

Date: 20-01-2024

#### TO WHOM IT MAY CONCERN

This is to certify that Mr. Nikhil Wadhwani, student of BBA SPIPS, Indore, M.P. has successfully completed an internship in the field of Marketing from 20-12-23 to 20-01-2024.

During the period of his internship with us, he had been exposed to different processes and was found diligent, hardworking and inquisitive.

We wish him every success in his life and career.

Mr. Manish Jhawar

Maris 12

Agency Manager- NJ Wealth

PRINCIPAL

Paul Institute of Professional Studies

Agency Address: 11, Rajgarh Kothi, Gita Bhawan Road, Indore 452001

Email ID: moneymf@gmail.com; Website: www.moneyplant.njfundz.com



#### POISED Media Pvt. Ltd

203. Sakhi Apartment, MohiteWadi, MG Road, Behind Swammarayan Temple, Kandivali West, Mombai 67 www.therwised.in

27th July 2023

Girija Verma

#### Sub: Appointment Letter

We are pleased to appoint you as Digital Marketing Trainee at Poised Media Pvt. Ltd. The date of joining shall be considered to be 01° Aug 2023.

As a Digital Marketing Trainee, you would be working with the content and account management team and assist them in digital research, campaign planning, social media management performance marketing, content creation, ORM, and client coordination for various brands that we manage.

This offer is valid from the date of the joining the duties, which should not be later than  $Aug 01^{s}$ , 2023.

The normal terms and conditions of employment by the company will be applicable to you. You are requested to confirm acceptance of our offer by signing the duplicate copy of this letter.

Poised Media Pvt. Ltd.

Japan Co

Jay Thadeshwar

(Director)

S. Hice Thomas

PRINCIPAL
SI Paul Institute of Professional Studies
WIDORE





This is to certify that

#### Shruti Joshi

Bachelor of Computer Application (BCA)
St. Paul Institute of Professional Studies, Indore (M.P.)
has undergone her internship based on

## Java Technology & Tools

**Duration:** 60 Days

Commencing Date: 10th October 2023 Completion Date: 10th January 2024

Her performance during this training has been Excellent.

We wish her all the best for the bright future.

Dated: 02-01-2024

Authorized Signatory

9- Paul Institute of Professional Studies
INCORE



#### CERTIFICATE OF INTERNSHIP

is awarded to

#### MAHI PAL

On successful completion of 3 week internship programme at AP Solar Works, Indore.

PERSONAL MORES

AKSHAY GUPTA

Managing Director

PANKAJ YADAV

Managing partne



#### MANOVRUDDHI SAMITI

4-A, Sch. No. 71, C, Near Foothi Kothi Circle, INDORE Ph.: 0731-2381661 email: manovruddhikendra@gmail.com | Mob.: 98269-41815

This is to certify that Mr./Ms. Mishkat Falema Nooi Khan of St. Paul Institute of Professional Studies, Indore, has successfully completed the Internship Training from 16/12/2023 to 02/01/2024 in our organisation.

His / Her work and behaviour during this period was good. We wish him/her a bright future.

Name of the Org: Marevereddhy Same to

Head/Delegate: Gdershy kan Chhalen

Stamp:

Manovruddhi Kendra

4-A, Sch. No. 71-C

S. Alize Thomas

M Paul Institute of Professional Studies



#### Satprakashan Sanchar Kendra

 Khandwa Road, Near Bhanwarkua Police Station, P.O. Box 507, INDORE - 452 001, M.P., INDIA Phone: +91 (731) 236 37 33, 247 57 44, 408 56 92. Email: salprakashan@gmail.com

This is to certify that Ms. Anamika Tigga of Paul Institute of Professional Studies, Indore, has successfully completed the Project / Internship Training from 28 December 2023 to 12 January 2024 in our organization.

His / Her work and behavior during this period was good. We wish him/her a bright future.

Signature: Askly

Name of the Org: Satprakashan

Head/Delegate: Asst. Director

Stamp: ..... iatprakashan Sanchar Kene Thanwarkua Circle, Indore 452001

st Paul Institute of Professional Studies



RADIO VERITAS ASIA HINDI SERVICE SATPRAKASHAN SANCHAR KENDRA INDORE



Satyaswar

Awards this certificate to <u>Anamika Ligge</u>
for participating in the Internship from 28 Dec. 2023 - 12 Jan 2029,
at Satprakashan Sanchar Kendra, Indore.

Asst. Director Satprakashan Sanchar Kendra Shanwarkua Circle, Indore 452001

postly

Programme Co-ordinator

13-01-2024

Date

Cyriac

Director

S-Mice Troms



TRANS CARGO

Email Id.: shrivinayaktranscargo@gmail.com

Mob.: +91 8889-611-611

#### Work Completion Certificate

This is to certify that Ms. Hanshul Kushwah of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project / Internship Training from 1st Nov.2023 to 31st Dec 2023 in our organization.

Her work and behaviour during this period was good.

We wish her a bright future.

Signature: ...\000

Name of the Org: Shli Vivayak Traw

Head/Delegate: Muluh Singh

Stamp:

Paul Institute of Professional Studies



#### **Data Drives Better Decisions**

Dear Himanshi,

A huge congratulation to you!

Following your application and subsequent interview, we are pleased to inform you that you have been considered for an internship at Bizwit Research & Consulting LLP based in Indore. The position is for a Research Analyst Intern. Your immediate Reporting Manager will be Mr. Taher Betmawala. We trust that your knowledge, skills, and experience will be among our most valuable assets.

Internship Period: 10 Days

At Will Termination: Your internship with the Company shall be on an at-will basis. As discussed, you will be joining the company by 22<sup>nd</sup> Dec 2024.

Please mail the following documents to the HR manager at the time of your joining: (1) photocopies of your degree certificates, (2) certifications, if any, (4) two color passport-size photos, (5) latest salary slips from your previous organization and (6) proof of address (PAN Card and Aadhaar Card).

We look forward to welcoming you.

You are also hereby requested to acknowledge this email by confirming your acceptance of the offer.

Best Regards,

Priyanka Agrawal (HR Executive)

Bizwit Research & Consulting LLP

Website: www.bizwitresearch.com

Website: www.bizwitresearch.com LLP Registration Number: AAL-2327 Corporate Address: 303 Atulya IT Park, Indore, MP



Email: sales@bizwitresearch.co Contact Numbers: +91 999 311587

ST. Alice Thomas

PRINCIPAL

Paul Institute of Professional Studies
INDORE



**Data Drives Better Decisions** 

#### WORK COMPLETITION CERTIFICATE

This is to certify that Ms. Himanshi Bhatia Of St. Paul Institute of Professional Studies, Indore has successfully completed the internship training from 22nd December 2024 to 2<sup>nd</sup> January 2024 in our organization.

Her work and behavior during this period was good. We wish her a bright future.

Signature: ..

Name of Org

**Bizwit Research & Consulting** 

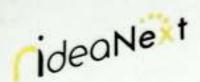
Head/Delegate: Luyanka Agamal

Stamp: ...

Website: www.bizwitresearch.com LLP Registration Number: AAL-2327 Corporate Address: 303 Atulya IT Park, Indore, Madhya Pradesh.

India 452001

PRINCIPAL if Paul Institute of Professional Studies INDORE





Devgudaria

Indore- 452016 (MP)

2<sup>nd</sup> February 2024

Nideanext.com

371 - A Pushparatan Park

This Digital Marketing Internship Program Certificate is proudly awarded to Payal Prajapat.

For her outstanding completion of the internship program at Nideanext for the Role of

Digital Marketing Intern from Date 1 November 2023 to 2 February 2024.

She is found to be hardworking, sincere and diligent, We wish her all the best for future.



Amenses innovation pvt ltd, office no. 1101, 11th floor Skye corporate park, Scheme no. 78, INDORE, Madhya Pradesh (452001) - INDIA

Jan 10, 2024

#### Internship Certificate

Dear Ms. kiran,

This is to certify that Ms. Kiran Patel has successfully completed a 3-month internship program with Amenses Innovation Pvt Ltd. She joined our organization on 10 Oct 2023 and completed her internship on 10 Jan 2024.

Position: Junior FrontEnd Developer

Joining Date: 10-10-2023

Sift Timing: 11AM to 7PM O'clock Training Period: 121 days (unpaid)

#### The internship focused on the following technologies:

- -HTML
- CSS
- JavaScript

During the internship period, the intern demonstrated a keen interest in learning, adaptability, and a strong commitment to the assigned tasks. The skills acquired and contributions made by **Kiran Patel** have been valuable to our organization.

