project with next steps

Chapter 20: Social Entrepreneurship and Local Economy

Social Entrepreneurship is when an individual or a group of people take up the responsibility to solve the prevailing problems of society. It could be a low-key affair or a large-scale drive that involves the masses.

What matters is that the activity or initiative solves a problem and brings about a positive change in someone's life.

There are various types of social entrepreneurship. Here we'll look into only one type of social entrepreneurship that is relevant:

Community Social Entrepreneur: Community social entrepreneurs are small-scale changemakers. A community social entrepreneur can be a young individual teaching underprivileged kids in a town, a group of college students running sanitation and plantation drives in a city or one or more organizations working for social good.

Community social entrepreneurs work in specific geographies and communities but for a wide variety of causes. From hygiene and sanitation to employment and food distribution services and from plantation and environment safety to providing employment to deserving ones, they do it all.

But who can be a Community Social Entrepreneur?

Anyone and everyone can come up with a solution to a problem and become a Community Social Entrepreneur, be they organizations or individuals. Strong willpower, the intention to do good and a suitable approach are the driving forces.

Community Social Entrepreneurs tackle persistent social problems that often require innovative solutions in resource-scarce environments.
Your journey during this project is very similar to a Community Social Entrepreneur, you will be directly contributing to finding innovative solutions for complex social issues in resource-scarce habitats and villages.

While you're doing this project, you should think and envision how you can empower Social Entrepreneurs in your habitat or possibly in the near future how you yourself can empower to be a Social Entrepreneur.

You would have heard of Entrepreneurship, but let's take a look at the differences between the regular **Business Entrepreneurship and Social Entrepreneurship:**

BUSINESS ENTREPRENEURSHIP	SOCIAL ENTREPRENEURSHIP
More about the individual	All about collective efforts for society
Aims at producing goods and services	Aims at producing goods and services that can serve the community and solve a problem
Focused on the market, demand and trends	Focused on a solution-oriented approach to a social problem
Measures performance according to profits	Measures performance according to the impact made
The purpose is to satisfy customer needs, excel and earn profits.	The purpose is to promote their cause and improve the society

Chapter 21: Creating a Prototype

Prototyping is basically your first draft, this stage is all about testing.

So far in CDP, you've worked very hard and toiled to ensure the community's issues have to be solved, so it will be very tempting for you to tailor your prototyping process toward proving it works. You'll want to see the best in what you've created—and you should. But, you should make sure what still needs improvement needs to be addressed.

The same approach you took in your research is the approach you should take here. You're testing your solutions/recommendation as they currently exist and collecting the results. Then, you'll evaluate them.

- What's working really well?
- What's mostly working?
- What's not really effective?
- What has to be removed?

Keep in mind, finding errors with your prototype is expected. If you don't find any, it probably means you're not doing it right.
Errors do not equal failure!

Remember—you're providing a product or service to fix the community's problem, and it should not be about you being right in the first go. While a positive outcome might do both of those things, it shouldn't be your goal. Your goal is to create a viable solution that really works.

Your solution for the habitat and community can be a product/service/campaign/process/, for either of this you need to think how you can best showcase it in a low-cost-high-impact-manner.

You can use any type of material or methodology/ approach, as long as it enables you to actively test out an idea and learn from it, rather than simply talking or thinking about it. Also ensure that you are focused on conducting the prototype quickly and cheaply; it does not need to be a finished product.
Types of prototypes you can use:

Service Prototyping: A service prototype is one that tests out a service as it would be delivered to a user – in the same place, situation and condition as it would be in actuality. It allows to test out different variations of the service over time, to refine the process further.

- Experience Prototyping: An experience prototype is a simulation that enables the team, users and stakeholders to actively engage with the prototype, in order to learn how it is experienced (in terms of "look and feel"). Through this experience, you can understand more about how something is integrated into someone's life, and the role and functionality it may play in that individual/community life. It also enables an understanding of the contextual factors that may affect that person/community experience, such as environmental conditions, social circumstances, time pressure, etc.

- Classic Sketches & diagrams: as simple as it may sound, but sketches and diagrams are some of the most incredible social innovation prototyping methods that can absolutely transform or reshape a project and take it to the next level. Use Post-its, Chart papers and old-school templates to create something that perfectly suits the testing needs of your product/service/process.

