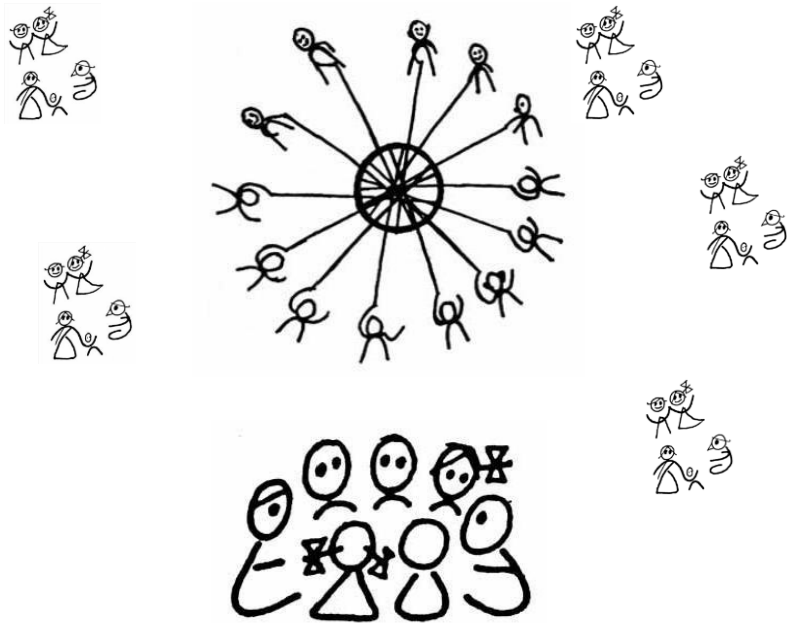# Community Health Learning Programme

A Report on the Community Health Learning Experience

Gooty shirisha

School of Public Health Equity and Action (SOPHEA)

Society for Community Health Awareness Research and Action

ACKNOWLEDGEMENT

I would like to express my special thanks to my parents who supported me in the entire Journey of my fellowship in sochara. My sincere gratitude to my mentors Karthik and Uma for valuable Guidance and mentorship throughout my journey. I would like to thank all the CHLP Team who were part of my journey from the beginning to till date Thanks for taking all the time and helping fellows and being as a constant support. I would like to thank all my facilitators and fellows who made my learning journey fruitful. I would like to thank my Project team member Sriram for his support and contribution to the Project. I would like to thank my stake holders and students who have participated in the Project and made it successful. A big thank you to all of them and always greatful for the Amazing Learning Experience which have laid a strong foundation about knowledge in Community health .

S.NO	TITLE	PAGE NO
01	**Acknowledgement**	01
02	**Part A: CHLP Learning Report**	04-08
03	**Part B: CHLP Community Based Health Action Reflection Project report**	09-17
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06	**Annexures**	20-23

CHLP JOURNEY:

Looking Human health problems at Lab Microscope point of view dealing with Human Malignant Tissues every day has created an interest in community health to look at Problems faced by Humans in Real life. It led me to Pursue My Masters in Public health. During My Post Graduation in Public health. I understood the importance of community health and how crucial it is to have an understanding of community health Problems and people ideas and Beliefs towards Health care. It has given me a better understanding about Indian health care system. Personal experience during COVID 19 and Learnings from my post-graduation in public health Prompted me not just want to sit back and see things happening without doing anything. I really wanted to be a key part in attempting to change the world in a better way and saving many lives.

Then I started searching about how I can build my foundation in community health through Google search engine I got to know about Sochara unique learning program with a motto Health for all. Then I went through sochara official website the past projects done by sochara in Karnataka and various states were Extremely good, Then I decided I'm at the right place this fellowship will give me multidimensional perspective about health care and will give me a strong foundation about community health.This inspired me to know more about community health and I have been a Part of SOCHARA Learning Programme which taught me more about community health i have applied for fellowship I got selected and today here I'm writing my report at the End of my fellowship Honestly from bottom of my heart Joining this fellowship was the best decision I have ever made. This 9 month fellowship has completely transformed me into a better person both professionally and personally. My learning objective of chlp program was have better understanding of health for deeper and more meaningful work.

MY AREA OF INTERESTS WERE:

- Mental health
- Women health
- Communicable diseases
- Disability
- Non communicable diseases
- Urban Health

MY PERSONAL LEARNING OBJECTIVES OF CHLP:

- To understand the concept of community as a whole and knowledge about community in Health Perspective.
- To know about Indian health care system
- To Understand the Importance of social determinants in health and how does social determinants play a key role in health.
- To develop an understanding about mental health and how can we promote mental health and well -being in India.
- To gain knowledge about Project management, Proposal writing, Fund raising.
- To develop skills to work with community and learn about various community health Approaches.