#### **Key Learning Objectives:**

- HTML:Developed proficiency in creating structured and semantic web pages using
- CSS:Acquired skills in styling and layout design with CSS, including responsiveness.
- JavaScript:Gained hands-on experience in client-side scripting and dynamic content creation.

S. Hice Thomas

PRINCIPAL
SI Paul Institute of Professional Studies
INDORE

This internship certificate is awarded as a testament to Kiran Patel successful completion of the internship program at Amenses Innovation Pvt Ltd. We wish her continued success in her future endeavors.

Best regards,

**HR** Executive

Amenses Innovation Pvt. Ltd. Accepted and Agreed

Kiran patel

For AMENSES INNOVATION PSALISIEDANIE

DIRECTOR

S- Alize Thomas

5! Paul Institute of Professional, Studies ...



#### KASLIWAL MOTORS

LG Sheetal nagar, behind Radisson Hotel, Vijay Nagar, Indore, Madhya Pradesh 452010 Mail ld: kasliwalmotors@gmail.com Mob. No.: +91- 9770777784

#### To Whomsoever It May Concern

This is to certify that Gifty Anand Yedke, a student of BCOM (PLAIN) II<sup>nd</sup>YEAR, St. Paul Institute of Professional Studies, INDORE, MadhyaPradesh, has completed a 14-day full time Interning program at KASLIWAL MOTORS, Indore. During this period, she was found tobe punctual, hardworking and inquisitive.

We wish her every success in life.

For KASEIWAL MOTORS

Proprietor

HARSH KASLIWAL KASLIWAL MOTORS, INDORE +91-9770777784

S- Alice Thomas
PRINCIPAL
Si Paul Institute of Professional Studies\*\*



Ref.No.

#### Jansetu News MP CG

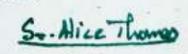
11 Feroz Gandhi Press Complex
Behind dainik bhaskar
Indore ( M.P.) 452011
jansetumpcg@gmail.com
jansetumpcg.com +9170674 81935

Date. 2011712023

This is to certify that Ms. <u>Prerna Sharma</u> of St. Paul Institute of Professional Studies, Indore, has successfully completed the Internship Training from 18 December 2023 to 24 December 2024 in our organization.

Her work and behavior during this period was good. We wish her a bright future.

For - Jansetu MPCG
Partner
Samyak Jain
Director



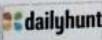
PRINCIPAL

St 'Paul Institute of Professional Studies
INDORE



























#### CERTIFICATE

This is to certify that Ms. Asmi Purohit of St. Paul's Institute of Professional Studies, Indore, has successfully completed the Internship training from 20.DEC.2023 to 20.JAN.2024 in our organization.

Her work and behaviour during this period was good. We wish her a bright future.

For Apollo Rajshree Hospitals Pvt. Ltd.

CA Harshita Hariyani

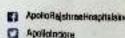
DGM - Finance and Accounts

PRINCIPAL

Sr Paul Institute of Professional Studies . .







#### K.R. Mandovra & Co.

Income Tax & GST Consultants

Infront of Nagar Palika, Sendhwe-451996 Mob. 9425051540

COST.

Adv. Manish Mandovra

B.Com., L.L.B. (Hons.)

Date: 24 JAN 2024

#### TO WHOM IT MAY CONCERN

This is to certify that Mr. Krishna goyal, a student of BBA, SPIPS, INDORE, MADHYA PRADESH has successfully completed 15 Days long internship program at K. R. Mandovra &Co. During the period of his internship program with us, he was found punctual, hardworking and inquisitive.

We wish him every success in life.

For, K. R. Mandovra & Co.

funish Mandeves Advacate

Authorized Signature



ST Paul Institute of Professional Studies ...



Date: 2nd January, 2024

#### INTERNSHIP CERTIFICATE

#### TO WHOM IT MAY CONCERN

This certification proves that Ms. Bipasha Jotwani D/o Mr. Ratan Jotwani has completed the internship program at Naturo Food and Fruit Products Pvt. Ltd. in Marketing and Sales. Ms. Bipasha Jotwani started joining the program from 1<sup>st</sup> until 31<sup>st</sup> of December 2023.

During her stay in the company as an Intern, She displays enthusiasm, leadership, self-discipline, and self-motivation.

We are lucky to have her as one of our interns before and we would like to wish her all the best for the future.

For: Naturo Food and Fruit Products Pvt. Ltd.

**Authorized Signatory** 

Sar-Aliza Thomas
PRINCIPAL
St Paul Institute of Professional Studies ...



January 03,2024

Subject: Internship Completion Certificate To whom it may concern,

This is to certify that Ms. Ayushi Bagwan, a BCA-II student at St. Paul Institute of Professional Studies, has successfully completed the internship program at HDFC BANK as a Management Trainee. She worked as a fulltime intern from December 16, 2023 to December 30, 2023.

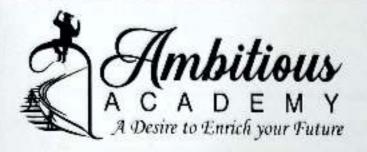
During her internship in the bank, she demonstrated enthusiasm, leadership, self-discipline, and self-motivation. We were fortunate to have her as one of our interns and wish her all the best for her future endeavors.

Sincerely,

MR.RAHUL BAGWAN

BANK MANAGER RAHUL BAGWAN Backup Branch Manager

31 Paul Institute of Professional Shidles INDORE



Date - 12-02-2024

#### TO WHOMSOEVER IT MAY CONCERN

This is to certify that Ms. Rishika Jain of St. Paul Institute of Professional Studies, Indore, has successfully completed the Internship Training from 1 January, 2024 to 30 January, 2024 in our organization.

Her work and behaviour during this period was good. We wish her a bright future.

Name of the Org : Ambitious Academy

Head/Delegate : Ayush Jain

Signature

Stamp

9516734350

ambitiousacademy.indore@gmail.com

Shreeji Valley, Bicholi Mardana, Indore @



रजि.नं. 03/27/10/2420/2 नीति आयोग एमपी 2022/031462 पेन नं. AACAU3138

#### उन्मुक्त आनद

बद्यों व वृद्धों का निः शुल्क रजि. सेवा संस्थान

अध्यक्ष - सौम्या जैन तिलगोता

मों. 7828208984,7987069085

#### CERTIFICATE OF INTERNSHIP

This is to certify that Ms. Diksha Kujur student of St. Paul Institute of Professional Studies, Indore. She has given her services as a mentor to our students. The program has successfully completed consecutive forty hours (From 18/12/2023 to 1/1/2024) of community service in our organization at Unmukt Anand Foundation.

We wish her success in all her endeavors and would look forward to have her at Unmukt Anand Foundation in future too.

Mrs. Somya Tilgota

Mentor

Unmukt Anand Foundation
Indore..



PRINCIPAL
St Paul Institute of Professional Studies
INDORE

#### ||श्री फलोदी माता जयते|| Subject to Indore jurisdiction

#### MEDATWAL SALES AGENCY मेडतवाल सेल्स एजेंसी

419, पल्हर नगर इंदौर Mfg.of HIGH CLASS Scented Madhu (shreeji) Agarbatti GSTIN NO. 23AOKPG6591E1ZY

#### TO WHOMSOEVER IT MAY CONCERN

This is to Certify that Mr. <u>DEVANG TIWARI</u>, a student of ST.PAUL INSTITUTE OF PROFESSIONAL STUDIES has successfully completed his Internship training With Our *Organization* Name <u>Medatwal Sales Agency</u> in Sales and marketing from 15<sup>th</sup> DEC 2023 to 05<sup>th</sup> JAN 2024.

During tenure, wefound him sincere and hardworking.

Mr. <u>DEVANG TIWARI</u> was prompt and detail oriented andhe possesses a talent for quickly picking up concepts.

We Wishhim all the very best infuture endeavours.

Warm Regards,

For : Medatwal Sales Agency

Authorized signatory

वारत मंद्रवयाल संस्त एजेंडली,

वोवायहर

Dated: 05-01-2024

Place : Indore

#### St. Paul Institute of

Professional Studies, Indore



BBA 1st - Year (2023-24)

#### **Project Report**

NYRA Chocolates Pvt. Ltd.