- Storyboard Prototyping: A storyboard describes a product/service/process in a form of a story and demonstrates a typical order in which information needs to be presented. It helps in determining useable sequences for presenting information, like a comic or story which you find on newspapers. This technique is popularly used in movies.
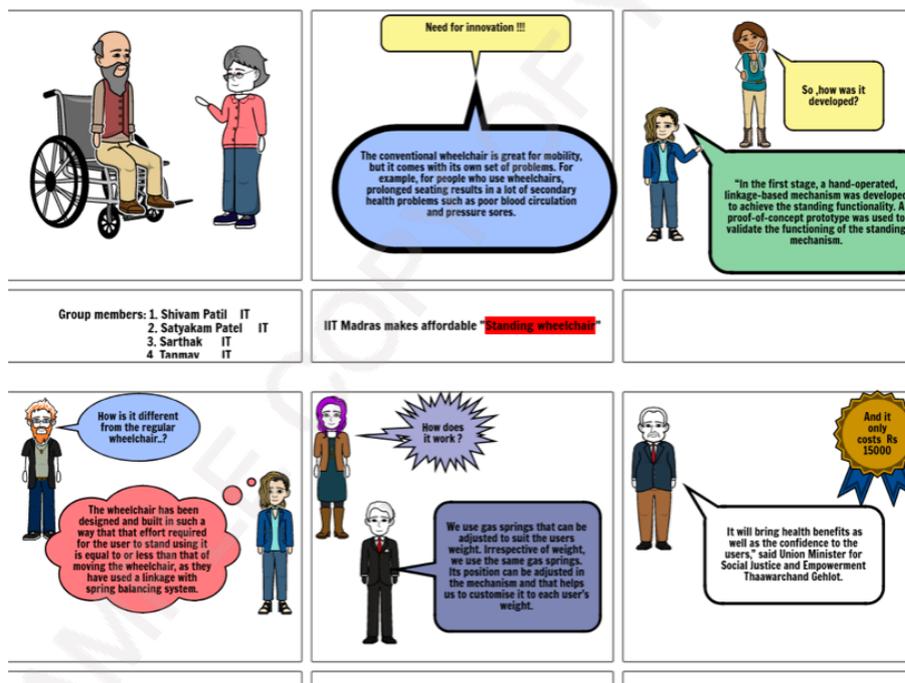
Chapter 22: Case Studies

- Source for Change: India's 1st all women rural BPO, located in Bagad, a small village in the JhunJhunu district of Rajasthan, India. The main objective of this project was to empower women in the rural area by providing the right platform to be financially independent and at the same time achieve greater social outstanding. To know more read here (Link: **https://www.thebetterindia.com/1888/source-for-change-indias-first-all-women-rural-bpo**/)

- Question Box: It is the small scale telephone hotline where questions related to different problems are adhered, without significant increase in the cost. To know more read here (Link: **https://www.dw.com/en/question-box-brings-rural-india-online-one-village-at-a-time/a-5562366**)

- Jyoti: The main objective of this programme was to increase digital inclusion and empowering the underserved individuals through Community Technology Learning Centre. Teaching computers to enhance their education and awareness to participate in community activities and to develop technology skills. To know more read here (**Link: https://digitalknowledgecentre.in/listings/project-jyoti/**)

- Anjana Vidya Kendra School: Anjana Vidya Kendra is a formal school providing meaningful education to approximately 250 disadvantaged rural students. The school caters to a population in excess of 10,000 people living in the 12 nearby villages, predominantly to children of individual farm workers. Friends Unite decided to help fund a solar power solution conceived by the Brahmi board to provide power to run 20 computers and provide lighting in and around the vital locations of the school. Anjana now have a fully functioning computer lab, as well as classroom and outdoor lighting! To know more read here (**Link: https://www.globalgiving.org/projects/using-solar-energy-to-help-children-in-rural-india/reports/**)

WEEK 5 LOG

| WEEK5 MILESTONE LOG	
PROTOTYPE OR NEXT STEPS	Add in your next steps or prototype pictures

Chapter 23: Testing + Stakeholder Feedback

n this chapter you learn how to show your prototype or the research/findings so far with the stakeholders and collect their feedback.