My CHLP journey was an Eye opener addressing various aspects affecting health. My learning objectives were fulfilled it gave me a multidimensional perspective towards Indian health care system. It taught me various aspects of the community and community health is an approach where the community comes together and take responsibility for their own health in a shared manner. Role of Public health Specialist becomes important as the point of contact with the community is not just creating awareness but also as an agent of change.

Every module what we have been taught is very uniquely and systematically designed. Each module has a take away message. First few modules have laid strong basic foundations of community health and gave me a broader picture of community health .social determinant of health module has a given in-depth understanding and best part of this module is SEPCE analysis very beautifully explained with real life examples. Best part of my learning experience in sochara was facilitators teach us with real life examples. Some of my favourite modules were comprehensive health care, women's health and mental health .Mental health module was extremely good it started with basics and gave us a complete picture of mental health. We had even a demonstration of counselling process. Some assignments were extremely helpful one of the assignment given to us a visit a nearby hospital and have a look at waste management process and note it down. This assignment taught me importance of waste management and what the real situation in hospitals is and I will never forget which bin to discard which waste because first we have been taught what waste management in the class is and then we have real life experience in the hospital. This assignment helped in my real job experience also .Additional learning materials shared are very helpful I really thank to the team and facilitators who have shared it.

Additional learning material and video lectures have really help me a lot in my Professional career and even in the competitive exam. CHLP journey taught me how to balance between studies and work life. The initial days of my journey in CHLP was very tough I was in my last semester of MPH I couldn't balance out things very well .Later on LMS helped me a lot it has all live sessions recorded we can go through every module in our own self-paced learning mode. Most of my weekends were very productive I use to cover whatever I have missed. Live sessions were the best part of this entire journey we get an opportunity to interact with facilitators and fellow's questions were very interesting. Learning management system used in sochara is very friendly we have a mobile based app moodle we can access all the content from mobile. This helped me a lot. Some of the best unique things about sochara were all the fellows and facilitators were very friendly and everyone were treated like friends. I think in India sochara is the only place where we don't use the word sir or mam irrespective of age academic qualification everyone were like friends and people are very humble I feel fortunate to be a part and have an opportunity to learn with various background group of people .one more unique feature of sochara they encourage fellows to participate and speak in their own language if any fellow faces any challenge to express it in English they are encouraged to speak in their own mother tongue or whichever language they are comfortable.

Mentorship program in chlp was very helpful any doubt or any help mentor played a key role in my journey. My journey in chlp wouldn't be smooth without Uma and Karthik they played a key role whenever I need a help they are just a message far away.my initial mentor Uma taught me more about c wash she use to share her experience with c wash projects and various projects she was involved. She taught me how to balance between work life and studies. When Uma left Karthik has been assigned as my mentor very fortunate to work under his guidance. He gave me an outline of disability and shared his rich work experience in field. All the inputs whatever he has given helped me to finalize the project .one quality I learned from my mentor Karthik sir is he welcomes all kind of opinions and ideas and addresses them with all the patience. Initially I was very confused about my Project work how to do a community health action Reflection Project and how to Approach community Karthik sir have simplified it he shared his experiences with the community I don't have any experience in working with Persons with Disabilities earlier. My mentor is the one who taught me about it and gave a clear picture. Even the Module learning have Played a key-role in Understanding and working with the Project.

my major take away message from chlp learning program is whatever we have learnt about the community if we apply it in real life situations in a small community we can see major changes in health and wellbeing of community and we will be a step forward towards our common goal health for all.

MODULE LEARNINGS AND REFLECTIONS:

