

J.V.R. GOVT. COLLEGE, SATHUPALLY
KHAMMAM DISTRICT

STUDENT STUDY PROJECT
JIGNASA 2021

Submitted by
DEPARTMENT OF CHEMISTRY

*Effect of Urea on the germination and growth of Red Gram (Cajanus cajan L) and
Maize (Zea Mays L).*

STUDENT STUDY PROJECT JIGNASA DECEMBER 2021

SUBMITTED BY

U.MANASA, SK.RIZWANA, A.JYOTHIKA,

S.VENKATESWAR RAO, N.KRANTHI KUMAR, & V.KIRAN KUMAR

UNDER THE GUIDANCE OF

G.VEERANNA

DEPARTMENT OF CHEMISTRY

J.V.R. GOVT. COLLEGE, SATHUPALLY.

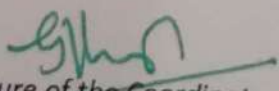
KHAMMAM DIST, TELENGANA STATE.

J.V.R. GOVT. COLLEGE, SATHUPALLY
DEPARTMENT OF CHEMISTRY
STUDENT STUDY PROJECT

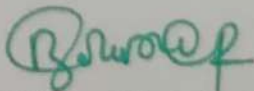
JIGNASA 2021

Topic: Effect of Urea on the germination and growth of Red gram and Zea mays.

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4	S. Venkateswara Rao	III BSc (MPC)	032-20-4110
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Signature of the Coordinator
Head

Department of Chemistry
J.V.R. GOVT. COLLEGE
SATHUPALLY, Khammam Dt.


Signature of the Principal
PRINCIPAL
J.V.R. GOVT. COLLEGE
SATHUPALLY, KMM DT.



JVR GOVERNMENT COLLEGE, SATHUPALLY, KHAMMAM DT.TS
Affiliated to KAKATIYA UNIVERSITY-WARANGAL
Re accredited with NAAC 'A Grade



DEPARTMENT OF CHEMISTRY

Student study projects 2021-2022

Under the guidance of Sri P.Ramachandra Rao
Assistant professor of Chemistry

Sl. No.	Title of the student study project	Names of the students	Remarks
01	Chemistry in daily life	A.Rambabu P.Annu I.Sanjay B.Varun	P.Ramachandra Rao


HEAD OF THE DEPARTMENT


PRINCIPAL
PRINCIPAL
J.V.R. GOVT. COLLEGE
SATHUPALLY, KMM DT.

2021-22

6

JVR GOVERNMENT COLLEGE, SATHUPALLY,

DEPARTMENT OF COMMERCE

SYNOPSIS

OF

JIGNASA STUDENT STUDY PROJECT 2021-22

TOPIC: COMPARATIVE STUDY ON ONLINE VS OFFLINE SHOPPING

OK
(O. CHENNARAO)

JIGNASA STUDENT STUDY PROJECT 2021-22

ON

COMPARATIVE STUDY ON ONLINE VS OFFLINE SHOPPING

BY

P.Sailaja	III B.Com
S.Vijaya	III B.Com
S.Anusha	III B.Com
M.Naveen	III B.Com
Ch.Sravani	III B.Com
V.Pavan Kumar	III B.Com

Supervisor

O.Chenna Rao

DEPARTMENT OF COMMERCE

J V R GOVERNMENT DEGREE COLLEGE-SATHUPALLY

KHAMMAM DISTRICT-TELANGANA


PRINCIPAL
J.V.R. GOVT. COLLEGE
SATHUPALLY, DISTRICT

**A STUDY PROJECT
ON
BRANDING IMPORTANCE IN BUSINESS
2021-2022**

BY

P.KIRAN

III B.Com

S.Vijaya

III B.Com

S.Anusha

III B.Com

M.Naveen

III B.Com

Ch.Sravani

III B.Com

P.SINDU

III B.Com

Under the Guidance of

T.KRISHNA RAO

DEPARTMENT OF COMMERCE

J.V. R GOVERNMENT COLLEGE

SATHUPALLY

KHAMMAM DISTRICT-TELANGANA

**A STUDY PROJECT
ON
BRANDING IMPORTANCE IN BUSINESS
2021-2022**

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P.KIRAN

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M.Naveen

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Ch.Sravani

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SATHUPALLY

KHAMMAM DISTRICT-TELANGANA

I/W
Semester
2021-22he
"BRANDIN
guidance
Sathupally

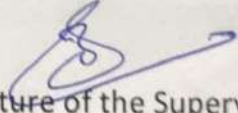
Date:
Place:

DECLARATION

I/We the below signed P. Kiran & Team Roll No (No's) Studying B.COM Final Year VI Semester at JVR Government College, Sathupally, Khammam District during the academic year 2021-22 hereby declare that this is my/our original work and submitted the project work on "BRANDING IMPORTANCE IN BUSINESS" as partial fulfillment of B.COM IV Semester under the guidance of Sri. T. KRISHNA RAO, Assistant Professor of COMMERCE JVR Government College, Sathupally, Khammam District.

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S.VIJAYA	III B.COM
S.ANUSHA	III B.COM
M.NAVEEN	III BCOM
CH.SRAVANI	III B.COM
P.SINDU	III B.COM


Signature of the Supervisor

Date:

Place: Sathupalli

DEPARTMENT OF COMMERCE

JVR GOVERNMENT DEGREE COLLEGE, SATHUPALLY,

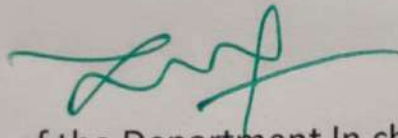
KHAMMAM DT.

CERTIFICATE

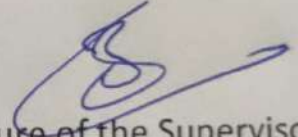
This is to certify that the following students of JVR Government College, Sathupally submitted his/their project work on "BRANDING IMPORTANCE IN BUSINESS". As partial fulfillment of B.COM VI Semester for the academic year 2021-22.

B.COM Students VI Semester (2021-22)

NAME OF THE STUDENT	GROUP
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S.VIJAYA	III B.COM
S.ANUSHA	III B.COM
M.NAVEEN	III B.COM
CH.SRAVANI	III B.COM
P.SINDU	III B.COM



Signature of the Department In charge.



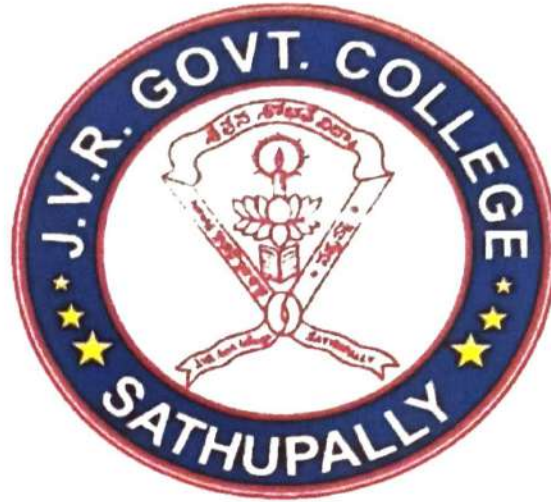
Signature of the Supervisor

JVR GOVERNMENT COLLEGE
SATHUPALLY, KHAMMAM Dist. T.S.

(Re-Accredited with "B" Grade by NAAC)
Affiliated to Kakatiya University-Warangal

Student Study Project

A Project Report On
DESIGN AND FABRICATIONS OF PEDAL POWERED
WASHING MACHINE



Under the Supervision of

Dr. A.SARANGAPANI

Name of the Student	Hall Ticket
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T.SAI CHARAN	032202042

Department of Commerce
JVR Government College,
Sathupally, Khammam Dist.

Certificate

This is to certify that the dissertation titled: **A project report DESIGN AND FABRICATIONS OF PEDAL POWERED WASHING MACHINE**, submitted by **B. Pavan kalyan and team** to the Department of Commerce, B.Com VI semester, JVR Government Degree College, Sathupally, in partial fulfillment of the requirements for the award of the B.Com (CA) degree, is a bonafied work of the candidates carried out under my guidance.



Head of the Department



Research Guide

DECLARATION

I hereby declare that the project report entitled: **A project report on DESIGN AND FABRICATIONS OF PEDAL POWERED WASHING MACHINE** had carried out at Sathupally is a bonafied work done by me during the 2021-22, under the expert guidance of **Dr. A.SARANGAPANI**, Asst. Professor, of Commerce, JVR Government College, Sathupally, Khammam District. I also declare that this work have been submitted in partial fulfillment for the award of degree of B.Com (CA) by KAKATIYA UNIVERSITY.

B. Pavan kalyan & Team

B. pavanKalyan

P. Kiran Kumar

S. Ram prasad

T. Sai chavan

A Project Report On
GRT JEWELLERS (INDIA) PRIVATE LIMITED



Under The Supervision of

Dr.A.SARANGAPANI

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V.SREERAMULU

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DEPARTMENT OF COMMERCE
JVR GOVERNMENT COLLEGE,
SATHUPALLY, KHAMMAM DIST

DECLARATION

I hereby declare that the project report entitled GRT JEWELLERS (Indian) private limited: had carried out at Sathupally is a bonafied work done by me during the 2021-22, under the expert guidance of Dr.A.Sarangapani, Asst. Professor, of Commerce, JVR Government College, Sathupally, Khammam District. I also declare that this work have been submitted in partial fulfillment for the award of degree of B.Com (CA) by KAKATIYA UNIVERSITY.

WPS Office

J.NARESH & Team

J. Nareesh

N. Kalyan

K. mdhesh

V. sreenamulu

JVR Government College,
Sathupally, Khammam Dist.