Why do you think it is important to get feedback

Feedback is an essential part of any people-related experience. It helps us grow and improve. It is also equally important to keep in mind how feedback is shared, so that it is helpful and beneficial.
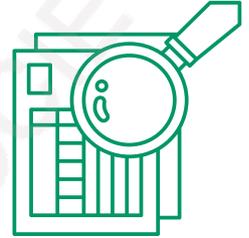
Next Step

- **Product:** Show your prototype to the stakeholders who will be your customers and get their feedback on the pricing , quality idea and other things you want to gather feedback on
- **A Service:** Show your plan, pricing and details about the service to the stakeholders and gather their feedback

Ensure you have the below details ready before you speak to your customers

- What is the name of the product/service?
- What are some of the features and elements of the product/service?
- How does the product/service solve the problem statement identified?
- How will the product/service be sold?
- What is the tentative price of the product/service?

- **In depth findings and propose solutions to relevant bodies:** Speak to the stake holders and understand if your next steps are feasible and gather their inputs on the same.
- **Set of Experiments:** Speak to your mentor/guide on the next steps and their inputs on the same
- **Further Research opportunity:** Speak to the stake holders and understand if your next steps are feasible and gather their inputs on the same.
- **Internship with a company:** Speak to your mentor/guide on the next steps and their inputs on the same

Ensure you have the below details ready before you speak to yourstakeholders

- What are your next steps?
- What are the objectives of this project?
- How does your project solve/help the problem statement?
- How will the project be executed?
- What is the tentative outcome of the project ?

Inform the stakeholders about your project plan and then get their feedback on the below points

- 2 things they liked about the project/product/service
- 2 things that can be improved or need to change about the project/product/service
- Any suggestions or ideas they have to make the project/product/service better

Here are some tips to keep in mind while receiving feedback

- Listen patiently and carefully to what is being shared
- Don't get offended or interrupt the other person in between. Allow them to complete their point.
- Ask clarification questions if needed to get more information on a point shared

Spend the next 2 days speaking to stakeholders and receiving their feedback

Chapter 24: Implementing Feedback 1.0

In this chapter you learn how incorporate the feedback received and work on your project.

Gather the feedback you received and add in the below format

FEEDBACK	
Things they liked about the project	
Things that can be changed or improved on	
Suggestions mentioned by stakeholders	

Reflect/think about the below questions

- What are your thoughts after listening to the feedback received?
- What is something you have learnt about your project, after hearing a different perspective and viewpoint?
- How has your understanding of your project changed after listening to this feedback?

As next step look at table and not the changes improvisations and suggestions mentioned by the stakeholders.

Based on the feedback received , consult with your mentor or guide and decide on the below

Start - Things they will start doing from the next day onwards Eg. They will start selling in a new location

Stop - Things they will stop doing eg - they will stop using a certain brand for their raw materials

Continue - Things they will continue doing for their business Eg. - They will continue to sell at the same price.

Also put a realistic plan for the next 2 weeks. You will have to wind up the project by end of Week 7. This means you have approximately 18-20 days to complete your project.

Set realistic goals and deadlines in consultation with your mentor/guide.

Some examples of goals can be,

- No. of customers they want to sell to
- No of experiments they will do
- The depth of research or outcomes
- No of stakeholders spoke to
- Amount of profit they want to earn if it is a product
- No of stakeholders reached - if it is a service

Or any other such specific goal that they will be able to measure at the end of their project

Keep these guidelines in mind while setting up the goals

SMART Goals

1. Specific - A good goal tells you exactly what you want to achieve. It is not vague.
2. Measurable - A good goal can be objectively measured against a number, to check if it has been achieved.
3. Achievable - A good goal must have the ability to be fulfilled. It should not be something that you cannot do or achieve.
4. Realistic - A good goal is doable and rooted in reality.
5. Timely - A good goal has a deadline to it and is time bound. It tells the time period within which the goal shall be achieved.
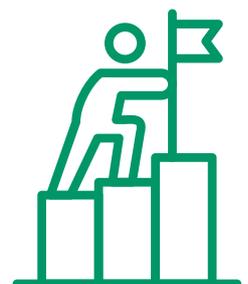
WORK ON YOUR PROJECT WEEK 5-7