CHLP is a unique learning program which laid strong foundation about community and health in over a Period of nine months. Modules that interested me the most were mental health, Women's health, Nutrition, Comprehensive health care, biomedical waste management. When working with marginalized communities My learning from Social determinants of health module played a key role .How social determinants of health poverty education and many other determinants played a key role in health care access utilization in the community .Community health Approach module opened up new horizons and created a rich experience in the chlp learning program. Many modules gave me a concept of health as a holistic concept like family structure, culture, attitude Socioeconomic status were equally important .My learning from Mental health module has been a ice breaker for many myths it gave me insights about mental health care access and it taught me about various mental health programmes in India and community mental health programs. As a Public health professional when I'm working in any mental health program all the learnings from CHLP mental health module would help me a lot. We had a Demonstration of counselling session during our live session .Facilitator taught us in a very simplistic manner .During 1^{St} and 2nd wave of COVID 19 I realized importance of mental health and how important it is to make people aware about mental health problems my major take away from this module seek mental health care when in need of it Mental health matters. I understood the ground reality of community and their perceptions towards mental health care. I have been able to work on my emotions and maintain balance of family & Education, career and to lead a happy life. I got a better understanding about empathy, to be patient listener to develop an optimistic attitude. I started talking about mental health and wellbeing importance to my own family members and my own friends. Community health module gave me insight about tribal culture and development of health care in Tribal areas. As a working public health professional I consider it very important to work with marginalised communities and vulnerable population. Videos and additional learning material have shed light about tribal culture in India and how important it is to address and upbring the community. One video shared in this module about courage and motivation of Tribal women Pushpa forming self-help groups and banning the License to sell alcohol was very Inspiring .One strong decision taken by one women in the community have helped and saved many lives in the community. Looking community through community health lens health promotion and health education awareness need to be emphasized as well as presence of community health workers to empower the community and make them aware about their

rights and Responsibilities towards their health as a first step. Women's health module has given a picture of women's health status in India it taught me differences between gender and sex and throwed light on women's health and various diseases women face and reasons behind it .I have a strong intuition towards women welfare and women empowerment since my college days. This module showed how can we work towards women health and make them lead a better healthier happy life. I'm shocked by seeing Indian tuberculosis statistics it's very crucial to know as a budding public health professional. Waste disposal has been beautifully taught with assignment it had impacted me a lot every health care Professional must be aware of it. Lack of knowledge about disposal of biomedical waste leads to problem. As a Health care Professional this module made me perfect in discarding waste in Appropriate Bin. If I want to discard Plastic my brain tells go to Red Bin – Thanks to facilitator for making us very clear with assignment. Axioms of community health gave me an outline of Importance of community health Approach in the Health care and ideas to How can we Implement it through Simple steps. Due to Globalization and Rapid transition due to Advancement of technologies, Life style practices Non communicable disease burden has increased drastically NCD Module Taught me how can we reduce the non-communicable disease burden how can we practice healthy living and avoid Palliative care has taught me psychological aspects of pain social aspects of Pain, spiritual aspects of pain, how can Pain management be done and End of Life care Process Before Joining sochara I had no clue about Palliative care but after learning from this module I understood what is Palliative care how important it is. Nutrition module taught me importance of nutrition for health it plays a key role in maintaining good health in New born child to older Adult. It is very essential to eat good nutritious rich food. According to World health organization todays generation are having high Prevalence of Obesity and Prone to NCDS at very young age due to eating Processed foods containing high sugar content, Addicting to Junk Excessive eating pattern due to life style changes .This Module has hit on the nail focusing on importance of vitamins minerals carbohydrates and various diseases related to nutrition. Women are prone to higher rates of malnutrition and anaemia in India due to lack of Proper Nutrition. This module have impacted a major change in my eating patterns I make sure my plate is green with leafy vegetables I prefer home cooked food avoided eating Junk and eating in a right manner. Project management, Proposal writing and Fund raising modules will be extremely helpful in my research career it taught me an simplistic art of how beautifully to write a Proposal with key focus.

COMMUNITY HEALTH ACTION REFLECTION PROJECT

TITLE:

Mental health and well-being of the students with disabilities: Barriers to accessible and inclusive education at higher education level, Telangana

PRINCIPLE INVESTIGATORS: Sriram and Shirisha

Sriram is a Phd Public health scholar working on Disability and Shirisha is a Mph Student from University of Hyderabad. We worked together as a team Both the members have Equally contributed in the Project. Shirisha worked on students with Visual impairments sriram worked on students with Physical disabilities.

BACKGROUND:

- University of Hyderabad is the community we have selected, it is one of the Premiere institute in Telangana Here students from various different backgrounds come here for Education and progress in life.
- Every year students from various states in India are selected through the common entrance exam (CUET) conducted by National Testing Agency and are given admission based on Indian government reservation policy.
- Every year Person with Disabilities students gets 5% Reservation in all the courses and based on their performance in Entrance exam and the government of India rules students are given admission.
- In the University of Hyderabad there are around 140 students with disabilities in the current academic 2022-2024.

TARGET GROUP OF POPULATION: Students with disabilities.