Certificate

This is to certify that the dissertation titled **GRT JEWELLERS (INDIAN) private limited:** submitted by **J.NARESH** and team to the Department of Commerce, B.Com VI semester, JVR Government Degree College, Sathupally, in partial fulfillment of the requirements for the award of the B.Com (CA) degree, is a bonafied work of the candidates carried out under my guidance.



Head of the Department



Research Guide

A Project Report On
Marketing practices and customer
satisfaction of TATA Motors with special
REFERENCE TO KHAMMAM DIST.



Under the Supervision of
Dr.A.Sarangapani

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M . Naveen	032202231
P . Saleem	032202237

Department of Commerce
JVR Government College,
Sathupally, Khammam Dist.

A Project Report On
MARKETING PRACTICES AND CUSTOMER
SATISFACTION OF TATA MOTORS WITH SPECIAL
REFERENCE TO KHAMMAM DIST.



Under the Supervision of

Dr.A.Sarangapani

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P . Saleem	032202237

DEPARTMENT OF COMMERCE
JVR GOVERNMENT COLLEGE,
SATHUPALLY, KHAMMAM DIST.

CERTIFICATE

This is to certify that the dissertation titled: **A project report on Marketing practices and customer satisfaction of TATA Motors with special Reference To Khammam District**, submitted by **Ch. Sravani and team** to the Department of Commerce, B.Com VI semester, JVR Government Degree College, Sathupally, in partial fulfillment of the requirements for the award of the B.Com (CA) degree, is a bonafied work of the candidates carried out under my guidance.



Head of the Department



Research Guide

DECLARATION

I hereby declare that the project report entitled: **A project report on Marketing practices and customer satisfaction of TATA Motors with special Reference To Khammam District**, carried out at Khammam is a bonafied work done by me during the 2021-22, under the guidance of **Dr.A.Sarangapani**, Asst. Professor, of Commerce, JVR Government College, Sathupally, Khammam District. we declare that this work have been submitted in partial fulfillment for the award of degree of B.Com (CA) by KAKATIYA UNIVERSITY.

Ch. Sravani & Team

Ch. Sravani

Ch. Krishnareni

P. Saleem

M. Naveen.

Project Report

On

**Marketing practices and customer
satisfaction of TATA Motors with special
reference to Sathupally Mandal of
Khammam District**

Under the Supervision of
Dr.A.Sarangapani

Name of the Student	Hall Ticket
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**Department of Commerce
JVR Government College, Sathupally**

JVR GOVERNMENT COLLEGE-SATHUPALLY
STUDENT PROJECT

ON

SORTING TECHNIQUES - CPP



2021-22

DEPARTMENT OF COMPUTER SCIENCE AND APPLICATIONS
GROUP: BA /B.SC/B.COM

A STUDY PROJECT
ON
SORTING TECHNIQUES IN CPP

BY

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032214205	JINNA SIVA RAMA RAJU
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UNDER THE GUIDANCE OF

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DEPARTMENT OF COMPUTERS

J.V.R.GOVERNMENT COLLEGE-SATHUPALLY



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Signature of the lecturer

Head of the department

Principal

PRINCIPAL
J.V.R. GOVT. COLLEGE
SATHUPALLY, KMM DT



JVR GOVERNMENT COLLEGE-SATHUPALLY
STUDENT PROJECT
ON

Consumer oriented applications of E-commerce



2021-22

DEPARTMENT OF COMPUTER SCIENCE AND APPLICATIONS
GROUP : BA /B.SC/B.COM

A STUDY PROJECT
ON
CONSUMER ORIENTED APPLICATIONS OF E-COMMERCE
BY

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UNDER THE GUIDANCE OF
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DEPARTMENT OF COMPUTERS
J.V.R.GOVERNMENT COLLEGE-SATHUPALLY



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Signature of the lecturer

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Principal

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SATHUPALLY. KMM DT.



JVR GOVERNMENT COLLEGE-SATHUPALLY

STUDENT PROJECT

ON
SQL COMMANDS

2021-22

DEPARTMENT OF COMPUTER SCIENCE AND APPLICATIONS
GROUP : BA /B.SC/B.COM



A STUDY PROJECT

ON

SQL COMMANDS

BY

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UNDER THE GUIDANCE OF

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J.V.R.GOVERNMENT COLLEGE-SATHUPALLY

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Signature of the lecturer

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Principal
PRINCIPAL
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SATHUPALLY, KMM DT.

JVR GOVERNMENT COLLEGE-SATHUPALLY

STUDENT PROJECT

ON

C-TOKENS

2021-22

DEPARTMENT OF COMPUTER SCIENCE AND APPLICATIONS

GROUP : BA /B.SC/B.COM

A STUDY PROJECT

ON

C-TOKENS

BY

HALLTICKET NUMBER	NAME OF THE STUDENT
032224006	SK.AKHIL
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UNDER THE GUIDANCE OF

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CERTIFICATE

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Signature of the lecturer



Head of the department



Principal



PRINCIPAL
J.V.R. GOVT. COLLEGE
SATHUPALLY. KMM DT.



Commissionerate of Collegiate Education
Government of Telangana



J.V.R.Govt. College, Sathupally, Khammam Dist.
DEPARTMENT OF COMPUTER SCIENCE / APPLICATIONS
JIGNASA STUDY PROJECT.
ONLINE GAMES INFLUENCE TO STUDENT

2021 – 2022

SUBMITTED BY

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3	SK.SAJID	II B.Com	032212086
4	D.PUJITHA	I B.Sc	
5	SK.AKHIL	I B.Sc	
6	A.SAILAJA	I B.Com	

JIGNASA STUDY PROJECT

2021-22

PROJECT CONTENTS:

- 1. ABSTRACT**
- 2. AIMS AND OBJECTIVES**
- 3. HYPOTHESIS.**
- 4. REVIEW OF THE LITARATURE**
- 5. REASERCH METHODOLOGY**
- 6. FINDINGS IN THE RESEARCH.**
- 7. DATA ANALYSIS.**
- 8. CONCLUSION**

Student Study

Project

2021 - 2022

Academic year
2021 - 2022


Topic Name :- Study and practice with
Milk Equipments like Milk testing
method, & Flat form test

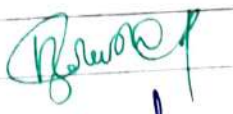
Report submitted by :-

1. D. Naveen II - D2C
2. A. Pavan II - D2C
3. J. Narvakanth II - D2C
4. T. Sangeetha II - D2C
5. SK. Reshma II - D2C.

B
Lect in Dairy Science




Head of the Department


Principal
Signature



Equipments for Milk Samples
from vijaya Dairy Milk Center.



Recording to sample test Process.



milk sample testing
and separation of

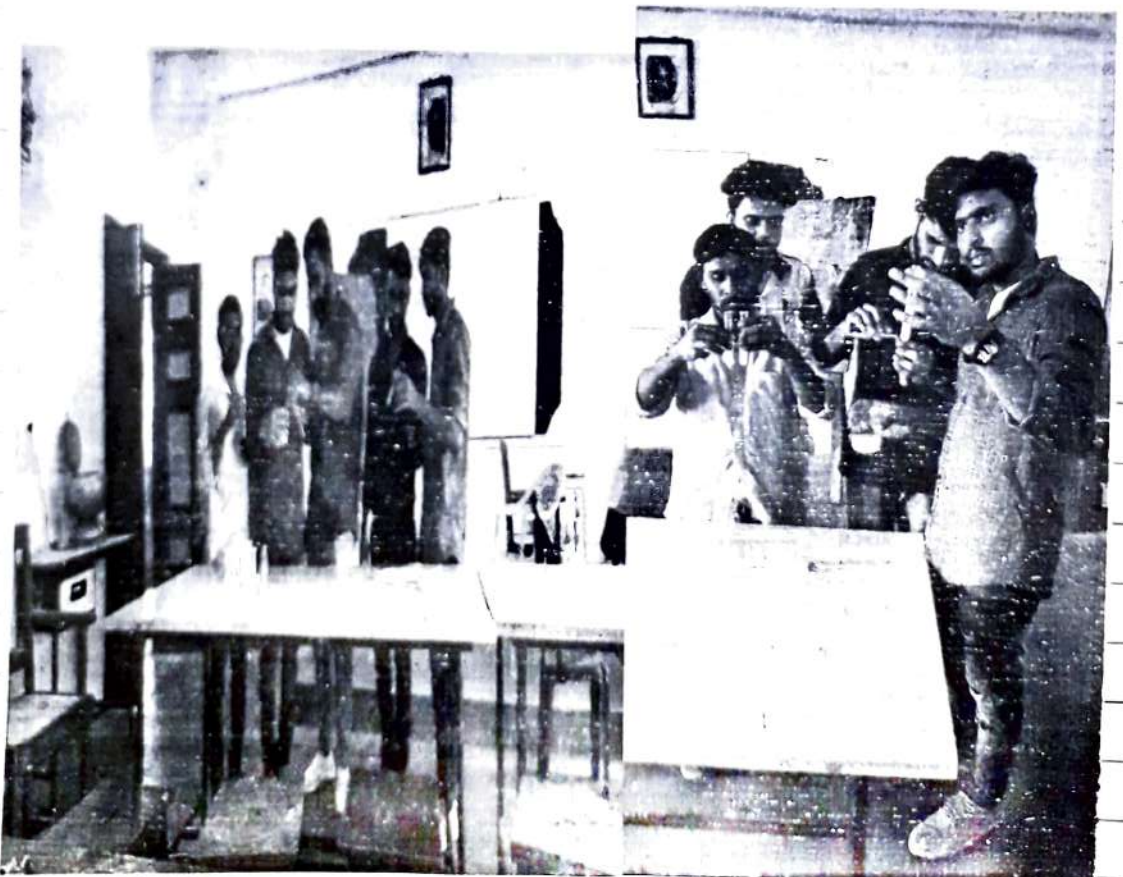




Centrifugal method

→ The milk molecules are separated from the milk (or) whole Raw milk.