S.No.	Name of Students	Class	Roll Number
1	LOVE KASTURI	BBA 1 <sup>st</sup> Year "A"	30
2	VIDHI SAHU	BBA 1st Year "A"	59
3	SUGANDH HASEJA	BBA 1st Year "A"	51
4	ANSHUL BHAMA	BBA 1" Year "A"	07

Guided by:

Prof. Rachel Pawar

Assistant Professor

SPIPS, Indore

Authorized By:

Principal

: Dr. Sr. Alice Thomas

Date

S. Alice Thomas

Stamp.

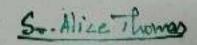
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INDORE

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PRINCIPAL St Paul Institute of Professional Studies INDORE

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "NYRA Chocolates Pvt. Ltd." submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of Prof. Rachel Pawar (Assistant Professor), and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of Management. The Analysis/Results embodied in this report have not been submitted to any other University or Institute for the award of any degree ordiploma.

Name of Students	Class	Roll Number	Signature (with Date)
LOVE KASTURI	BBA 1st Year "A"	30	Ser
VIDHI SAHU	BBA 1st Year "A"	59	Night-
SUGANDH HASEJA	BBA 1st Year "A"	51	•
ANSHUL BHAMA	BBA 1st Year "A"	07	probal

Sa-Alice Thomas

 PRINCIPAL
 Paul Institute of Professional Studies INDORE

#### Certification by Project Guide

This is to certify that these students has carried out the Project under my guidance and supervision in partial fulfillment of the degree offered by the Devi Ahilya Vishwavidyalaya, Indore (MP).

Name of Students	Class	Roll Number	Signature (with Date)
LOVE KASTURI	BBA 1" Year "A"	30	92/12
VIDHI SAHU	BBA 1* Year "A"	59	الطفياء
SUGANDH HASEJA	BBA 1st Year "A"	51	92
ANSHUL BHAMA	BBA 1st Year "A"	07	Anshul

The above work is done in NYRA Chocolates Pvt. Ltd. from 19/01/2024 to 20/01/2024.

I wish them all the success in the future endeavors.

Signature:

Name of the Guide: Prof. Rachel Pawar

Designation: Assistant Profession

FRENCHMAL STIFFE OF FRENCH FRE



This is to certify that Ms. Sugandh Haseja of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project from 19/01/2024 to 20/01/2024 in our organization.

Her work and behavior during this period was good. We wish her a bright future.

Signature:

Name of the Org: NYRA Chocolates

Pvt. Ltd.

Head/Delegate: .....

Stamps Moone 3

S. Alice Thomas

PRINCIPAL
St Paul Institute of Professional Studies
INDORE



This is to certify that Mr. Anshul Bhama of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project from 19/01/2024 to 20/01/2024 in our organization.

His work and behavior during this period was good. We wish him a bright future.

Signature:

Name of the Org: NYRA Chocolates

Pvt. Ltd.

Head/Delegate: .....

Stamp (MORE)

S. Alize Thomas

PRINCIPAL 51 Paul Institute of Professional Studies NOORE



This is to certify that Ms. Vidhi Sahu of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project from 19/01/2024 to 20/01/2024 in our organization.

Her work and behavior during this period was good. We wish her a bright future.

Signature: ..... Sugar

Name of the Org: NYRA Chocolates

Pvt. Ltd.

Head/Delegate: .....

Stamp (NIDOR)

S. Alice Thomas

PRINCIPAL SI Pay institute of Professional Studies INDORE



This is to certify that Mr. Love Kasturi of St. Paul Institute of professional Studies, Indore, has successfully completed the Project from 19/01/2024 to 20/01/2024 in our organization.

His work and behavior during this period was good. We wish him a bright future.

Signature: ..... Show...

Name of the Org: NYRA Chocolates

Pvt. Ltd.

Head/Delegate: .....

Stamp

S. Alice Thomas

PRINCIPAL St Paul Institute of Professional Studies INDORE

#### Acknowledgements

We express our heartfelt gratitude and dedicate this page to all those who have actively or silently helped us in completion of this project report successfully.

We would like to express our deep sense of gratitude to honourable Director Rev. Fr. Simon Raj and respected Principal Dr. Sr. Alice Thomas for providing us with this opportunity to undertake and accomplish this Project Report. We would also like to express gratitude towards our Class Teacher Prof. Rachel Pawar and faculty members of Department of Management for their vital encouragement and guidance. Furthermore, sincere gratitude towards the members of NYRA Chocolates Pvt. Ltd. for their critical support during the course of our project report.

Lastly, We are thoroughly grateful towards our family, friends and loved ones for their constant support and motivation in all the endeavours.

Name of Student	Class	Roll No.	Sign with Date
LOVE KASTURI	BBA 1" Year "A"	30	See.
VIDHI SAHU	BBA 1" Year "A"	59	خلالة
SUGANDH HASEJA	BBA 1st Year "A"	51	(2)
ANSHUL BHAMA	BBA 1st Year "A"	07	Mylul

Place: St. Paul Institute of Professional Studies

Date:

Sa-Alice Thomas

St Paul Institute of Professional Studies
INDORE

# Poll (First Progress Report)

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PRINCIPAL SI Paul institute of Professional Studies INDORE

# INTRODUCTION

Introduction of the Project:
Through this project we will develop a comprehensive report on a leading chocolate manufacturing company named NYRA food products. The main purpose of project is to introduce a defined everview of a company, highlights its bruness strateges, marketing ventures, financial optimizations and potential for growth.

This team working on this project consists following members: Love Kasturi, Anshul Bhama, Vidre Sahu and Sugandh Haseja.

This team gave a new clock to modern businesses, company is renowned director and CEO Mr. Royal Dingara has led the business to new hights with a cauthorised share capital of \$10,00,000 congrally the company was fathered by Amber Nictrition. NYRA serves customers all over India with their shuge ranges of product under different segments.

By this project we will show you how the company coperates what care the basic factors affecting it, how the company entered this market sand also

F Paul Institute of Professional Studies

followed by them to capture the market whatever and Evaluate company's retrength weathers and exportanities via 50000 analyses and more.

# PROJECT WORK PLAN

The foremost othing we decide for us change a company that matches your objectives that its eto be disted idown the project.

At first unewere confued obtween Tevellery shop and othis company but at last rafter consideration with call the team members and easy ravailibility of irequired documents and data of the company we chose to go with NYKA Checolates Ret Lid.

After Some time we visited the organization canalyzed their workings and italked with employees servings under others.

Sa Mire Thomas

PRINCIPAL OF Paul Institute of Professional Studies INCORE

## LITERATURE REVIEW Competitive Advantages:

Value Proposition: NYRA chocolates positions itself as an affordable alternative to established brands. offering high-quality products at competitive prices (Nyra chocolates, 2023). This strategy resonates with cost-conscious consumers and expands market reach (kumar Ef George, 2013).

Consumer Perception:

Local Brand Recognition:
Operating primarily in Madhya Pradesh,
NYRA has built a Strong regional brand
identity through local distribution channels
and community engagement (Zaubacorp,
2023). This geographical focus fosters
brand Loyalty and creates a sense of
helen aims belonging.

Quality Awareness:
Consumer reviews and testimonials highlight
NYRA'S commitment to using quality.
ingredients and maintaining consistent taste

profiles (Nyra chocolates, 2023). This emphasis on quality resonates with health-conscious consumers and builds trust (Pettigrew et al., 2013).

browth Strategies:

Digital Marketing: Leveraging Social media platforms and e-commerte channels can enhand NYRA'S reach and engage millennial and Gen Z consumers online marketing campaigns, influencer partnerships, and targeted advertising can boost brand awareness and drive sales.

Strategic Partnerships: Collaborations with local retailers, cafes, and dessert parlors can increase brand visibility and accessibility (Nyra Chocolates). Leveraging existing distribution networks and cross-promotional opportunities can accelerate market penetration.

PRINCIPAL
51 Paul Institute of Professional Studies
INDORE

DISTRIBUTION OF WORK TO MEMBERS.

Following care the students involved in this group project work:

Mr. Love Kasturi Ms. Viidhi Sahu

Mr. Anshul Bhama Ms. Sugandh Haseja

Our group consider of 4 members the work is assigned according to the project crequirements and capability of each member. The work flow of this project ignes in the following manner:

- · LOVE KASTURI: Analyse financial caspets cand also markety strategies followed by the company.
- · VIDHI SAHU & SUGANDH MASEJA: Provide all relevant data and aresources for froject work and also write up the project reports.
- · ANSHUL BHAMA: Helped in istrategy analysis and also plans regular meeting for progress of the project.