According to the world health organization, Disability is part of being human. Almost everyone will temporarily or permanently experience a disability at some point in their life. Over 1 billion people – about 15% of the global population – currently experience disability, and this number is increasing (1) . Disability can harm the quality of life and is an important health indicator that can have a heavy social impact with long-term institutionalization and increased use of medical care. According to the third edition of the survey by the NCPEDP 0.56 % of Disabled students studying in higher education system to the total students (8) . The Persons with Disabilities Act (1995) stressed equal access for higher education. Later on in 2016 The Rights of Persons with Disabilities Act, 2016 Stressed on inclusive education. Other Health Programmes like Bal Swaasthya karyakaram (RBSK), Sarva Shiksha Abhiyan (SSA), Inclusive Education of Children and Youth with Disabilities (IECYD), Inclusive Education of the Disabled at Secondary Stage (IEDSS) and Teacher Preparation in Special Education (TEPSE) are highlighted as significant steps taken by the country to ensure maximum opportunity for persons with disability. However, many of these programmes focused on early identification, intervention .University Grants Commission (UGC) through a scheme of Higher Education for Persons with Special Needs (HEPSN) brought a new beginning in the field of higher education for people with disabilities with the salient objective as equal opportunity offices at all universities which will offer disability support services. This scheme also included a barrier-free environment and various other disability educational assistance and teacher training programmes at the Higher education level. However, the implementation of programmes and schemes were not highly successful in India, and hence students with disability entering into the higher education level were facing difficulties[5]. People with disabilities are at higher risk of mental health issues as compared to their nondisabled counterparts. According to a study done in 2018, around 32.9% of adults with disabilities experience frequent mental distress (Anxiety, Depression and Stress). The frequency is almost 5 times more as compared to adults without disabilities[9]. University students are a special group of people that are enduring a critical transitory period in which they are going from adolescence to adulthood and can be one of the most stressful times in a person's life. Self-esteem has a prominent role in mental health and personality balance. This evaluation is believed to be relevant to the individual's optional adjustment and functioning. Self-esteem with reference to disability can be defined as a disabled person evaluating his/her capacity to perform in the society. Low self-esteem unsettles human's balance and vitality

and negatively influences the efficacy, efficiency learning and creativity of disabled humans. It is characterized by the feeling of inadequate, guilt, shyness, social inhibition, independency, helplessness, masked hospitality, withdrawal, complainer, tendency to downgrade others, reduced ability, accepting unfavourable assessment as accurate, vulnerability and interpersonal problem[4]. Stress is anything that poses a challenge or a threat to our well-being. It has been defined as a process in which environmental demands exceed the adaptive capacity of an organism resulting in psychological and biological changes that may place persons at risk for disease. Anxiety is a psychological and physiological state characterized by cognitive, somatic, emotional, and behavioural components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, fear, or worry. Anxiety is a generalized mood condition that occurs without an identifiable triggering stimulus, while many symptoms of depression include, persistent sad, anxious or ''empty'' feelings, feelings of hopelessness, feelings of guilt, worthlessness and/or helplessness, irritability, restlessness, and loss of interest in activities or hobbies once pleasurable. Depression is also a very serious problem among Students with Disability. A review of psychological distress among disabled students found a high prevalence of depression and anxiety, with levels of psychological distress consistently higher than in the general population It is important to identify the prevalence, and risk factors of stress among disabled students, which not only affect their health but also their academic achievements at different points of time in their study period.

OBJECTIVES OF THE PROJECT:

1. To Enhance Disabled friendly Accessibility and Inclusion in the Higher education level
2. To Educate and create Awareness on Existing Government schemes and Facilities provided to Students with disabilities
3. To find out the rate of prevalence of depression, stress, anxiety among the students at higher educational level
4. To sensitise the students without disabilities, highlight the need for physical, informational and service accessibility and adoption of inclusive attitude, policies and practices.

OBJECTIVE OF THE INTERVENTION/ COMMUNITY HEALTH ACTION INITIATIVE:

The main aim of this study is to promote mental health and wellbeing among students with disabilities and to live happily in disability friendly campus.