→ like fat, water
SNF Percentage



**Commissioner of Collegiate Education
JVR Government College
Sathupally, Khammam Dt. T.S.**

(Affiliated to Kakatiya University, Warangal)

Accredited by NAAC with "B" Grade

ISO 9001:2015 Certified



DEPARTMENT OF ECONOMICS

JIGNASA

STUDENT STUDY PROJECT

ON

**IMPACT ASSESSMENT OF DRIP IRRIGATION ON AGRICULTURE
A VILLAGE-LEVEL STUDY**

Submitted By

M.Seshukumar	III BA	HEPA	032201607
P. Karthik	III BA	HEPA	032201608
Sk. Rihana	III BA	HEPS	032201137
M. Subashri	III BA	HEPS	032201125
M. Sri Lekah	III BA	HEPS	032201121
P. Rambabu	II BA	HEPA	032211601

Under the Supervision of

Dr. B.M. Vinod Kumar

Assistant Professor of Economics

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Sathupally, Khammam Dt. T.S.

DECEMBER-2021

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7	Chapter II- Main Findings of the study	19
8	Chapter IV – Conclusion & Suggestions	20
9	References	21
10	Questionnaire	22

D Bangari



H/6 III/6



Commissionerate of Collegiate Education, Telangana State.

J.V.R. GOVERNMENT COLLEGE

SATHUPALLY, KHAMMAM, Dt. T.S.

(Affiliated to Kakatiya University, Warangal)

Accredited by NAAC with "A" Grade ISO 9001-2015 Certified




DEPARTMENT OF ENGLISH

Name of the faculty: D. Bangari, Asst professor of English

ACADEMIC ACTIVITIES REPORT- 2021-22

STUDENT STUDY PROJECTS

S.N	Title of the project	Names of the students involved
1	Public speaking techniques- a study	1. S.Pradeepa BA-II YR 2. P.Harathi BA-II YR 3. B.Chandrakumar BA-II YR
2	Language skills –their use in everyday life.- A study	1. B.Kalyani B.Com-II YR 2. P. S.Anjali B.Com-II YR


PRINCIPAL
J.V.R.GOV.T. COLLEGE
SATHUPALLY-KHAMMAM DT

① oral

Public Speaking

STRATEGIES FOR EFFECTIVE SPEAKING

Oral communication forms a very important part of our daily lives. Whether in formal or informal situations, it is important to learn how to speak effectively. Speaking in a formal environment could involve a number of different situations. From presentations, speeches, group discussions, and interviews, to participating in meetings with clients or colleagues, one needs to know how to speak effectively in all such interactions. Here are some key strategies that will help you become an effective speaker.

Voice quality

This means that you need to be aware of how your voice sounds when you are speaking to someone. Your voice must be loud enough to be heard, but not so loud that it feels like you are shouting. Regulate your volume and pitch so that it is neither too high nor too low. Remember that everyone should hear you speak, not just the people closest to you. Project your voice (instead of shouting) to the last person in the room.

Breath control

We forget how important it is to breathe when we speak. If we get nervous we tend to take shorter breaths, and so have to pause frequently while speaking, sometimes in the wrong places. Taking deeper breaths not only helps you speak clearly and for a reasonable amount of time, it also helps you regulate your volume better and helps you relax, making for a more effective speaking technique.

Clarity

Make sure you pronounce and enunciate clearly. Nervousness or bad habits may make us speak softly, or through closed lips or clenched teeth. All these hinder the clarity of speech. Enunciate words clearly; don't swallow your words or sentences.

Intonation

Vary your intonation and delivery. When speaking in public, try to convey information with as much vocal energy and enthusiasm as appropriate. Try to make the talk *sound* interesting. Emphasise certain words and phrases within the talk to convey their importance and to add variety.

Pace

This refers to the speed at which you talk. Keep your pace even so that your audience can understand you without getting bored. Avoid monotony by occasionally varying your pace, depending on the context.

Pauses

Pausing between sentences or important phrases adds impact to your speech. It also helps you control your breathing. Pause between sentences or after making an important point.

Body language

This is a very important aspect of being an effective speaker. Though it doesn't involve speaking, the way you position yourself says a lot about you as a person and can impact your effectiveness as a speaker.

Language skills

I

Introduction :-

Unlike science or History which is a content or a knowledge subject, language is a skill subject. In learning mother tongue, the first skill the child acquires is the ability to understand the spoken word. The skill of listening. Next he tries to reproduce these sound sequences to express his own desires and needs and thereby acquire the skill of speaking. For an illiterate person, these two basic skills constitute his language ability. The ability to read and write are matters of literacy. In our country, we want our pupils to be literate in the language and so, the skills of reading and writing are also included as basic language skills in the school course.

Language is therefore called a complex skill comprising the skills of listening, speaking, reading and writing.



Commissionerate of Collegiate Education, Telangana State.

J.V.R. GOVERNMENT COLLEGE

SATHUPALLY, KHAMMAM, Dt, T.S.

(Affiliated to Kakatiya University, Warangal)

Accredited by NAAC with "A" Grade ISO 9001-2015 Certified



DEPARTMENT OF ENGLISH

Name of the faculty: D.B. Mancha, Lecturer in English

ACADEMIC ACTIVITIES REPORT- 2021-22

STUDENT STUDY PROJECTS

S.N	Title of the project	Names of the students involved
1	Gender equality- a prospective study	1. P.Sagarika MPC-II YR 2. R.Nageswari BZC-I YR 3. B.Keerthana BZC-I YR
2	Paragraph writing- strategies and techniques.	1. Y.Yesu babu BZC -II YR 2. P. M.Jyothika DZC -II YR 3. M.Baby Rani BZC-II YR

gms
 PRINCIPAL
 J.V.R.GOV.T. COLLEGE
 SATHUPALLY-KMM DT

Unit 1: Gender Equality

PRE-READING QUESTIONS

1. What does gender equality mean to you? Create a mind map.
2. List a few examples of gender inequality in contemporary Indian society.
3. Why, in your opinion, is it important to learn about gender equality?

Achieving Gender Equality in India: What Works, and What Doesn't

SMRITI SHARMA

Smriti Sharma is a lecturer in economics at Newcastle University Business School, UK. Her fields of specialisation are development economics, labour economics, and behavioural economics. Her research focuses on two areas. The first is on the importance of behavioural traits and socioemotional skills as both predictors and outcomes in the process of economic development, while the second is research on caste and gender-based discrimination.

Discrimination against women and girls is a pervasive and long-running phenomenon that characterises Indian society at every level. India's progress towards gender equality, measured by its position on rankings such as the Gender Development Index, has been disappointing, despite fairly rapid rates of economic growth.

In the past decade, while Indian GDP has grown by around 6%, there has been a large decline in female labour force participation from 34% to 27%. The male-female wage gap has been stagnant at 50% (a recent survey finds a 27% gender pay gap in white-collar jobs).

Crimes against women show an upward trend, in particular brutal crimes such as rapes, dowry deaths, and honour killings. These trends are disturbing as a natural prediction would be that with growth comes education and prosperity, and a possible decline in adherence to traditional institutions and socially prescribed gender roles that hold women back.

S.N.
(2)

Paragraph Writing

A paragraph is a small set of sentences related to a topic or theme (or a single aspect of a much larger theme) arranged carefully in order to describe, narrate, discuss or present an argument. Your ability to compose a good paragraph will go a long way in determining your success in written communication.

ESSENTIALS OF A GOOD PARAGRAPH

Topic sentence

A topic sentence is the most important sentence in a paragraph. This tells the reader what the entire paragraph is about. A topic sentence arouses expectations in the reader about the development of the paragraph. A good paragraph satisfies those expectations with relevant, specific, and convincing information.

The topic sentence can be placed at the beginning, somewhere within, or at the end of the paragraph. The first position is most often preferred. This is because topic sentences near the beginning of the paragraph prepare the reader for what is about to be said, and so the reader is likely to follow the argument of the paragraph more easily. Here is an example of a paragraph in which the topic sentence is at the beginning.

Summer vacations are the most wonderful periods in a school-going child's life. The child is free from the tension of daily homework and frequent tests. She has all the time in a day to play with friends, neighbours and the members of her family. She can visit new places and experience exciting new things. Above all, for the most part, she is free from 'adult control', and hence enjoys more freedom than usual.

A paragraph can also have its topic sentence placed at the end, with the supporting details coming first. Here is a paragraph with the topic sentence at the end.

Commissionerate of Collegiate Education
Government of Telangana

JVR Government college, Sathupally, Khammam dist.

DEPARTMENT OF ENGLISH.

JIGNASA STUDY PROJECT

2021-22

Title

Students from rural background-poor communication
skills in English- A study

Conducted by

S.No	Name of the student	Course
1	I.Abhinay	MPC-III YR
2	N.KranthiKumar	MPC-III YR
3	P.Sagarika	MPC-II YR
4	R.Nageswari	BZC-I YR
5	B.Keerthana	BZC-I YR

JVR GOVT. COLLEGE, SATHUPALLY, KHAMMAM DISTRICT.
TELANGANA STATE, INDIA

Department of English

CERTIFICATE

28 December, 2021

Certified that the study project entitled- " Students from rural background-poor communication skills in English: A study" conducted by the students of JVR Govt college, Sathupally, Khammam district is a genuine and bonafide work and bears no resemblance with any other work under this project.

PROJECT SUPERVISOR



M.RAMBABU,

Lecturer in English



Head

Department of English



Principal

JVR Govt college, Sathupally

PRINCIPAL

J.V.R. Govt. College
SATHUPALLY.

Commissionerate of Collegiate Education, Telangana State.

J.V.R. GOVERNMENT COLLEGE

SATHUPALLY, KHAMMAM, Dt, T.S.