PRINCIPAL
St. Paur Institute of Professional Stddles

# ABOUT COMPANY

Estance of Smoon Nutrition NYRA interest continued and acts over Small continued for many fromium appalety and Socialized Acts on Mandier and Socialized Acts for money has alreed Notion NRA as a Company to conduct intense in conduct intense in class of art impractivation would invest in class of art impractivation would machinery. It self-make vision is to use NYRA's branch came become publicity syronymous with Bealty Rich Unique Offerings.

This was clarked in 1333, by Mr. Rajech

This rea with a very chamble deginning

limited to an area of 2500 square feet. from

humble degeneing an initially minimal

traduction capacity of 500 kg/day, Amber group

has continually grown to now have

production redurnes of 80,000 kg/day. We plan

to grow our production to one and

a half times by the end of the year 2021.

The turning faint ofer Amber, which revolutionised the confectionary industry in 2005, was when Mr. Dhings introduced oloposited

si Paul Institute of Professional Studies INDORE Candies in the market Amber was first its introduce deposited candies production line in the unorganised sector, thus rewriting the future of the company.

NYRA is an export crunted production facility and has been obeveloped considering in mind the vart potential of the foreign markets. The company is working agressively by customizing products that suit well with the global market to build its export market languag from ideposited candies to center filled formed candies, from soft chew, cream filled toffees to cararnels, eclairs and exclusive chocalate bars, NYRA offers a great diversity of products. To fulfill the expectations of the market, we use state of the art European machinery to manufacture its exclusive chocalate bar products

NYRA works with a single mottor of unique offerings which are extremely rich in taste, at the most caffordable prices. They shope there customers to enjoy there offerings and enjoys it's taste.

So. Alice Towns

PRINCIPAL sit Paul Institute of Professional Studies INDORE (Second Progress Report)

Sa-Alize Thomas

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# WORK FLOW

What ile Mork flow It work flow in the context of a project refers
to the structured esequence of lasks, activities
and processes the cultimes how the project will be
planned and executed. Here are some skey characteristics
sof project work flow cof project work flow.

Sequence - It defines in order in which dashs whould be exemplified. Some dashs might need to be finished before eithers can begin while other can the store concernantly.

ident concurrently.

Defendencies - If violentifies rdefendencies between lasks meaning how one clark's completion caffeel another this chelp prevent starting tasks frematurely or waiting unnecessarily

Roles and responsibilities - It clarifies who is responsible for each tack, ensuring accountability and Efficient Collaboration

WORK FLOW OF OUR PROJECT NYRA CHOCOLATES Ret Ltd:-

· Initially the grack members for this project have been decided, at last we concluded to go with a group of 4 members.

· Then a Whatsakk group was needed to

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from this project and also then select a suitable company that allight with our objective and calso fulfill all the necessary documentation that our college needed

. At class after Consideration all the rules and responsibilities has been given by

### FIELD WORK:

Visiting NYRA Chocolates let Ltd: If possible organize a visit its the factory. Observed the production process, interviewed confloyees and gathered idala con equipment, raw materials and quality control frocedures.

Visiting Retail Outlets: Observed how NYKA chocolates care displayed and promoted in stores. Talk to sales personnel about cuilomer feedback and sales performance.

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# DATA COLLECTION & METHODS

Observations:
During fieldwork, record detailed observations of production processes, State displays, consumer behavior, and any relevant aspects of the chocolate industry.

Decument Analysis:
Analysed company documents, reports,
marketing materials, and online content to
gather information on company strategies,
financial performance, and market positioning

Secondary Data:
Utilize existing industry reports, market
research data, and existing consumer surveys
to gain broader context and compare NYRA
chocolates with competitors.

### PROCESS OF DATA-COLLECTION

The data has been collected from reputed online Sources and is credible. The data is collected in 3 main processes:

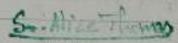
S. Min Tomas

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cathering Data about company:
use visited the factory of NYRA food
Products Itd. and ask their staffs about
functioning, company Strategies and sales.

They we Structured all the information we collected according to the suitable heads were they fit the most.

The Indian Chocolate industry, projected to reach \$5 billion by 2025, witnesses fierce competition amidst established players and emerging regional brands. Among these, NYRA Chocolates, operating out of Madhya Pradesh, has carved a niche for itself with its focus on affordability, quality and innovation flavours. This project delves into NYRA chocolates operations, analyzing their competitive advantages, consumer perception, and potential growth Strategies in light of current industry trends. Examining emisting literature provides valuable insights into their unique journey and future prospects.



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### INDIVIDUAL REPORT AS PER WORK ALLOTTED

Individual work progress of each student cas for work allotted. This work its divided between different group members:

Love KASTURI - Love Kailuri was given the data and all technical aspects of the project. He is also the leader of own group and delegated the tasks to members. He has also researched and written the Chapter I of P4 reports

VIDHI SAHU - Vidhi was given to write first progress report (P1) and (P2) second fragress report cand other writing work for project report and conducting the industry visit for all the team imembers. She has also analysed company's product offerings and segments

SUGANDH HASEJA ~ Sugandh was also given to write the project whe helped in writing progress report 3 (P3) along with vidhi And also helped Anshul in analysing companies estrategies. Sugandh also written progress report 4 (P4)

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ANSHUL BHAMA - Anihul helped all members all work and he has analysed company; marketing and promotional caspeds. Anihul helped dove in collecting data and resources for the project work.

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(Third Progress Report)

S. Alize Thomas

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### INDIVIDUAL WORK REPORT BY EACH STUDENT

Individual work report by each student

LOVE KASTURI:

Role: Analysis, research and writing

Contributions:

· Nonducted in defth research on NYRA chocolates including in history, mission, financial performance and competitors

· Analysed ctrends and idata irelevant to the chocolate industry.

Authored key sections of the project report, focusing on analysis and interpretation of finding and also delegated tasks camong group

· Communicated effectively with clean members to ensure clarity and consistency throughout the

project work.

VIDHI SAHU: Role - Writing up froject report, Product offering and segment Contributions: analysis, undustry visit

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. Analysed NYRA chocolates, product portfolio, identifying strengths, weathers and polential apportunities.

Conducted customer segmentation and identified

target markets for different product lines. Undertook a valuable industry visit to gain firsthand insights into production processes and market dynamics.

Contributed to refort scilions majorly wouldny on product strategy and consumer segmentation.

segmentation.

ANSHUL BHAMA:

Role: Nompany strategy analysis including marketing Contributions:

· Provided detailed analysis of NYRA chocolates company istructure and situategue followed. · Offered valuable support do other team

members with vesteach, writing and data

analysis tasks · Contributed to the overall structure and Coherence of the project

SUGANDH HASEJA:~

Role: - Militing support, company strategy analysis and conclusion Contributions -

Provided materials to write

· Analysed NYRA chocolates historical and current strategies identifying key

## Method Of Analysis

Ratio Analysis: - This involves comparing different financial metrics to understand relationships of identify istrengths and weakness.

Trend Analysis - Analysing Changes in key metrics over time to assess growth stability and efficiency.

Benchmarking - Comparing NYRA Chocolates performence to industry averages or competition to determine how they estack up.

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## FINANCIAL HNALYSIS

Financial Analysis of NYRA Chocolates Private Itd.

Here is a summary of financial information of NYRA schocolate Rt Itd for financial year ending on 314 March 2023

· Revenue / Turnover of NYRA chocolates Put It'd is INRICE-

· Net worth of the company has increased by 466-971.

Total Assels of the company has increased by 40.11%.

. Liabilities of the company has increased by 66.97%. Liabilities of the company has increased by 380.35%.

#### BALANCE SHEET

Sperating Revenue	INR 101-100C8
EBITDA	66.371.
Net worth	445.72%
Debt / Equity Ratio	26.46
Leturn on Equity	128.32%
Total Assets	40.11 %
Fixed Asuls	8.85%
Current Assets	89.13%
Current Liabilities	380.39%
Tirade Recievables 5-1	154.75 1/.
Turda Parrables.	132.79%
Curacal Ratio St Paul Institute o	NCIPAL I Professional Studies 1.45 DORE

# Competitor Analysis

KAMCO Food Chew

KAPICO operates in a larger revenue range (100 ct - 500 ct) compared to NYRA (1 ct - 100 ct).