You have till end of Week 7 to work on your project

POINTS TO REMEMBER

- Look at end of Week 6 log and ensure you till it in
- Keep your mentor updated on the progress of your project
- Ensure you make a note of day to day tasks you have undertaken
- In addtion note down the feedback/responses reecived from stakeholders
- Go through Chapter 25 by Mid of Week 6 to make neccessary improvements

WEEK 6 LOG

WEEK 6 MILESTONE LOG	
START	Mention your decisions based on feedback
STOP	Mention your decisions based on feedback
CONTINUE	Mention your decisions based on feedback

PROJECT GOALS
Mention your goals here

Chapter 25: Feedback and Improvise 2.0

While conducting your project did you recieve any comments/feedback from your stakeholders?

If yes not down the points you can remember

FEEDBACK	
Things they liked about the project	
Things that can be changed or improved on	
Suggestions mentioned by stakeholders	

Importantly you will have to speakto your assigned mentor on the progress of the project and gather his/her feedback for improvisations to be done in week 7 of your project.

Based on the feedback received , consult with your mentor or guide and decide on the below.

Start - Things they will start doing from the next day onwards Eg. They will start selling in a new location

Stop - Things they will stop doing eg - they will stop using a certain brand for their raw materials

Continue - Things they will continue doing for their business Eg. - They will continue to sell at the same price.

Chapter 26: Project Conclusion

This chapter to be looked into towards the middle of week 7

Congratualations on reaching almost the end of this project. Please pat yourselves on the back for having come so far.

In this chapter we will be looking at all the elements that you will need to collate for creating the project report during week 8.

STEP 1
- Collate all the work you have done from Chapter 4 onwards
- Look at your Daily log to ensure you have collected all the necessary content
- Ensure you have filled in all the logs (Daily and Milestone)

STEP 2
- Check if you have all the necessary documents from Survey reporting, data analysis and survey report
- Check if you have all necessary documents from IEC Campaigns
- Ensure you have a copy of the creatives created for the campaign
- Check if you have all the necessary work from Week 4-7 of your main project
- Do a run through and ensure you have collected all the work you have done for this project

STEP 3
- Make sure you get a project completion from the stakeholders (

Example:
- If your project is an internship - get an acknowledgement from the necessary authorities)
- If you have worked with a local body (panchayat etc.) get an acknowledgement from them as well

STEP 4
- Show all the documents collected to your assigned mentor
- Check for missing documents
- Consult with your assigned mentor to understand how the report has to be submitted (Online/offline and the format of the same)
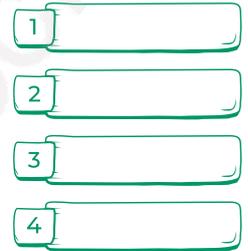
Work on the final conclusions for your project.

- A Product - no of people you sold the product to, profit made, customer feedback
- A Service - no of people you reached, spoke to and changes the occured post the project
- In depth findings and propose solutions to relevant bodies - finding and solutions
- Set of Experiments - findings and solutions
- Further Research -findings of the research and next steps
- Internship with a company - work undertaken

WEEK 7 LOG

WEEK 7 MILESTONE

Final Conclusions

- A Product - no of people you sold the product to, profit made, customer feedback
- A Service - no of people you reached, spoke to and changes the occured post the project
- In depth findings and propose solutions to relevant bodies - finding and solutions
- Set of Experiments - findings and solutions
- Further Research -findings of the research and next steps
- Internship with a company - work undertaken

UNIT 5. WEEK 8 PROJECT REPORT

This unit will help you make a project report for your project

Chapter 27: PROJECT REPORT ELEMENTS

As per the government mandate below are the details you should include in your project report

PART – A

Introduction:
- About the Village / Habitation.

Socio-Economic Survey of the Village/Habitation.
- Data collection using prescribed formats.

Problems identified and Analyses of the problems.

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

Community awareness programmes conducted w.r.t the problems and their outcomes.

Note: Ensure you add in all related work for the first 3 weeks of your project. Do not miss out on any elements

PART B

A mini-project work in the related subject w.r.t the habitation/village.