(Affiliated to Kakatiya University, Warangal)

Accredited by NAAC with "A" Grade ISO 9001-2015 Certified



DEPARTMENT OF ENGLISH

Name of the faculty: M.Rambabu, Asst professor of English

ACADEMIC ACTIVITIES REPORT- 2021-22

STUDENT STUDY PROJECTS

S.NO	Title of the project	Names of the students involved
1	Students from rural back-ground poor communication skills in English- A study	1.I Abhinay MPC-III YR 2. N.Kranthikumar- MPC IIIYR 3. P.Sagarika – MPC II YR 4. R.Nageswari- BZC I YR 5.B.Keerthana BZC I YR
2	Gender roles	1. D.Kamal BA-II YR 2. P.Shyamala BA-II YR 3. J.Anjali BA-II YR


PRINCIPAL
J.V.R.GOV.T. COLLEGE
SATHUPALLY-KMM DT



Unit 2: Gender Roles

PRE-READING QUESTIONS

1. Do both boys and girls learn how to cook, clean and wash?
2. What qualities make a 'good' boy? What qualities make a 'good' girl? Are they the same?
3. List some of the various forms of discrimination that Dalits continue to face nowadays.

Dalit Child Bride to \$112 Million CEO: The Wonder Story of Kalpana Saroj

RAKHI CHAKRABORTY

Rakhi Chakraborty is an independent journalist and sustainability activist.

Kalpana Saroj is described as the 'original slumdog millionaire', a compliment as backhanded as it is degrading. Born in poverty and subjected to inhuman abuse, she overcame impossible odds to become one of the most sought-after entrepreneurs in the country. Today she is at the helm of a \$112 million empire that is growing rapidly. How she did that is as heartbreaking as it is faith-affirming. The only lesson you need to understand from her journey, she insists, is that Ivy League degrees and fancy MBAs are not what make an entrepreneur. Grit, perseverance and a superhuman ability to have faith in yourself does. Her story, in her words:

Early Life

I was born in Vidarbha. My father was a constable and we used to live in the police quarters assigned to us. I had three sisters and two brothers. I was a bright student and loved school. In the quarters where we stayed, I and the other children would play with abandon. It was the adults who posed the problem. They expressed displeasure if I ever came over, scolded their children for playing with me and forbade them from visiting my home or accepting any food I offered.

जे. वि. आर शासकीय महाविद्यालय
सत्तुपल्ली, खम्मम, तेलंगाना

जिज्ञासा 2021-22



हिन्दी विभाग
छात्र अध्ययन परियोजना

हिन्दी और बंगारा भाषा के शब्दों का तुलनात्मक अध्ययन

छात्र अध्ययन परियोजना 2021 - 22

शोध प्रारूपिका (synopsis)

जेवीआर गवर्नमेंट डिग्री कॉलेज सतुपल्ली

शोध निर्देशक।

मधु कीराकुला

शोधार्थियां

बी. साईराम	बी यस सी तृतीयवर्ष
यम. वेणु	बी.ए तृतीय वर्ष
यम अन्नपूर्णा	बी .काम तृतीय वर्ष
पी .प्रदीपा	बी .ए प द्वितीय वर्ष
ए राजेशे	बी .ए द्वितीय वर्ष
डी .येसुबाबु	बी यस सी द्वितीय वर्ष

उद्देश्य objectives

हिंदी किसी एक प्रांत की भाषा नहीं उसका संबंध अन्य भारतीय भाषाओं के शब्दों से है । हिंदी भाषा के कई

उपभाषाएं और बोलियां हैं । आसपास बोली जाने वाले अनेक उपभाषाएं या बोलियों में बहुत कुछ साम्य होते हैं उसी प्रकार हिंदी भाषा और बंजारा भाषा के शब्दों का साम्य है । हिन्दी भाषा और बंजारा भाषा के साम्य और वैषम्य शब्दों परिचय करना हमारा उद्देश्य है

हम अपने प्रोजेक्ट में समय सीमा और सामग्री सीमा को ध्यान में रखते हुए हिन्दी और बंजारा भाषा के कुछ शब्दों का तुलनात्मक अध्ययन कर रहे हैं।

इस परियोजना के लिए हम हमारे कलाशाला प्रांत के आसपास गांव के बंजारा भाषा बोलने वालों से बातचीत कर के हिन्दी भाषा के साम्य अनेक बंजारा भाषा शब्दों को ग्रहण करते है



**JVR GOVERNMENT COLLEGE. SATHUPALLY,
KHAMMAM DT. TS**



**DEPARTMENT OF HISTORY
project works-2021-22**

S.NO	YEARE	TOPIC	STUDENTS	ROOL NO	GROUP
1	2021-22	Importance of Kakatiyas Architecture in Kakarlapalli	A.Roja CH.Manasa D.Kamal M.Pavani P.Navya	032221601 032221605 032221608 032221002 032221652	HEPA IBA HEPA IBA HEPA I BA HECA IBA HEPA I BA


Head

Department of History
J.V.R. GOVT. COLLEGE
SATHUPALLY, KHAMMAM DT. TS

**JVR GOVERNMENT COLLEGE
SATHUPALLY, KHAMMAM DT**

Affiliated to KAKATIYA UNIVERSITY-WARANGAL

STUDENT STUDY PROJECT

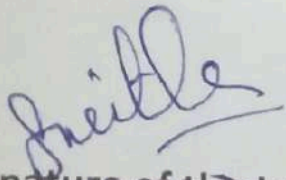
DEPARTMENT OF MATHEMATICS

CERTIFICATE

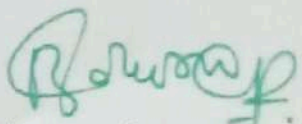
2021-22

This is certify that the following students submitted the project work on A
STUDY ON MATHEMATICAL COMPETENCIES IN NON MATHS STUDENTS AT
JVR GOVT DEGREE COLLEGE SATHUPALLY Under the Guidance of B.SARITHA

NAME OF THE STUDENT	HTNO	GROUP
B.BHOJA NAYAK	032204102	III B.SC MPC
U.MANASA	032214114	III B.SC MPC
K.SANJAY	032214107	II B.SC MPC
P.PRASANNA TEJA	032214109	II B.SC MPC
B.LAVANYA	-	I B.SC MPC


Signature of the Lecturer
Head
Department of Mathematics
J.V.R. GOVT. COLLEGE
SATHUPALLY, Khammam Dt.

1


Signature of the Principal
PRINCIPAL
J.V.R. GOVT. COLLEGE
SATHUPALLY, KMM DT

STUDENT STUDY PROJECT JIGNASA DECEMBER 2021

TITLE: A Study on Mathematical competencies in Non-Maths students at JVR Govt degree college sathupally.



SUBMITTED BY

B.BHOJYA NAIK,U.MANASA,K.SANJAY,PRASANNA TEJA,LAVANYA

UNDER THE GUIDANCE OF

**B.SARITHA
LECTURER IN MATHEMATICS
JVR GOVERNMENT COLLEGE
SATHUPALLY
KHAMMAM**

Introduction:

Mathematics is tightly interwoven with science and engineering, where it has numerous applications. In the educational context, there is an ongoing debate who should teach mathematics to non-mathematicians and how this mathematics should be taught. The knowledge gained in mathematics course is used in another course (mathematics, science or Arts), hence students should retain core concepts some time after learning. Beliefs that students have about mathematics significantly influence on their learning, and consequently on the retained knowledge.

We examine the B.A, B.Com, BZC final year students to evaluate the mathematical competencies who face the competitive world why because they were selected for the competition after they went out. Also they showed positive beliefs about mathematics in this program, but were not certain where this knowledge will be used later. However they differed in the perception of mathematics as being exciting discipline.

This study aimed to investigate student's mathematical competence in learning "quantitative aptitude" according to the student's performance in total of 100 students were selected as our target group and involved as examinees.

Objectives:

- To make the students understand about the importance of mathematics.
 - To make the students overcome the fear about the maths.
 - To make the students comfortable with solving problems.
 - To make the students improve their performance in competitive exams.
- To wipe out the dilemma among the students that the mathematics is a tough.
What is competency?
the ability to do something successfully or efficiently.

WHY THE FEAR OF MATHEMATICS?

Mathematics is such a subject that is necessary for all people across the globe throughout their life like when they travel, they work, keep an account of money, etc. It is a skill, a subject, which is taught in school from class 1 to 10. Generally, Mathematics requires analytical and logical thinking and a lot of regular practice to master it.

Unfortunately, a lot of students feel stressed out and face feeling anxiety when they have to deal with the subject. The angst of mathematics can affect a student's ability to interpret the subject and also can affect his adulthood. In other words math anxiety can make students bad at math.

Often students face a common problem when they Discuss Mathematics. The students often complain that when the teachers make them understand concepts and show various examples at school they understand them, but it is different when they sit back at home and complete their homework or practice it. Students tell that they had understood the concepts back at school but afterward they either skip some part of the understanding part, they forget one or two-step of what was taught or they complete don't understand.

So this struggle to perceive the subject means that a student is bad at mathematics? No it is not. Students shall not be conveyed that they are not good at math. Actually, it is just that some students have less thinking and analytical skills that are necessary to become an Excellent Student in Math. And a student can improve his/her performance with regular practice and hard

work. Fear can always be overruled. You need to be determined towards your goal and try can overcome your uneasiness

There are many factors that contribute to the development of anxiety and nervousness for mathematics among students. Let's discuss them:

- **LACK OF POSITIVE ATTITUDE**

A major factor that contributes towards the development of Mathematics Phobia is the attitude by which the student is taught. A positive attitude by the teachers towards the subject, enthusiasm and love for the subject develops a similar feeling in the students and they also start liking the subject. Whereas, if the teacher is less enthusiastic and creates a sense of Negativity in Students for the subject then this would lead to the development of math anxiety and fear in them. They would start disliking the subject.