Profitability:

Net worth growth: KAMCO:s growth (51.50%) is lower than NYRA's exceptional growth (445.72%).

EBITDA Growth:
KAMCO'S growth (34.84%) is also lower
than NYRA'S (GG. 97%).

ROE:
KAMCO'S ROE (33.99%) is Significantly lower than NYRA'S (128.92%). This Suggests Stronger profitability and capital utilization for NYRA.

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Total Assets Crowth: NYRA'S growth (40.11%) is higher than KAMCO'S (15.15%).

Fixed Assets Ratios: Both companies have lean asset structures. although KAMCO's negative rate (-10.80%) raises questions about asset valuation or potential accounting errors.

Solvency and liquidity:

Debt / Equity Ratio:

KAMCO has a much lower ratio (2.38) compared to NYRA (26.46). This indicates significantly lower debt burden and higher financial Stability for KAMCO.

Result Analysis:

Current Ratio: Both companies have adequate ratios NYRA: 1.45, KANTON Short - term obligations. (NYRA: 1.45, KAMCO: 1.30) to cover

Profitability: NYRA achieved Superior ROI on Chareholder Capital

Colvency: KAMCO holds a clear advantage with Eignificantly Cover debt burden and higher financial Stability.

liquidity: 85th companies have adequate liquidity to cover Short-term obligations

Operational Efficiency:

NYRA appears to invest more in

assets for growth, while KAMCO'S

Leaner Structure and negative value in certain areas require further investigation.

S-Aliza Compo

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# CHALLENGIES

Challenger faced in the field project work the faced many problems while choosing the company as there are 4 members in our group to it its roboious the rideas will be different so we faced problems like that.

- . Location: As we were during in different locations its not convinced for us to go we have to kick a nearby location of the company so that we can visit anytime without any monvenience
- · Conflicting Schedules: ~ Differing ischeduler of Ilam members made it challenging to find convenient meeting itimes, chindering icollaboration and Coordination
- · Unequal Workload Distribution: Some team members may contribute more or less than others, causing frustraction and polintional resentment within the group.
- · Coordination Challenges: ~ Coordinating efforts, timelines and deadlines can be complex especially if members have different priorities on responsibilities other than project.

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### Introduction -

As first year management students eager to brige the gap between theory and practice we are fascinated by the intricate world of business. Nyra chocolates Put. Itd., with its intriguing blend of established presence and evolving strategies, serves as the perfect case study for our learning journey. This project aims to provide a comprehensive analysis of Nyra chocolates Put. Itd., covering its financial performance, market strategies, and the overall chocolate industry landscape in India. The project will delve into these key areas.

### Background / literature Review -

The Indian chocolate industry, estimated at over \$8 billion is a delectable blend of established players and emerging contenders. Amidst this dynamic terrain stands Nyra Chocolates Pvt. Utd., a brand synonymous with premium quality and innovative flavors. To comprehend the intricacies of Nyra Chocolates trajectory, its crucial to delve into its internal workings. The background and literature review serve sas a bridge between

PRINCIPAL Sr Paul Institute of Professional Studies INDORE inerry and practice. By synthesizing internal inerval data. Strategic insights, and enternal industry dynamics, we aim to create a industry understanding of Nyra chocolates. Holistic understanding of Nyra chocolates. Shis comprehensive fricture will be the shis comprehensive fricture will be the subsequent sections of sour project, allowing us to analyze our project, allowing us to analyze thallenges, identify ophortunities, and formulate meaningful recommendations for Nyra chocolates future success.

Planning of the Project, Relevance

Ef Target Return -

Planning of the Project -

Formation of Group-Initially the group members for this project were to be decided, at last we concluded and planned to go with a team of 4 members.

Selection of relevant CompanyAlter formation of group, a meeting is conducted between us to search for a potential organization that matches with our objectives and is able to comply with us for providing valuable internal insights.

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we decided to form a whatsapp group for all of us to ask any doubts about the project work and sharing updates on the completion part.

Division of Roles-At the end after our meeting we decided the roles for each grown member. This step clarified all members about the area they have to focus.

#### Relevance & Target Returns -

- \* This project offers a hands-on experience applying theoretical knowledge of finance. Strategy, and inclustry analysis to a real-world case Study.
- \* By dissecting Nyra Chocolates Successes Eq challenges we gained valuable insights into the dynamic world of business. This understanding & cultivates critical thinking, problem - Solving Skills, and an entrepreneurial Spirit.
- This project showcases research of analytical skills, enriching the academic partfolio and potentially enhancing employability in the business would.

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### Introduction

Founded by ABEA Normation on 1883, ASYRA Chandredon For Law in crompt no in Janding formation of fromium consist and there Some strongered todies. Down they consistent as conficient value, NYAR workers underson restricted on production insteads and inviste framily in setting way infrastructure and machinery. The tempony a which which is to the John " anality Rich Unique offering" as defining from the NYRA's littord . Beginning with small vergins in 1993, Andrew when the Jandership of Jan Rapin Dings green from a conal operating to foun with a 3500 mg - Just lands with a freduction columny of 500 kg its a territoria with 80,000 kg and ambitious plan so want by 150 1- by the end of root. The contrary activity consistent contaminat products tallored to glate the there eating a discourse thange of cardies. To meet all such higher the peterte NYRA uses Everyon - state of art madely restribert actobrots majnery als right

So. Mice Thomas

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# COMPANY DETAILS

NYRA Chocolate Ret Ltd is classified can a private dimeted authorized whave Capital is INR 10.00 Lac and the total paid up icapital its INR1.00Lac.

The current status of NYRA checolate Private Similed is - Active.

NYRA Chocolater Put teld chas usin directors - Rajest Dhingra, Jai Kichan Dhingro and others.

· The Corporate identification Number (CIN) of company is U15310MP2017PTCO 43249

. The registered office of NYRA chocolate Pet Itd is at PLOTNO. 6,7,8.9,18,19 Vikran Udyog Nagar Grom Palda, INDORE, M.P.

- · Mature of Business Exporter and Manufactures · Additional Business Retailer, wholesaler.
- · Annual Turover Upto Rs. 50 Lakke · Banker HDFC Bank.

· Banker

· GSTNO -

23AAFCN6172L128

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Recommendations Based On Haalysis streamling operational efficiency: Streamline production processes and invest in cost-saving suchnologies to mitigate the impact of rising coon prices.

ingredients and product formats to cater to dietary restrictions

connections through interactive marketing compaigns and Unique levanol experiences.

Emberace Sustainability: Explore ethical sourcing practices and eco-friendly packaging to allign with increasing consumer values.

Sa Alice Towns

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### Challenges faced Inthe Buject Work

that there will be different ideas and opinions, is

of the Company so that we can visit anytime without any inconvenience.

Conflicting Schedules: Differing schedule of teams
members made it challenging to find consensed
meeting times, hindering collaborations and
coordination between the members.

Coordination challenges: Coordinating efforts timelines and deadlines can be complex especially if members have different priorities or responsibilities other than project.

may contribute more or less than others causing frustration and resentment within the group

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CONCLUSION OF THE REPORT our extensive examination of Myara Chocolates PV LLL Encompassing financial analysis strategic dissection, and an immensive industry visit, Paints a vivid picture of a brand at a grassroads. While beauting underjately financial stability and innovative marketing strategies. Myra faces both internal and external challenges that demand strategic adaption

Financially, Myra showcases healthy grouth and profitability, fueled by its premium market positioning and efficient distribution network (dowever, Hising cocoa prices and intense combitition necessitate continued cost optimization and product Liversilication diversification

Strategically, Myra's branding resonates with luxury and Sophistication, while its pricing strikes delicate balance between exclusivity and accessibility, However, our industry visit repealed a need for enhanced consumer engagement, and experiential morpeting to solidiff berond loyalty in the face of emerging competitors.

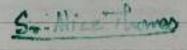
The Indian chocolate industry presents both opportunities and threats. Bremiumization trends body will for Nyra but increasing health Consciousness demands exploration of healther ingredient options and sugar-reduced offerings.

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# CONCLUSION

proposition, efficient production, and discretified product officient production, and discretified product officients, whas established itself as a strong regional player in the Indian chocolate industry. Understanding existing literature reveals their strengths, limitations, and potential growth avenues.