STAKEHOLDERS OF THE PROJECT:

1. University Administration Department
2. University of Hyderabad Empowered Committee for Differently abled persons
3. University of Hyderabad Dean Students Welfare
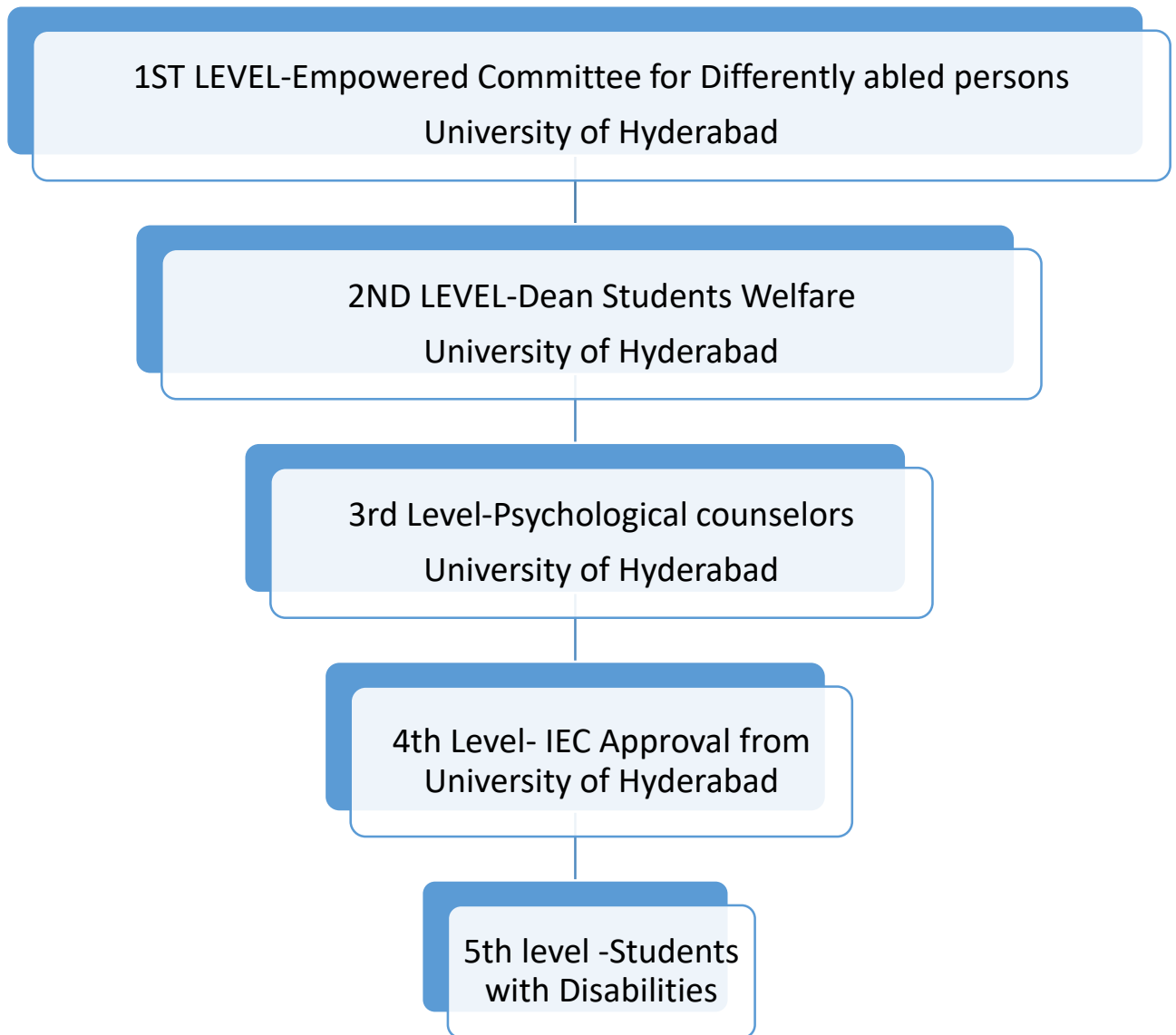4. University of Hyderabad Psychological counsellors (Male and Female)

COMMUNITY ENGAGEMENT PROCESS:

We had 4 community visits to the community

1st visit: This visit we made an Effort to Build Rapport with the community we introduced ourselves we explained the purpose of the visit and what we are doing what is the motto behind the Project .In the first meeting with a group of 20 People we made a casual discussion about since how long they were in campus what is their academic background what are the major changes observed in the campus before covid 19 and after covid 19 Pros and cons.

2nd visit: This visit we were familiar to them they were bit friendly with us so we interacted with them about how was their experience in campus. Do they face any difficulties in classes, Hostels or Food courts or any other places in the campus .our campus is closed for 2 years due to covid 19 we asked questions regarding how was campus before covid 19 and after covid 19 .This visit we asked about what are community felt needs we made a list of them

Before 3rd and 4 visit we approached various departments in university to seek Permission at all levels.