- **LACK OF VALUING MISTAKES**

Mostly, students don't value their mistakes done in solving problems and questions rather they get demotivated and doubt takes place in their mind that they won't be able to master them. This math anxiety and discomfort shall be surpassed there and then only and students shall focus on the kind of mistake done by the students. Analysis grows the brain. Students shall take the help of their teachers and friends to do the evaluation of their mistakes and ultimately solve the problem.

- **LACK OF CONNECTION BETWEEN THE STUDENT AND SUBJECT**

At times, math anxiety and fear are a result of a Lack of connection between the Student and the subject. Students are unable to build up a positive connection between themselves and mathematics. They treat math as something very difficult and scary. This also affects their learning ability and understanding of the concepts of the subject. Students tend to ignore the subject and avoid it and which makes the learning and grasping of the concepts more difficult for them and as a result they are scared whenever the thought of subject comes to their mind.

- **LACK OF ATTENTION**

Any subject whether it is easy or complicated requires the individual attention of students. No subject can be learned or mastered until and unless students are serious about it and give it proper attention. Some students have a casual attitude towards study and they don't pay attention in classes or they fail to pay attention for a long span. And this becomes the reason for their fear of the subject. If the students try to be more attentive towards the subject and take it more seriously, they would surely overcome the Fear of Mathematics.

- **LOW IQ**

Many may not agree but the IQ level of a student plays an Important Role in Learning the Subject. This factor shall not be overlooked but still there are parents who don't accept that the IQ level of their child is low. There are students, who are not very good at numbers, learning theorems and formula's and have problems in commanding arithmetic, geometry and mathematics. Such students have a phobia for the subject as their learning graphs are affected due to low IQ. But still, for such students regular practice and consistency in grasping the concepts can be helpful.

A student becomes less interested in it and only a fear develops in his mind.

The above are the reasons through which the fear of Mathematics Accelerates in Students. Whenever the thought of studying Mathematics comes in the mind of these students, they are surrounded by mathematics fear and anxiety. But are there any ways by which the fear of

mathematics be conquered? Are there any means and methods through which this fear can be minimized? The performance of a student directly affects his Phobia for Maths. Lower the performance in the subject more will be the phobia. But if students work on a daily basis to improve their performance and to reduce their fear they can definitely do so.

Following are some ways through which maths fear can be reduced:

- **DEVELOPMENT OF CONFIDENCE**

Confidence is such a factor that can play a very important role in the development or reduction of Mathematics Anxiety or fear. Parents and teachers should help the students who are scared of mathematics in boosting their confidence and motivating them that they can perform well in the subject. Parents and teachers shall try and imbibe the feeling of confidence and shall make students understand that they can perform well in the maths.

- **STRENGTHENING THE BASIC SKILLS**

It is always said that a strong foundation leads to a strong building. Similarly if the work is done on the building and strengthening the basics of Mathematics Skills in a student then, the probability of development of fear for math will reduce. So if students become fluent in basic concepts and skills of the subject and revise them on a regular basis then they will be able to adapt to the higher-level concepts easily and the fear for math will not haunt the students.

- **APPROPRIATE GUIDANCE**

Appropriate guidance by the parents plays a great role in the education of a child. Whenever a child is stuck in some problem or in studies they seek help from their parents and proper guidance by them will improve the learning abilities of a child and his performance as well. Parents shall be positive in approach and shall guide their children in such a manner that the children change their perspective and aptitude for mathematics. Parents shall guide the children that a regular practice on a daily basis on the concepts of the subject and working constantly on the weak points can help them to a great extent.

- **DIFFERENT METHODS AND APPROACH**

Sometimes some methods are such which students don't understand or they might understand a topic or concept through a different mode or approach. Students may invent their own arithmetic symbols or pictures or their own concepts through which they understand the topics. Usage of such tricks and approach by students are perfectly fine as the ultimate aim is to get oneself versed with the concept.

- **MAKING MATH EXCITING AND CREATIVE**

Although, math is known as one of the difficult subjects among the students if the subject is made exciting and creative for the children, they would tend to learn more and fearless. The Basis of Mathematics doesn't change and it remains same always, it is just that we have to learn the most exciting and creative ways to solve problems and questions in such a manner that the concepts and methods last in our memory for a longer time and we fearless from the subject.

- **FIND REASONS TO STUDY THE SUBJECT**

Students will give in their all to learn, and explore mathematics if they understand the reasons why they should learn and study math. The students shall know that Basic Mathematics Topics such as fractions, decimals, measuring skills, area, percentage, statistics, etc are required by them in daily life and that all shall be done by the students in getting themselves

clarity in all these concepts. Topics such as mensuration, trigonometry, calculus, arithmetic, algebra, etc are required for higher studies in fields like science, electronics, commerce, physics, etc. they should be motivated that they need to work hard for understanding the subject rather than fearing from it.

what is arithmetic reasoning?

Arithmetic reasoning helps us to select the required information from a given question and solve that question using some mathematical concepts. Such questions normally consist of a word problem which helps us to determine what the question actually is asking of us.

Arithmetic operations are carried out when there is a requirement of solving with mathematical operations such as addition, subtraction, multiplication and division.

What is required of us is to have a look at the problem, check which concept of maths is to be applied and then arrive at the answer which is correct. Use our reasoning skills to analyze the information that can be useful and rule out the unnecessary data.

Filter out the relevant information, and find the correct answers.

So basically Arithmetic reasoning primarily deals with converting the word problem and transforming it into equations in order to reach a solution.

Arithmetic reasoning questions are asked from a number of areas:

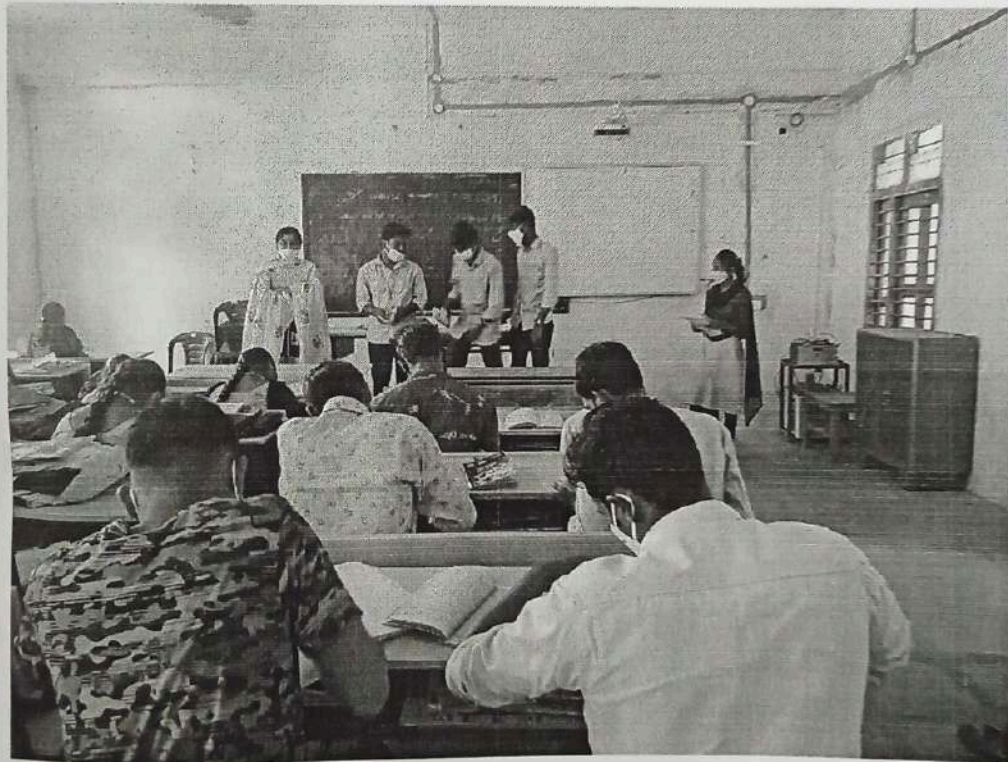
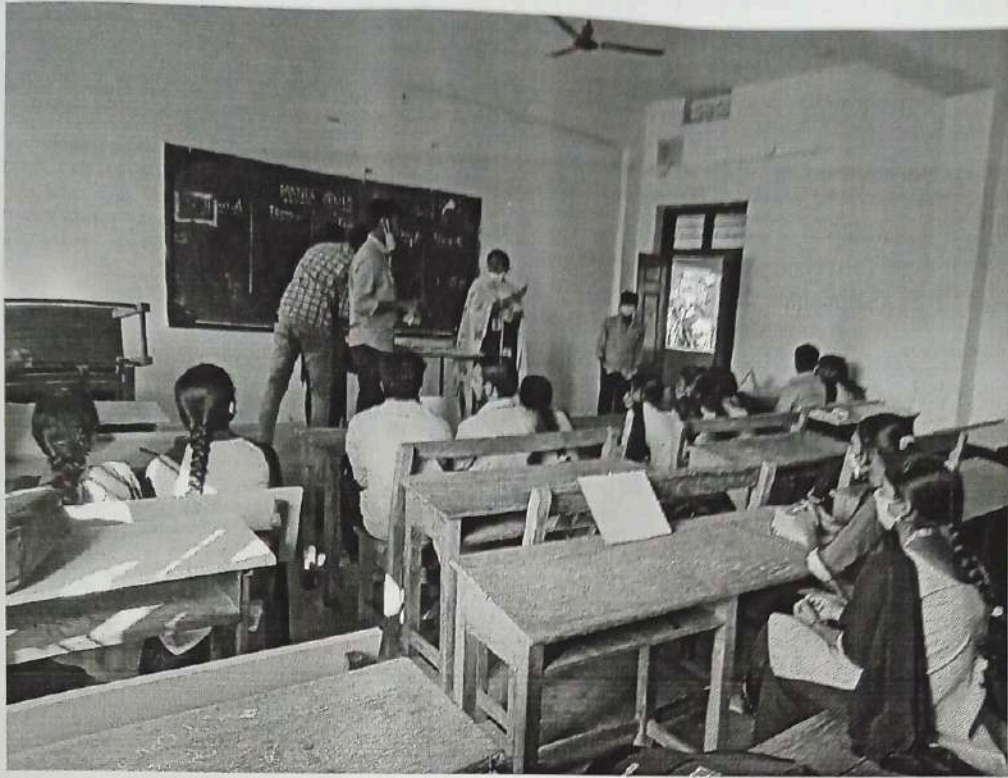
- Algebra
- Ages
- Ratio & proportion
- Sequences & patterns
- Percentages
- HCF & LCM, Fractions
- Games & Tournaments

We prepare a questionnaire on aptitude and reasoning , conducted for non mathematics students i.e, IIIBA, IIIBCOM AND III BZC Students of our college.