Moving forward, embracing edigital marketing, dustainable practices and strategic feartnerships can propel NYRA towards national expansion and secure their festion as a leading chocolate brand in the future



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# BIBLIOGRAPH)

- · https://www.nyrachocolater.com
- · https://m.indiamart.com
- · https://www.tofler.in
- · https://en.m Wikikedia.org.

S. Alice Thomas

PRINCIPAL St Paul Institute of Professional Studies INDORE

### St. Paul Institute of Professional Studies, Indore



Name of Student:\_Hanshul Kushwah

BBA III Year

(2023-24)

### Internship Training Report Undertaken At

Shri Vinayak Trans Cargo

Guided by:	Authorized By:
Name of the Faculty Br. Florit Knistes St	Principal : U. St. Asica Therwoods
Destanation Associate Professor	Date : Professional Shutter
SPIPS Indore	Stump 1

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#### Declaration by the Student

I hereby declare that the Internship Training Report submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of http://www.kauswik... and this report is submitted in the partial fulfilment of the requirement for the award of the degree of Bachelor of Business Administration. The Analysis/ Results embodied in this report have not been submitted to any other University or Institute for the award of any degree ordiploma.

Place: Induce

Date: 05 02 2024

Signature House

Name: Hanshul Kushwah

Class: BBA D. 41 .....

Roll No. 21

S-Alize Thomas
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St Paul Institute of Professional Studies --

#### Certification by Internship Guide

I wish him / her all the success in the future endeavors.

Signature: .... Varias.

Name of the Guide: Dr wirek kaurunk

Designation Associate Profession

So- Hice Thomas

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#### SHRI VINAYAK

Off.: C-13, Dhagat Singh Market, Dawas Naka, Indore M.P. Email Ld.: shrishayakttunscargo@gmail.com

#### TRANS CARGO

Mob.: +91 8889-611-611

### Work Completion Certificate

This is to certify that Ms, Hanshul Kushwah of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project / Internship Training from 1st Nov.2023 to 31st Dec 2023 in our organization.

Her work and behaviour during this period was good.

We wish her a bright future.

Signature: . 1000

Name of the Org: Shir Vivayak fram Cargo

Head/Delegate: Muluh Singh

Stamp

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#### Acknowledgements

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Constant	guldanu	played	a wto	u sole	ů
making +	he execution	Dr. 64 1	u proj	ict.	
through t	ause alke	-10 ext	end My	depest	thanks
	inector " Res				
Dr. St. Ati	a though	102 1	momiaing	nie u	ith au
	rity that				

Place: Indore
Date: Oxfor proxy

Sign. of the Student: Handhad Kushwah
Name: Thompson A III 44.
Roll No. 21. S. Hice Thomps

PRINCIPAL St. Paul Institute et Préfessional Studies " INDORE



### SHRI VINAYAK

CH.: C-18, Bhagat Singh Market, Downs Naka, Indom M.P. Email Id.: christopy/Attranscripe/figmail.com

#### TRANS CARGO

Mob.: +91 8889-611-611

20 Oct 2023

Hanshul Kushwah 114 . Rajiv awas vihar INDORE. Madhya Pradesh - 452010

Re: Internship offer

Dear Hanshul

At Shri Vinayak Trans Cargo, we are offering you an internship position within the Marketing department at our Indore office.

You shall bear the title of a social media marketing intern during this internship.

This internship commences on the 1st of Nov. 2023 and is going to last for a period of Two months thenceforth. Your work schedule is Monday- Friday.

An internship position does not entitle you to any company benefits.

During your internship, you might have access to confidential information and trade secrets of Shri Vinayak Trans Cargo. By signing this offer, you agree to keep such information confidential and abstain from using it for personal gains or divulging it to any external entities.

At the end of your internship, you also agree to return any equipment, documents or other company property issued to you by Shri Vinayak Trans Cargo.

Your acceptance of this offer conveys your acknowledgement of the fact that this is not an offer for full-time employment and it does not guarantee a job offer upon completion.

Welcome on board!

Sincerely,

Milkediy

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us togethe.

logistics involves the detailed collection and origanisation of various activities within the supply thain

Exemporatation
itwentory management
waternousing
and distribution
to ensure the efficient flow of goods
and security from the grow
or point of oringen to the final
consumers.

It encompans planning, implementation, and continol of these process, aiming to applicate suspenses reduce costs and enhance orwall operation effectiveness.

Logisties plays a remial more in supporting business and ensuring timely delinery while meeting contours expectation S. Mice Thomas

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Details Organisation

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# Details Of Organisation SHRI VINAYAK TRANSCARGO

located at ? Bhagat Sengh Market, 619, Deusas Naka, Laudia Mori Indore NP 453771

Headed by & singh

Contact Letails >

e-mail adduss ? Sutcinaose @ gmail com

opene > 24 7

survicu pusuided >

- · Tuenspectation Service
- · warehousing & Distribution
- · value added services
- · readous naturial handling
- · socuments handling



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Details and Importance Work-done

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## Details of Work done >

These asse various tasks and work that contribute to smooth more moreking of an osegonisation s

- analyzing almands to ensure adequate
  - D Purcurement > Sowreing and purchaling materials or purducts from supplies
  - 3 Inventory nanagement & Monitoring stock lovels, nainimizing excess inventory, and preventing stockouts.
  - De wavehousing & storing, organizing, and managing instrutory and in wavehousing efficiency
  - 5 Order processing & Receiving, puccessing and flugilling austomer ordered accompany and peromptly.
  - B Transportation Management → Planning and woodinating the movements of goods via various thaniporitation goods. S. Mice Thomas:

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- Déstrubution Routing and delivering purauts to the rugal document, from Lundwing multiple distrubution business.
- O Supplier and vendore management + Building and maintaining relationships with suppliers and vendors.
- D Technology integration → Implementation of and utilization logistics software and technologies for bother efficiency
- (5) Risk Management + Fdentifying and militaring wisks related to supply their diskuptions, such as natural disaster and geoperitical visues.
- Descrity control → Ensuring products need quality standards throughout the supply Chain.
- B Return Management & Handling purducts return and managing remede logistics process.
- Baser nock, custom danismentation

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regulation. I compliance with

- (y) Cost Management + transporing and optimizing registries costs to imprese orbital propertability.
  - (3) continuous improvement → Identifying areas for improvement and implementation strategies to enhance logistics processes.

These tasks collectively contribute to an effective registers strategy, enabling businesses to need customer demands efficiently while maintaining cost effectiveness.

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Importance of Work done 8work done in eogistice is outlas for sureral reasons 8.

- Efficient Operation Logistics enquees the smooth and efficient movement of goods, reducing delays and ellipsically operational officiency.
- of cost management & reflective logistics management heips in minimizing costs orelated to throughoutation, warehousing and Enventory, contributing to better financial ferformance.
- Delivery of perchecks improves customer satisfaction, jostering loyalty and perception.
- Desprey chain Optimization → Logistics

  flags a key order for optimizing the

  procurement to distribution

  resulting in better resource utilization

  and subsponsiveness:

  5. Mice Thomas

PRINCIPAL Sr. Paul Institute of Professional Studies INDORE 6 Market Competitioners - Companies with mell managed logistics can gain a competitive edge by offering necessary and timely shruled attracting more customers in the

Elik mitigation - Logistics planning involves disk assissment and mitigation strategies, reducing the unpact of dismurptions like Supply arain bottlinecks or unporseen endets

Déposed reach ? In the era of grobal trade, expertise logistics establis businesses. to expand their reach to international markets, jostering growth oppositionities.

Plescurce Utilization > Proper logistics
management ensures optimal
utilization of selectures, including
transportation beliebes, warehouse
space, and labor, leading to real
sawings.

In Summary, the Emportance of week done in legistics lies in its ability

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to enhance operational efficiency, reduce costs, sollisty customers and contribute to the orienall competitiveness and purcess of a business.

# Objectives Nethods

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## Objections of SHRI VINAYAK TRANSCARGO

- Dost Efficiency Minimizing, transportation storage and handling costs through optimized processes and resources
- and accurate delinery to meet customer demands, entrancing overall satisfaction and legalty.
- Inventory optimization > Bolancing inventory levels to prevent excess or mortages, reducing holding costs while malitating adequate stock
- (a) Supply chain Integreation coordinating activities access the supply chain to enhance reliaboration and recoponsiveness to market changes.
- Dead Time reduction streamlining processes to minimize the time it takes for products to more from production to ronsumption, improving responsiveness.