1ST LEVEL-Empowered Committee for Differently abled persons
University of Hyderabad

2ND LEVEL-Dean Students Welfare
University of Hyderabad

3rd Level-Psychological counselors
University of Hyderabad

4th Level- IEC Approval from University of Hyderabad

5th level -Students with Disabilities

There is an official committee in university of Hyderabad for Differently abled Persons called ECDAP (Empowered committee for Differently abled Persons. This committee has chairman and governing body which works for the welfare of Students with Disabilities. This committee includes professors from various departments altogether they work for a motto of welfare of students with Disabilities.

We Approached the chairman of the committee to discuss about the Project .He was very positive about the project and he told it will definitely benefit to the students as we will get data about our positives and negatives we will work on our negative aspects and we will strengthen it .He gave us few instructions and suggestions to go further .His suggestions were to obtain informed consent and follow ethical guidelines and to maintain Privacy confidentiality of each participant .He told us to Meet the ECDAP receptionist she will give us a list of students with Disabilities so that it will help us .He told to meet Dean students welfare to obtain Permission .

Meeting with Dean of students Welfare:

We met dean of student welfare we told him EDCAP Chairman sir has forwarded us to you .We explained in-brief about the Project .We had a lengthy conversation he told us very interesting things about university achievements towards the welfare of Students with Disabilities and he told us UoH awarded for improving the cause of accessibility, for the differently abled National Centre for Promotion of Employment for Disabled People (NCPEDP) has awarded the University of Hyderabad the NCPEDP MphasiS Universal Design Awards 2016 in Category C (Companies and Organizations) along with organizations such as Indigo Airlines, the National Informatics Centre and SAP Labs, in recognition of the exemplary work towards the cause of accessibility and thus ensuring a life of equality and dignity for the differently abled. He Encouraged us and Meeting ended with a Positive note.

Meeting the University Counsellors: There are Two counsellors in University of Hyderabad Psychological unit who works and counsels students for the welfare. they take part in various mental health and well being activities in the University. We have briefed them about the community health Action reflection Project they will play a key role in mental health objective of the project.

After taking all the Permissions Mentioned we went for the third and four visits we interacted with students with Disabilities.

No of Students interviewed: 38

- Out of 38 Students 18 students were Students with Visual Impairments
- 20 Students were with Physical Disabilities.
- In-depth interview and Focus group discussion are the Methods followed to collect data about what are community felt needs.
- Focus group discussion has been done at the Final visit to Finalise community Priorities.
- 2 Focus group discussion one for the students with visually impairments and one for the Students with Physical disabilities.

Students with visual Impairments Focus group Discussion:	Students with Physical Disabilities Focus group Discussion:
No of Participants: 8	No of Participants: 12
Moderator: Shirisha	Moderator: Sriram
Notetaker: Sriram	Notetaker: Shirisha

Results of focus group discussion : Everyone Participated expressed their views in terms of academics, Hostel activities ,Health care Facilities ,Life after covid 19, Access to Library ,Food courts, Social relations, Behaviour and Attitude of their colleagues and other students with them. Finally Focus group discussion ended with a note They except Empathy towards them not Sympathy. This Focus group discussion has led us to frame objective about sensitisation of students without disabilities to make them aware through blind fold walk on world white cane day. Students with disabilities expressed their views about Accessibility of services in the campus we(Shirisha& Sriram) along with the other students we have listed out all the commonly used areas like canteen ,library ,classrooms, food court whether they are Disabled friendly or not ?Various students have participated in it.

COMMUNITY IMPLEMENTATION:

- Sensitization to Students without Disabilities has been done through a blindfold walk on world cane day to create awareness in the community.
- **Process:** Major Key role played in organising Blindfold walk was by Dean Student's welfare and ECDAP (Empowered committee for Differently abled Persons) chairman and team.
- They have circulated poster to all the departments and made sure that People are Aware about the Date, Time and Venue Prior information has been given to all the students.
- Many students have participated there were Student volunteers who came forward to help they helped in blindfolding and made sure that road is free from vehicles.
- Almost 30 minutes there stopped vehicles and kept road free of moving passengers.
- Dean of Students welfare commenced it the walk went on soothingly many students expressed their feelings how difficult it is to walk for a few minutes with blindfolded they understood how their colleagues would feel – it Really made my day when I heard their feelings and sense of Awareness among them a small change in one person also would help the Needy is the Major Lesson I have learnt .
- Soon after the Session All the Students and Professors who Participated in the Walk gathered in the conference hall Dean of student's welfare have addressed the gathering he gave a small speech and shared his views. The Session Ended
- Educating about various government schemes and facilities to students by an expert with the help of dean student welfare association.
- Campus library reading room food courts hostels mess every place has been monitored to assess whether all the areas which commonly used by students are disability friendly or not a detail report has been written and Will be submitted to DSW (Dean students welfare).
- Assessing mental health status among students with disability and submitting it to university which helps many students access Counselling services and talk to the needy when in need.