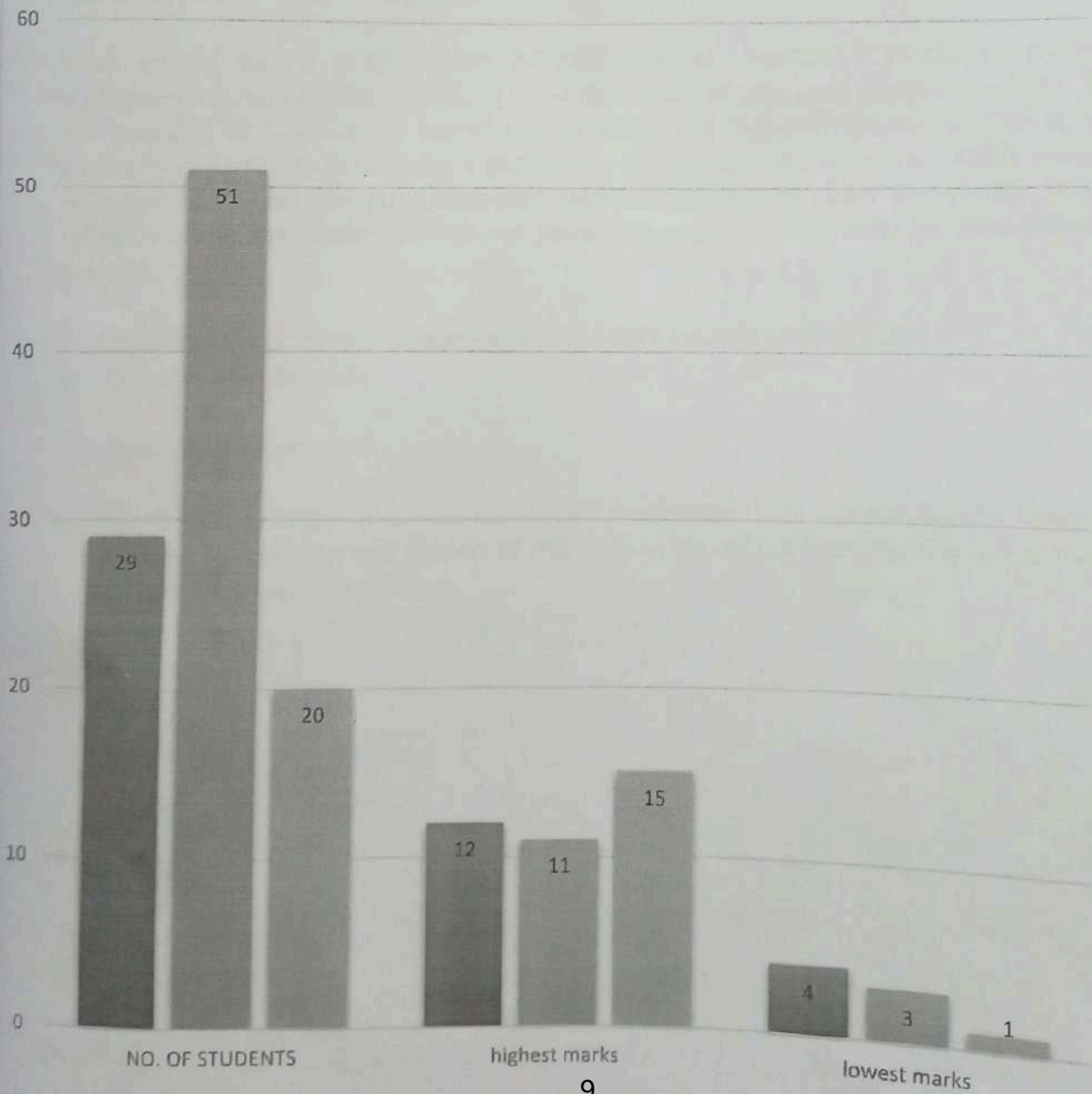
And they were very cooperative and interested to participate and gained some knowledge .Tricks after solving test & discussing with there peer members and they said that they are so fortunate to have in this type of test which are useful for further studies and employment.

By our observation we are able to analyse that bzc students are showed some better performance than the remaining student thereby we conclude that they need some more attention towards the maths therefore it will further helpful for their bright future and not only this there frequent interaction with maths students which will further enhance their learning ability .





S.NO	NAME OF THE GROUP	NO. OF THE STUDENTS PARTICIPATED	HIGHEST SCORE	LOWEST SCORE
1	III B.COM	29	12	4
2	III B.A	51	11	3
3	III BZC	20	15	1



Conclusion and suggestions:

Math is a tool that is useful in helping to represent and solve problems in every discipline. Math education can be improved by making math use an activity that is integrated into every subject area and into the learner's all day, everyday routine activities.

People are much better than computers at posing problems, understanding the meaning and importance of a problem, and understanding the meaning and making use of a proposed solution solution to a problem. Math education is improved by increasing the focus on problem posing and conceptual understanding--things that people can do better than machines--and decreasing the emphasis on carrying out procedures--things that machines can do better than people.

Each person has a certain level of mathematical "maturity" (math development, understanding, knowledge, and skills), and this varies widely from person to person. Thus, the meaning of lower-order knowledge & skills and higher-order knowledge & skills varies from person to person; for a particular person it changes over time. Math education is improved by substantially increased emphasis on higher order knowledge & skills (slightly above the borderline between lower-order and higher-order) for each individual learner.

- ❖ From this we give some suggestions to achieve success in their lifes
- ❖ One day-One formula

One day-One method

Which compulsorily should be enculcated in students daily criteria thereby Quantative Reasoning & Aptitude will be part of their life as success defines the life of the students which inturn prosper the Nation

JVR GOVERNMENT COLLEGE
SATHUPALLY, KHAMMAM DT

Affiliated to KAKATIYA UNIVERSITY-WARANGAL

STUDENT STUDY PROJECT

DEPARTMENT OF PHYSICS

CERTIFICATE

2021-22

This is certify that the following students submitted the project work on
NEWTON'S THIRD LAW Under the Guidance of V.ANURADHA

NAME OF THE STUDENT	HTNO	GROUP
B.SAIRAM	032204103	III B.SC MPC
K.SANJAY	032214107	II B.SC MPC
B.VENKATA NARENDRA	032214102	II B.SC MPC
P.SAGARAIIKA	032214111	II B.SC MPC
M.KUMARASWAMY	-	I B.SC MPC



Signature of the Lecturer

Signature of the Principal

JVR GOVERNMENT COLLEGE,
SATHUPALLY, KHAMMAM DT.

DEPARTMENT OF PHYSICS
STUDENT STUDY PROJECT
ON

Newton's Third Law of Motion

SUBMITTED BY

Name of the Student 1. B. Saiyam.
2. K. Sanjay
3. B. Venkata Narendra
4. P. Sagarika
Class and Group: 5. M. Kumara Swamy. BSc(Maths)
Hall Ticket No s : 032204103, 14107, 14102, 14111
Date of Submission: _____

Submitted to the Department of PHYSICS as Partial Fulfillment of the
BSC PHYSICS ___ Semester for the academic year 2021-2022

Department of PHYSICS
J.V.R. Government College,
Sathupally, Khammam Dt. T.S.

**JVR GOVERNMENT COLLEGE,
SATHUPALLY, KHAMMAM DT. T.S.**

DEPARTMENT OF POLITICAL SCIENCE

**JIGNASA STUDENT STUDY PROJECT -2021-
22**

ON

VOTING BEHAVIOUR

BY

1. Sd. Asif Babu, 3rd B.A.
2. K. Chandra Kumar, 2nd B.A
3. P. Varalakshmi 2nd B.A.
4. R. KAVYA - 2nd B.A.
5. K. Vamsi – 3rd BA

Under the Supervision of

K. Rajya Lakshmi
Lecturer in Political Science

J.V.R. GOVERNMENT COLLEGE, SATHUPALLY ,KHAMMAM.
2021-22.

TITLE: VOTING BEHAVIOR

INTRODUCTION:

India is the largest Democracy in the World, Voting is one of the most commonly used terms in contemporary age of democratic politics. In democratic systems, and their number is quite large and ever increasing, each adult citizen uses 'voting' as a means for expressing his approval or disapproval of governmental decisions, policies and programmers of various political parties and the qualities of the candidates who are engaged in the struggle to get the status of being the representatives of the people. An empirical study of the determinants of electoral behavior displays the astounding fact that the behavior of man is influenced by several irrational factors and pressure groups in invoking religious and communal factors, influence of money or charismatic personality of a leader and host of other irrational forces have their definite influence on the minds of the voter.

OBJECTIVES:

India's political system as a developing democratic political system is gradually training the Indian voters however the behavior of a voter is influence by several factors such as religion, caste, community, language, money, policy or ideology etc. The will of people is expressed through voting in elections and therefore, all undemocratic and unfair means like manipulating and rigging need to be avoided in the elections.