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Rick Management & Identifying and mitigating wisks such as dissuptions, in supply chains, regulatory changes, or unformen events may may impact registion operations

A Heritelity & adaptability & Building systems that can adapt to colonging market conditions and demands insuring resilience in me face of uncertanities.

Environmental sustainability & Implementing eco-ficiently quactions to minimize the environmental unipact of logistics operations, aligning with corporate social suspensibility.

Information accuracy > Enhancing communication and improve decision - to eveduce servors, improve decision - making, and prioride steat time visibility into logistics processes.

Regulatory compliance de duculug la solat dud international frequer's governing the momenteur of goods pensuring legal compliance du al registics activities.

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Decemberation with statemoided a gestateining of statemostic and other statemosticist as a sometime and integrated supply main retweet.

Scookmeens improvement Implementing south preparation and preparations and preparations. Interest to adentify were as the improvement and optimize deglatics process once time.

So- Hice Thomas

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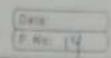
St. Paul Institute of Professional Studies \* .
INDORE

Methods of Working +

Effective mutods are carried are done

- a un of Technology: Implementation of registics took and software such as inventory management, order publication and noute optimization to enhance efficiency.
- Rey performance undicators to identify and for unprovement
- Cross-Functional Teams: Foster collaborations samong different departments to ensure la holistic approach to logistics management.
- 1 heat Time tracking & Implement tracking systems to monitor the movement of goods in real-time, allowing for better vesibility and verepondinaless to changes.
- D'Employee Training: Provide ongoing training to logistics stays would

PRINCIPAL PROPERTY INSTANTANT STUDIES



updalle and best practices. Leavingy

- analysing sustance feedback to interest and enhance turoner satisfaction
- autite of processes and documentation to ensure accuracy and comprises

These are some methods and strategies applied in "Sheet Vinayak France cargo" neuch enhance there efficiency responsiveness , and overall hamaging of these beariness.

S. Hice Thomas

St Paul Institute of Professional Studies INDORE Mended Outcomes

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Intended outromes all the specific results se achievements that are planned or desired in a given separation, project se endeavole.

and exports towarder a particular direction of success vetteria.

INTENDED OUTCOMES IN "SHRI VINAYAK

TRANS GARGO" :-

- Therefore supply chain Management

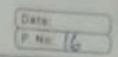
   Ensuring timely and cost effective
  movement of goods from suppliers
  to ensterners.
- 3 optimized Inventory level 
  Himinizing excess stock white avoiding

  Stock outs I to improve onerall

  inventory management.
- → Ensuring timely derivery of products
  to lanstomers, enhancing untonner
  satisfaction

S. Alice Thomas

Si Paul Institute of Professional Studies



Toursportation, were nousing, and overall logistics costs.

I trunced visibility & turporting sealtime tracking & visibility turbuguout the supply linder for better decisionmaking

Rick mitigation & Pdentifying and mitigating risks such as delays, discriptions and damages to primit negative impacts on operations.

Delivery speed accuracy by and overall service.

Environmental surrainability > Implementing eco-feriordry practices to enduce the environmental impact of logistics operations.

Descriptions & Ensuring adherence to regulatory requirements & industry standards Sa Mice Thomas

PRINCIPAL

11 Paul Institute of Professional Studies
INDORE

Operational efficiency of impuniting overall efficiency in processes, resource little ation, and work force peroductivity.

These outcomes contained to the outcase of "smill ulrayar the pair cargo" it the market.

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# Achieved Outcomes

Sa. Alice Thomas

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delieved outromes are the iactual susulus ar iaccompressenente that have been realized in a given situation de projet they expressed the tangible and measurable results that have efforts, or intratues. I ottom these pritionis are compared against the initially planned we indeeded effectiveness of a pauticular endeaver.

In "SHVI VINAYAK TRADE CARGO" 1 cost effective movements of goods have there done and I done 3 Inventory management is carried out in a people way by a proper way by a proper 1 Timely delivery of goods to automes asting of risk Meeting demand of customers on or Paul Institute of Professional Studies ENWHILL

Date: 19

superened orienall

eldource in

These achieved outromes demonstrate the exectiveness of "smi vivayak Frans-callyo" in neeting its goals and achievery value to the contonies.

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Morelase in Knowledge Skills...

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- 20

By working in a Logistic Bushess

By working in a Logistic Bushess

I have led to increase in knowledge
and stalls in various areas like -

I have understood the crid to end processes increased in the supply chain ferom procurement to y distribution:

& semploped a Still in interite optimization,

Familarized rupey with logistics extraore terothing systems and other technological tools.

I dentite of groundedged in identifying that rick of

Decreed to stay included on the rules and regulations gonerary

G Got a base on puctelen soming the address stallings and I mybruseen issues.

TENVIETT

S- Alice Thomas

SF Paul Institute of Professional Studies ....

Samuel and

etale, especially in economication and different of quirementies for presided the a dynamic environment to tester my hours st Paul Institute of Professional Studies INDORE HOVEE'S

Application work in Real life

So Hice Thomas

application of the work Stille have got from this internship very I coneficially for my Enouledge base has be widen fredition power has been increased i which in head the ake all six ake ally in doing my work as ian individual. reclinationical skill enhancement promes do be very good thing Communication, way of talking kecanic proper where too becaute in ideasibiling my thoughts and heart to others in my hear Synamic Centisonment in SHRI
VIWAYAK FRANS CARGO" Was a pelle
point to me in my persone for litery
us head life as sheat life in litery
us healty very dynamic. Sa. Alice Thomas

ill Faul institute of Professional Studies

Conclusion and amming for Future

State March March

Paul Institute of Professional Studies

---23

In concusion, by experience has inversed and logistics business has equiped me with a comprehensive undistanding of supply enain intuicacies, operational efficiency and iterations decision making therein and

from oplinizing decauspolitation reutes to simplementing cutting edge themplogues, my time in logistic her blen characterized by a commitment to excellence.

I am adept at overcoming challenges, encuring timely delinery I and restricting to oriented success of deproties operations.

### PLANNING FOR FUTURE +

laning completed my interneling in lagistics business, my police pean

Dhumu reducation in mis field.

Despecialization in work

So. Hice Thomas

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Species

anancing my technical and unturpreneurship wanta 3 lexploring for more and more by combining my internship experies built my fedure plans, I will knild a sterong foundation for incorrect ful fulfilling causers in the field to legistics. - Paul Institute of Professional Studios INDORE E THAT IT Squater

Oxea and Scope S. Alice Thomas \* Paul Institute of Professional Studies

Date; P. No: O I

# LOGISTICS.

Logistics involves the ditailed coordination and organization of various activities within the bupply chain, including.

Enauspoutation. Livertory management, wavehousing

and distribution

sind services from the first consumer-

It encompases planning, implementations and control of these perocesses, alming to optimize resources, reduce costs, and enhance overall operational effectiveness.

Regestier blags a crudal viole in supporting businesses and enviring timely delivery result meeting customers experiations.

PROYO.PAL

if Paul Institute of Professional Studies
INBORE

Monk Description and Skills Regulation Protessoral Studies

In a logistics department, various fasts and works contribute to smooth operation of supply chain

- demand Planning & forecasting and analyzing demand to ensure adequate inventory levels.
- D Procurement + Sourcing and purchasing materials are peroducts from suppliers
- 3 Inventory Management & Monitoring stock lurels, munimizing excess inventory, and pereventing stockouts
- @ wavehousing > Storing , organizing and managing inventory and I in wavehousing efficiency
- 3 Buder publishing & Receiving, purcering and fulfilling hustomer olders
  - 1 Transportation Management & Planning and coordinating the movements of goods was various teamportation

PRINCIPAL
PAUL Involutes of Professional Studies

P. No: 03 sistuitation à houting and delivering puoduite to the right locations forten innoming multiple distribution adament. Supplier and rendon Management >
Building rand maintaining rendonships
mile suppliers and rendon. 1 sechnology interation & simplementation and utilization logistics software and technologies pour better experiency. Risk panagement > Identifying and mitigating wisks related to supply than distriptions such as natural aisastes and geoportical issues Developer control -> Ensuring products
recet quality Standards throughout
the supply Chain. (3) Peturn Management → Handling products
return and managing diverse
Logistics processes. (3) Documentation and compliance + Managing paper work, customs documentation PRINCIPAL Paul Institute of Professional Studies

P. No: 04

and ensueling compliance weiter

Dost management - Analyzing and optimizing registics corts to

Continuous l'inprovement 3 Identifying areas for improvement and improvement and improvement by the enhances logistics provenes.