IMPACT OF THE COMMUNITY HEALTH ACTION:

- This project played a key role in addressing community needs it worked as platform to express community needs
- Blind fold walk have created awareness to all the people in the community.
- Session on Existing schemes and programs provided by the government of India to PWD students had a major impact.
- University committee have Positively responded once the detailed report is submitted they will definitely work and address and Promote Mental health and wellbeing among students .

Awareness program conducted in university of Hyderabad to stdents

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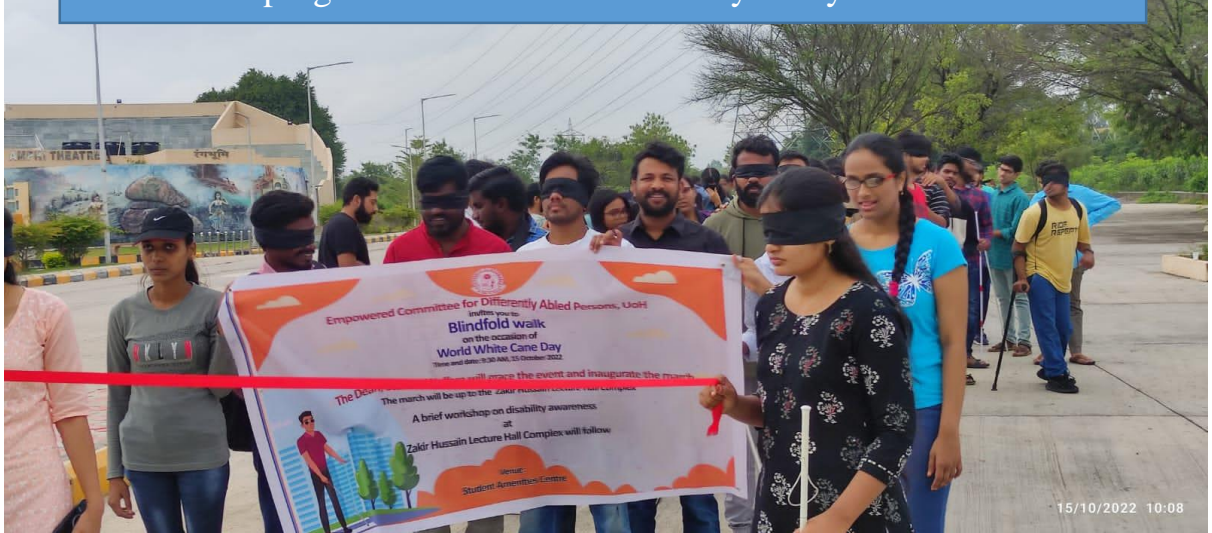
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ANNEXURES

Study Title: Self Esteem, Anxiety, Depression and Stress among students: A comparative study between students with disability and students without disability at higher education level, Telangana

Consent Form

Participant's Initials: _____ Participant's Name: _____

Date of Birth / Age:_____

(i) I confirm that I have read and understood / explained the information sheet dated _____ for the above study and have had the opportunity to ask questions. OR I confirm that the information sheet has been read out to me to my understanding and I have had the opportunity to ask questions. [ ]

(ii) I understand that my participation in the study is voluntary and that I am free to withdraw at any time, without giving any reason, without my medical care or legal rights being affected. [ ]

(iii) I understand that the Sponsor of the survey, others working for the survey, the Ethics Committee and the regulatory authorities will not need my permission to look at my records both in respect of the current study and any further research that may be conducted in relation to it, even if I withdraw from the trial. I agree to this access. However, I understand that my identity will not be revealed in any information released to third parties or published. [ ]

(iv) I agree not to restrict the use of any data or results that arise from this study provided such a use is only for scientific purpose(s) [ ]

(v) I agree to take part in the above survey. [ ]