2021 - 2022

STUDENT STUDY PROJECT

ROLE OF PUBLIC SERVICE IN DEVELOPMENT OF TELANGANA STATE

DEPARTMENT - PUBLIC ADMINISTRATION - Sem 3

Title of the Project: Role of Public Service
in development of
Telangana state

Total Participants : 5

- 1 Sartham Kiran - HEPA
- 2 Soyam Chandu - HEPA
- 3 Vattam Nagamabi - HEPA
- 4 Pallam Ratnawar - HEPA
- 5 Ramavath Divya - HEPA

Importance of the Project:

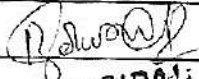
Telangana is a newly established state. There are a lot of challenges the state has to overcome. Public Services play an important role in policy making, policy evaluation, and implementation. The implementation of development activities depend upon the efficiency of public services. For this purpose Telangana government established a Telangana State Public Service Commission (TSPSC). As a recruiting agency TSPSC is giving notifications for the recruiting of public services. The public servants should work hard in order to compete the new state of Telangana with remaining states of India.


Objectives:

- 1 To make the students understand the concepts of public services
- 2 To make them aware the role of public service in development

3 To make the students understand the socio, economic conditions of Telangana state outcomes:

As the students of Public Administration they understood the concept of public service, the role of public services in developing socio-economic change in the newly established state of Telangana.


PRINCIPAL
J.V.R. GOVT. COLLEGE
SATHUPALLY. KMRDT


ASST Professor of Public Adm
JVR Govt Degree College
Sathupally

2021
10

JIGNASA STUDY PROJECT
JVR GOVERNMENT COLLEGE, SATHUPALLY
The use of Tree Rings as Environmental Sensors

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Introduction

Growth rings in Tropical trees are distinct and trees produce only one ring each year. When a species is shown to have identifiable annual rings, a ring count can normally provide age when the rings are counted its age can be estimated that is accurate for many purposes (Duever & McCollom 1987) Growth rings in woody plants and width of the growth rings show some degree of function of both natural and anthropogenic conditions (Fritts 1976).

Origin of Research Problem:

During a preliminary study on the various health issues at Kistaram villages majority found to be suffering from lung infections, breathing, throat, skin allergies and eye related issues due to Fly ash, dust emissions from high-intensity blasting and explosions daily at Open cast situated at 2 kms. When trees along the Kistaram-Lankapally road were cut in June 2020 due to road extension it provided an opportunity to relate the impact of environmental conditions on growth rings of trees and to know their past and study open cast impact on past life of trees.

Review of Literature

Several studies have been carried out on the wood anatomy of tropical trees in order to identify the growth rings and their temporal sequence and several methods have been used to reach this objective (Mariaux 1967; Catinot 1970; Tomlinson & Craighead 1972; Eckstein et al. 1981; Lieberman et al. 1985; Villalba 1985; Worbes 1985, 1986). Growth rings widths can

provide valuable information on how woody plant growth varies temporally or spatially as a function of various environmental conditions and depends on the species and sites.

Methodology:

Site of Study

Kistaram-Lankapally road is adjacent to Singareni Collieries Open cast situated at Kistaram village longitude 80.776246° and 17.214214° latitude. The study was conducted to determine the dendrochronological characteristics of the age old trees cut along the Kistaram – Lankapally road due to road extension.

Meteorological data:

Meteorological data was taken from various previous study reports to relate the width of the growth rings of past environmental conditions at the site of the study. Air quality index, temperature, rainfall, fires were taken from previous years to relate the growth rings changes to the previous environmental conditions.

Dendrochronological studies

Dendrochronological measurements of trees cut at breast height were measured macroscopically with scale and tape to measure the width of growth rings and diameter of tree trunk. The values were tabulated. Circumference and Diameter was also measured with tape and calculated as per standards formulae.

Results

The meteorological data and other parameters reveal that Average max temperature, Air quality, Rainfall, PM 2.5 and emissions at the site of study are more than the normal range.

Dendrochronological measurements in terms of Circumference of the tree, Diameter of the trunk number of Annual Rings and width of Annual growth Rings and were measured on cut tree trunks of 12 tree species studied belonging to 06 families were studied namely *Azadiracta indica*, *Pongamia pinnata*, *Tamarindus indica*, *Bombax ceiba*, *Syzygium cumini* and *Albizia lebek*.

S.No	Name of the Tree	Diameter of the stem Cms	Circumference of the stem	Total No.of Annual Rings counted	Age	Average width of Annual ring cm
1	<i>Azadiracta indica</i>	63	186	12	12	1.916

**సత్తుపల్లి నియోజకవర్గం
జానపదగేయాలు - పరిశీలన**

జిజ్ఞాస - విద్యార్థుల ప్రాజెక్టు అధ్యయన సంక్షిప్త నివేదిక

2021-22

కమీషనర్, కళాశాల విద్య, హైదరాబాదు వారికి సమర్పించబడినది

పర్యవేక్షణ

బి. కిరణ్ కుమార్

తెలుగు సహాయచార్యులు

తెలుగు విభాగము

జలగం వెంగళరావు ప్రభుత్వ డిగ్రీ కళాశాల

సత్తుపల్లి, ఖమ్మంజిల్లా - 507 303, తెలంగాణ రాష్ట్రం



“ సత్తుపల్లి నియోజక వర్గం జానపద గేయాలు - పరిశీలన ”

జిజ్ఞాస - విద్యార్థుల ప్రాజెక్టు అధ్యయన సంక్షిప్త నివేదిక

2021-22

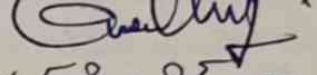
కమీషనర్, కళాశాల విద్య, హైదరాబాదు వారికి సమర్పించబడినది.

పర్యవేక్షణ

ఐ. కిరణ్ కుమార్

తెలుగు అధ్యాపకులు

ప్రాజెక్టు అధ్యయనం చేయు విద్యార్థులు

- | | | |
|-----------------------|---|---|
| 1. యం. గౌతమ్ | తృతీయ సంవత్సరం బి.ఎ (జనరల్) |  |
| 2. యన్.డి. ఆసిఫ్ బాబు | తృతీయ సంవత్సరం బి.ఎ (జనరల్) | యన్.డి. ఆసిఫ్ బాబు |
| 3. యం. సాయికృష్ణ | తృతీయ సంవత్సరం బి.ఎ (జనరల్) | M. Sai Krishna |
| 4. కె. అచ్చమ్మ | తృతీయ సంవత్సరం బి.ఎ (జనరల్) | K. Achamma |
| 5. టి. ఎస్తేరు రాణి | తృతీయ సంవత్సరం బి.ఎ (జనరల్) | T. Esther Rani |
| 6. జె. తరుణ్ | తృతీయ సంవత్సరం బి.యస్.సి. (కంప్యూటర్స్) | J. Tharun |

తెలుగు విభాగము

జలగం వెంగళరావు ప్రభుత్వ కళాశాల,

సత్తుపల్లి, ఖమ్మం జిల్లా - 507 303, తెలంగాణ



Head

Department of Telugu

J.V.R. GOVT. COLLEGE
SATHUPALLY Khanna

అంశం : "సత్తుపల్లి నియోజకవర్గం జానపదగేయాలు - పరిశీలన"

1. ఉపోద్ఘాతం :

"జనానాం పదం జానపదం" జానపదం అనే పదం 'జనపదం' అనే సంస్కృత శబ్దం నుండి వచ్చినది. జనపదం అంటే పల్లె, గ్రామము, దేశము, జనులుండే తావు అనే అర్థాలున్నాయి. జనపదాలలో నివసించే వారే జానపదులు. వారికి సంబంధించిన విజ్ఞానమే జానపద విజ్ఞానము.

ఆంగ్లంలోని 'Folklore' అనే మాటకు సమానార్థకంగా తెలుగులో 'జానపద విజ్ఞానము' అనే మాటను వాడుతున్నాం. ఇది 'Folk', 'Lore' అనే రెండు శబ్దాల కలయిక వలన ఏర్పడింది. Folk అంటే నిరక్షరకుక్షులైన రైతులు, Lore అంటే విజ్ఞానము అనే అర్థాలున్నాయి. Folklore అంటే అక్షర జ్ఞానం లేని పల్లె ప్రజల విజ్ఞానం, సంప్రదాయం అని అర్థం. జానపద విజ్ఞానంలో జానపదులకు సంబంధించిన సమస్త విషయాలు చేరుతాయి. జానపద విజ్ఞానంలో ప్రధానంగా జానపద వాఙ్మయము, జానపదుల సాంఘిక ఆచారాలు, జానపదుల వస్తు సంస్కృతి, జానపదుల కళలు, జానపదుల భాష మొదలైన అంశాలుంటాయి.

జానపద విజ్ఞానంలో ప్రధానమైన అంశం 'జానపద వాఙ్మయము'. జానపద వాఙ్మయంలో 1) జానపద కవిత్వం 2) జానపద కథలు 3) జానపద సామెతలు 4) జానపదుల పొడుపు కథలు 5) జానపదుల భాష అనే అంశాలుంటాయి.

జానపద కవిత్వంలో 1) జానపద గేయాలు 2) జానపద కథా గేయాలు అనే రెండు అంశాలుంటాయి.

జానపద కవిత్వంలో ప్రధానమైన భాగం జానపదగేయాలు. వీటినే ఆంగ్లంలో 'Folk Song' అని అంటారు. మనం వీటిని పల్లెపదాలు, పాతపాటలు అని వ్యవహరిస్తాము. జానపదగేయాలలోని ఒక చిన్ని అంశమైన 'సత్తుపల్లి మండలం జానపదగేయాలు' అనేది మా ప్రాజెక్టు అధ్యయన అంశం.