Example
- A student of Botany may do a project on Organic Farming or Horticulture or usage of biofertilisers or biopesticides or effect of the inorganic pesticides, etc.
- A student of Zoology may do a project on Aquaculture practices or animal husbandry or poultry or health and hygiene or Blood group analysis or survey on the Hypertension or survey on the prevalence of diabetes, etc.

PART - C

1. Recommendations and conclusions.
2. References

Chapter 28: Working on your project report

In this chapter you will be taken through how to work on your project report

PART – A

Introduction:
About the Village / Habitation.

Ensure you give an introduction about the village or environment or habitation where you began to look at the problems around you and identified the problems which were concerning you. Who all live there, the population, problems faced around etc.

Socio-Economic Survey of the Village/Habitation.
Data collection using prescribed formats.

Mention the problem statement and research question you are working with. Which are the survey methods you have chosen and the reasoning behind it. The survey questions

Problems identified and Analyses of the problems.

How did you Analyse the data, what methods did you use and add in the survey report here

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.
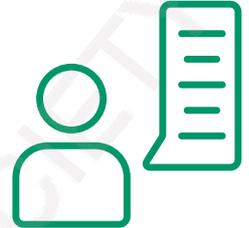
Community awareness programmes conducted w.r.t the problems and their outcomes.

Add in the campaign report prepared with the Final Plan for the community awareness campaign, how many people did the campaign reach, it's creatives and the
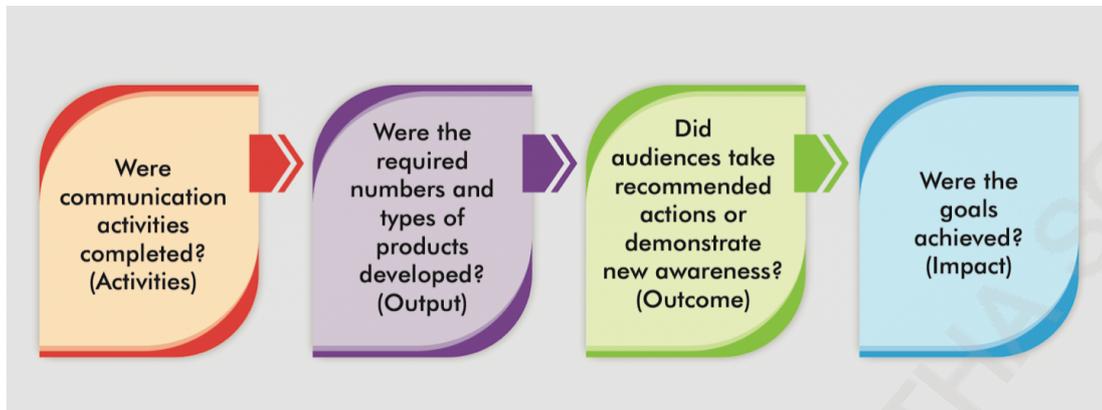
PART B

A mini-project work in the related subject w.r.t the habitation/village.

Example
- A student of Botany may do a project on Organic Farming or Horticulture or usage of biofertilisers or biopesticides or effect of the inorganic pesticides, etc.
- A student of Zoology may do a project on Aquaculture practices or animal husbandry or poultry or health and hygiene or Blood group analysis or survey on the Hypertension or survey on the prevalence of diabetes, etc.

Ensure you include
- Choice of area
- Reasoning
- Survey conducted
- Final project
- Steps undertaken
- Prototype if any
- Stakeholder feedback and mentor feedback
- Improvisations made as per feedback

PART - C

1. Recommendations and conclusions.

- A Product - no of people you sold the product to, profit made, customer feedback
- A Service - no of people you reached, spoke to and changes the occured post the project
- In depth findings and propose solutions to relevant bodies - findings, recommendations and solutions
- Set of Experiments - findings , recommendations and solutions
- Further Research -findings of the research and next steps
- Internship with a company - work undertaken

2. References

You will be expected to present your project to your mentor. Kindly consult with your mentor on the presentation format and the other details

Congratulations you have come towards the end of the Project.

All the Best :)

Nurturing the Changemakers of Tomorrow!