Signature of the Participant or Legally Acceptable Representative:_____

Date: _____/_____/_____

Signatory's Name: _____

Signature of the Investigator: _____

Date: _____/_____/_____

Study Investigator's Name: _____

Signature of Impartial Witness: _____

Date:_____/_____/_____

Name of the Witness: _____

UNIVERSITY OF HYDERABAD
INSTITUTIONAL ETHICS COMMITTEE DECISION LETTER

IEC No. Application No:	UH/IEC/2022/401	Date of review	30-11-2022
Project Title:	Self Esteem, Anxiety, Depression and Stress among students: A comparative study between students with disability and students without disability at higher education level, Telangana		
Principal Investigator/ Co-PI:	PI: Patlolla Sriram Yadav CI: Dr. Ajitha katta		
Participating Institutes if any	----	Approval from Participating Institute	----
Documents received and reviewed	Protocol & ICF		
In case of renewal submission of update	----		
Decision of the IEC:	Conditional Approval Duration: One year from date of approval		
Any other Comments Requirements for conditional Approval	Permission from DSW and ECDAP committee and study tools and methodology details to be provided		
Members Present	Dr. A.S. Sreedhar, Dr.P. Uday Kumar, Sri. A. Madhava Rao, Dr. M. Srinivas, , Prof. B.R. Shamanna, Dr. M. Varalakshmi, Dr. Deepa Srinivas and Dr. M.K. Aruanasree		

Please note:

a. Any amendments in the protocol must be informed to the Ethics committee and fresh approval taken.

b. Any serious adverse event must be reported to the Ethics Committee within 48 hours in writing (mentioning the protocol No. or the study ID)

c. Any advertisement placed in the newspapers, magazines must be submitted for approval.

d. If the conduct of the study is to be continued beyond the approved period, an application for the same must be forwarded to the Ethics Committee.

e. It is hereby confirmed that neither you nor any of the members of the study team participated in the decision making/voting procedures and declared conflict of interest.

Chairman	Member Secretary	Convenor
(Dr. A S Sreedhar)	(Prof. B.R. Shamanna)	(Dr. M. Varalakshmi)

To

The Chairman
Empowered Committee for Differently abled persons
University of Hyderabad
Hyderabad

Sub: Seeking Permission for Research Project which is done on University of Hyderabad students with disability and without disability

Respected Sir,

I, Patlolla Sriram Yadav Pursuing PhD Public Health from School of Medical Sciences, University of Hyderabad with Reg no: 19MUPH05, I am planning to conduct a study on University of Hyderabad students Titled - **Self Esteem, Anxiety, Depression and Stress of the students: A comparative study between students with disability and students without disability at higher education level, Telangana** under the Supervision of Dr. Katta Ajitha, Associate professor, School of Medical sciences. All the information will be collected only after obtaining informed consent from the student. Information will be kept confidential and will be used for academic research purpose only.

To perform this project I require permission from you sir, so I request you to grant Permission to do this Research project on University of Hyderabad students

Thanking you sir,

Yours sincerely

P Sriram.
(Patlolla Sriram Yadav)
PhD Public Health
19MUPH05
Mail ID: 19muph05@uohyd.ac.in

Forwarded 6/01/23

Dr. Katta Ajitha MD,Ph.D
Associate Professor
School of Medical Sciences
University of Hyderabad
Hyderabad-500 046. TS. (India)

Permitted to undertake this student Undertaking all necessary precautions & Ethical consideration.

CHAIRMAN
EMPOWERED COMMITTEE FOR
DIFFERENTLY ABLED PERSONS (ECDAP)
UNIVERSITY OF HYDERABAD

To

The Dean Student's Welfare
University of Hyderabad
Hyderabad

Sub: Seeking Permission for Research Project which is done on University of Hyderabad students

Respected Sir,

I, Patlolla Sriram Yadav Pursuing PhD Public Health from School of Medical Sciences, University of Hyderabad with Reg no: 19MUPH05, I am planning to conduct a study on University of Hyderabad students Titled - **Self Esteem, Anxiety, Depression and Stress of the students: A comparative study between students with disability and students without disability at higher education level, Telangana** under the Supervision of Dr. Katta Ajitha, Associate professor, School of Medical sciences. All the information will be collected only after obtaining informed consent from the student. Information will be kept confidential and will be used for academic research purpose only.

To perform this project I require permission from you sir, so I request you to grant Permission to do this Research project on University of Hyderabad students

Thanking you sir,

Yours sincerely

P. Sriram.
(Patlolla Sriram Yadav)
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Forwarded
06/01/23

Dr. Katta A. ... MD,Ph.D
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DSW-309
6/1/2023

Recommended

DEAN 01) 2023
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