2. ప్రాజెక్టు ఆవశ్యకత

జానపద గేయాలు మౌఖిక రూపంలోనే ఉంటాయి. అవి ఒక తరం నుండి మరొక తరానికి మౌఖిక రూపంలో ప్రసారం అవుతుంటాయి. మౌఖిక ప్రసారం ఆగిపోతే వాటి ఉనికి ప్రశ్నార్థకం అవుతుంది. ఆధునిక యుగంలో నేటి తరంలో జానపద గేయాలను ఆదరించి మౌఖిక ప్రసారంలో బ్రతికించే అవకాశాలు రానురాను తగ్గిపోతున్నాయి. అందుకే చాలావరకు జానపద గేయాలు కాలగర్భంలో కలసిపోయి కనుమరుగై పోయాయి. మిగిలివున్న జానపదగేయాలు కనుమరుగై పోకుండా ఉండాలంటే వాటిని సేకరించి భద్రపరచి, వాటిలోని విజ్ఞానాన్ని, విశేషాల్ని ముందు తరాలకు అందించాల్సిన అవసరం ఉందని మేము గ్రహించాం.

3. ప్రాజెక్టు లక్ష్యం :

జానపదగేయాలు నిస్వార్థమైన, నిష్కల్మషమైన జానపదుల హృదయాలకు అద్దంపడతాయి. అవి వివిధ కాలాల్లోని వివిధ వర్గాల జాతుల మనస్తత్వాలను, ప్రతిబింబించి సామాజిక, చారిత్రక అవగాహనకు తోడ్పడతాయి. ఖమ్మంజిల్లాలోని సత్తుపల్లి మండలం, జానపద గేయాలలో ప్రతిబింబించే సామాజిక, చారిత్రక, రాజకీయ, మత, సాంస్కృతిక సంబంధమైన అంశాలను భాషా, ఛందో అలంకార విశేషాలను విశ్లేషించి బాహ్య ప్రపంచానికి తెలియజేయడమే ఈ ప్రాజెక్టు ఉద్దేశ్యం.

పొడుపు కథలు



మరిచయం :-

తెలుగు సాహిత్యంలో పొడుపు కథలకు ఒక విశిష్టమైన స్థానం ఉంది. కథలు చెప్పవచ్చు, వినవచ్చు, వినబడవచ్చు. కథలని అన్ని సాంపులూ, మెలకువలూ వినేవాడు తెలుగుకు న్యాయం అనే ఆలోచననే రాదు. కాని వినేవాడి నుండి సమాధానం కాబట్టడంలోనే పొడుపుకథలో చమత్కారం ఉంది. స్ఫూర్తి ఉంది. కథ కాని కథ పొడుపు కథ. ప్రాచీన కాలంలో మంచి పొడుపు కథలు ప్రచారంలో ఉన్నవి. క్రైస్తవులకు పూర్వం నాట వేదాలలో చాలా ప్రసక్తి ఉంది యున్నాడంటేని

“ దానినుపట్టి సయంబొ ర్ఖాయా సమానం

వృక్ష పరిష స్పృశాతే యోశభి :

పిష్టలు నాభ్యుత్తి అన్యోవశ్యన్నభి యాక శేతి ”

అన్న పొడుపు కథ బాగా ప్రచారంలో ఉంది. ఇవిగాక పురాణాలలో, బోధ, జైన గ్రంథాలలో పొడుపు కథలు ఎన్నో ఉన్నాయి. ఇక పాణిని, అష్టాధ్యాయ, తెలుగు భారతం, ప్రబంధాలు, కాల్యాలు బాధువులతో గల పొడుపు కథలు అసంఖ్యకం. కథా సరిత్రాగణ, బోధా మంబంబతి - ఇత్యది గ్రంథాలలో పొడుపుకథాకామలో ఉండే పొడుపు కథలు చాలా కనిపిస్తాయి. వీటని సమస్యత్వక కథలు అంటారు. టైలర్ పరిశ్రమ గ్రంథలో ఆధ్యాత్మిక చింతనలో విశిష్టమైన కొన్ని కథలు కనిపిస్తాయి. ఇక జైన పద సాహిత్యంలో ఇవి అసంఖ్యకంగా కనిపిస్తాయి. ఇక జైనపద సాహిత్యంలో ఇవి అసంఖ్యకంగా కనిపిస్తాయి. పొడుపు కథలు చాలా ప్రతి భాషలో ఉన్నాయి.

o/c

**AIR PARTICULATE MATTER POLLUTION
AT OPENCAST COALMINE AREA**



Student study project work

2021-2022

1. G.SWARUPA BZC IIIYEAR
2. D. YESUBABU BZC II YEAR
3. J. NAVAKANTH DZC II YEAR
4. E. NAVANEETH DZC I YEAR
5. B. AMRUTHA DZC I YEAR

Under guidance of

Sri. K. RAVIKUMAR

Lec. In Zoology

A B.sc. dissertation thesis submitted to the

For requirement award of the bachelor Degree in Zoology

DEPARTMENT OF ZOOLOGY

J.V.R. GOVT. College, Sathupally

Topic Name:

AIR Particulate matter pollution at opencast coalmine area.

Student Study project
Report submitted by:

- 1). G. Sureshpa - BZC III yr
- 2). D. Yesu Babu - BZC II yr
- 3). J. Navakanth - DZC II year
- 4). E. Navareeth - DZC I yr
- 5). B. Ametha - DZC I yr.

under supervision by:

- 1) Sri. K. Ravi Kumar.
- 2)

HEAD, DEPARTMENT OF ZOOLOGY
J.V.R. GOVT. COLLEGE, SAHUPALLY
Khammam Dist, T.S. 507303.

CERTIFICATE

This is to certify that the present work titled **AIR PARTICULATE MATTER POLLUTION AT OPENCAST COALMINE AREA** is bonafide work of BZC students of B.Sc., Zoology Department, J.V.R. college, Sathupally.

Handwritten signature and date
29.12.2024.

K. Ravikumar

Department of zoology,

J.V.R. GOVT. College, Sathupally.

HEAD, DEPARTMENT OF ZOOLOGY
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Handwritten signature

P. RAMACHNDRA RAO

PRINCIPAL

J.V.R. GOVT. College, Sathupally.

PRINCIPAL
J.V.R. GOVT. COLLEGE
SATHUPALLY, KHAMMAM DT

DECLARATION

DATE: 29-12-2021

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By B.Sc., student`s:

1. G.SWARUPA BZC IIIYEAR

G. Swarupa

2. D. YESUBABU BZC II YEAR

yesu Babu

3. J. NAVAKANTH DZC II YEAR

J. Navakanth

4. E. NAVANEETH DZC I YEAR

E. Navaneeth

5. B. AMRUTHA DZC I YEAR

B. Amrutha

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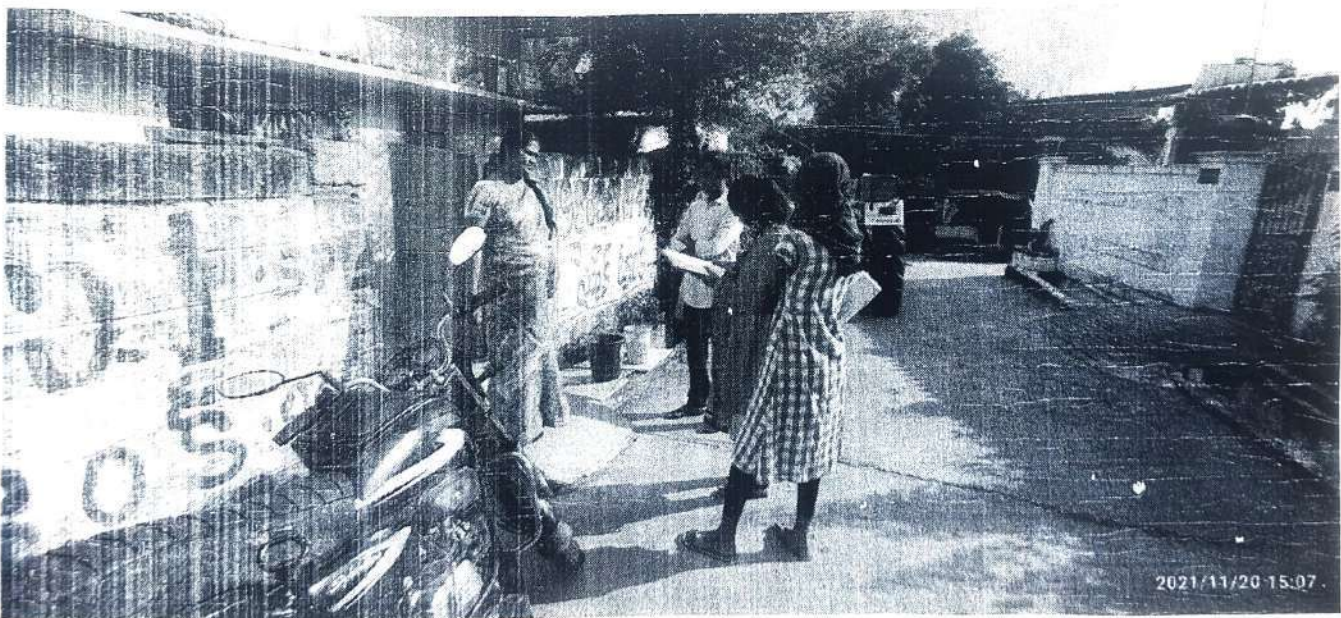


Analyzing the particulate matter in placed slides, K. ravikumar sir

Survey result:

We did "T" test between peoples who are living within 700 meters radius to mining area and people who are living at non mining area

The T test done with the data collected form survey; the P value is less than 0.05, ($P < 0.05$) this means there is a significant difference is occur "null hypothesis is rejected".



Student's taking survey at coal mine area

8. Discussion