This tasks collectively contribute to an effective logistical strategy enabling custinesses to meet alstonier demands efficiently usual manitaining cost effectiveness.

So. Alice Thomas

 It Paul Institute of Professional Studies INDORE

Date: P. No: 05

Tot doing and leauning a multipurction registies requirer a combination of technical temperation of technical temperation of technical

- Supply chain Management & understanding
  the duties Supply drain purcess
  from proceedingment to definery
  and opening it for efficiency.
- and team members to ensure

  Smooth operations and customer

  satisfaction.
- 3 Pueblem-solving durity to identify and address issues in the supplychair pamply and effectively
- Destrict skills & shally a data, freends and logistics metrics to make injohned decisions and opinions
- 5. Negotiation skills > Negotian contracts, dears and agreement with suppliers, vendors and than Jortation providers.

S- Alize Thomas

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- Time paragement & Effectively allocate surrousces and manage timesines to meet descreey deadlines.
- Enanger en market conditions suggestions ou unexpected quents that may impact logistics operations
- leadership + Lead and motivate a team, delegate task, and make strategic plans to achien business objectives.
- D. Attention to setails → leverise attention to detail is crucial for accurate order processing inventory management and documentation.
- Deutomer Relationship management (CRM) use CRM tools to manage and ensure enationships with wints and partners.
- D Interpersonal Wills I work collaborately with different stakeholders, incheding suppliers, mendors and internal teams.

In Julian Details, Methods of working for alloted work / Tasks

0	Date:		
ĺ	P. No:	07	

# Organisation Details.

# SHRI VINAYAK TRANSCARGO

located at +
Rhagat Singh Market, 619
Dervas Naka, rasudia more
Indore MP 453171

Headed by -Sheel Mukesh Singh

contact details >

&-mail address + Sutcindose o gmail com

opens 24 7 [Mon-sun]

source Peronided >

· Tecongostation service · wavehousing and distribution · value added services

Hazardous Material handling socument management

Methods of Working for alloted work / Task to me >
Effective methods are done for the work, eite ?

- Dust of technology > implementation of eightid tooks and software such as inventory management, order.

  processing and house optimization to enhance efficiency.
- O continuous monitoring → Regularly monitoring key performance indicators to identify areas for inquovement
- D. 605 Functional Teams → forter reliablements among different departments to ensure a notistic approach to legislies management.
- B. Real- Time tracking & Implement tracking
  Systems to monetor the movement
  of goods in real-time, allowing
  too better weitbility and responsiveness
  to change

PRINCIPAL

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- Employee Training & Provide orgoing training to logistics stays and received technology updates & best practices.
  - Deutomer fædback & Gathering and analyzing austomer feedback to identify areas for imquorement and enhance rustomer satisfaction
  - Degular audits of processes and dominentation to ensure accuracy & compliances

these are some methods and strategies applied in "shri ulrayak Transcargo", which enhance there efficiency, responsiveness, and eneral managing of there business

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#### **TRANS CARGO**

Mob.: +91 8889-611-611

#### Performa-G2

#### Information and Consent Of The Organization

2 Structure (Government Semi Government Private other

2 Structure of work

3 Nature of work

4 Total no Of Collaborators in the Organization

5 Maximum no. of Students which you can guide

10

6 Emloyment possibility after Training

7. Other important Information

Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.

Signature with date

Head/ Authorized person of the organization

PRINCIPAL

St. Paul Institute of Professional Studies

WOORE

# SHRI VINAYAK

#### TRANS CARGO

of C13, Bhagat Singh Market, Dowas Naka, Indore M.P. and M. Shrivhovyaktranscargo@gmail.com

Mob.: +91 8889-611-611

#### Performa-G4

Feedback Form

Name of Trainee Student: Hanshall Kensulosh

college Name : Et Paul Institute of Riofer propriat studies

: BBA III 41.

Class Class

ection and S.P	Paris Of	Genda/A/D/CVII	Remark
N.	Basis Of Valuation	Grade(A/B/C)#	Kelliaik
1.	Attendance	A	
2.	Theoretical skills gained	A	
3.	Practical skills gained	В	
4.	Sincerity& Interest towards work	A	
5.	Attitude and behavior during training	A	
6.	Coordination with working group	A	
7,	Overall grade	A	

Date:

Signature with date

S-Alize Thornead/ Authorized person of the organization

Place:

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INDORF



### St. Paul Institute of Professional Studies



7/1, Boundary Road, Near Lalaram Nagar, Indore - 452 001, M.P., India. Tel. No. : 0731-2499911, 2490114 E-mail: Info@spipsindore.ac.in; Visit us at : www.spipsindore.ac.in; www.stpaulinstitute.ac.in

## ASSIGNMENT SUBMISSION

SUBJECT: Interchife Report

Name of the Student :	Nihhil Wadhwani
Contact No. :898	2272123
Class, Course / Section :	BBA-A-II'd Year
Name of the Guide / Professo	or: Poof. Ashay Joshi
Roll No. in the University :	222850076
Enrollment No. : DX 2	206 369

SP\$P5/16000/05-16-2019



### St. Paul Institute of Professional Studies, Indore



Nikhil Wadhwani BBA II Year (2023-24)

# Internship Training Report Undertaken At

Nj Wealth's Aguncy

Guidea	1 by: 15/6/2/2024
Prof.	Ashay Joshi
5,000	of the Faculty

Designation Aut. Profesion

SPIPS, Indore

Authorized By:

Principal : Dv. Sv. Alice Thuma

Date : Sa. Alize Thomas

Stamp Stamp Stampard Stamp States

#### Declaration by the Student

I hereby declare that the Internship Training Report submitted to St.

Paul Institute of Profession Studies, Indore, is a record of an original work done by me under the guidance of Paul Advantage and this report is submitted in the partial fulfilment of the requirement for the award of the degree of Bachelor of Management. The Analysis / Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

Place: Indere

Date: 6 | 02 | 2024

Signature: ......

Name: Mille Wallmans

Class: BBA - A - II- 4 Year

Roll No ... 23385 ports

Sa. Alice Thumas

\*\* Palif Institute of Professional Studies

#### Certification by Internship Guide

This is to certify that Mr. Nikhil Wadhwani of Class BBA-A-2nd Year, Roll No. 211 Month has carried out the Internship Training under my guidance and supervision in partial fulfilment of the Degree Bachelor of Business Administration, offered by the Devi Ahilya Vishwavidyalaya, Indore (MP).

The above work is done in No Wealth Agency

From 20-12-2023 to 20-01-2024

I wish him all the success in the future endeavors.

Signature: .... Manilla

Name of the Guide: Marish Thawar

Designation: Agency Manages

S. Alice Throngs

Paul Institute of Professional Studies



Date: 20-01-2024

#### TO WHOM IT MAY CONCERN

This is to certify that Mr. Nikhil Wadhwani, student of BBA SPIPS, Indore, M.P. has successfully completed an internship in the field of Marketing from 20-12-23 to 20-01-2024.

During the period of his internship with us, he had been exposed to different processes and was found diligent, hardworking and inquisitive.

We wish him every success in his life and career.

Mr. Manish Jhawar

Maris 1/2

Agency Manager- NJ Wealth

PRINCIPAL

\* Paul institute of Professional Studies

Agency Address: 11, Rajgarh Kothi, Gita Bhawan Road, Indore 452001

Email ID: moneymf@gmail.com; Website: www.moneyplant.njfundz.com



#### Performa-G2

#### Information and Consent of The Organization

	Name and Registration of the Organization No. Wealth a Agency Manager - Manus diawase
	Structure (Government/Semi Government/Private/other)
3.	Nature of work
	Total no. of Collaborators in the Organization
5.	Maximum no. of Students which you can guide
	Employment possibility after training
7.	Other important Information

Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.

Marin 201012024

Signature with date
Head/ Authorized person of the organization

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#### Acknowledgements

I feel delighted & privileged to express my sincere & deepest sense of gratitude & indebtedness to my learned & exteemed supervisors Mr. Manish Jhawar & Dr. Vivek Kaushik for their encouragement, advice & continuous interest in the subject.

I sincerely thank Director Fr. Simon Raj & Principal Sr. Alice Thomas (St. Paul Institute of Professional Studies) for their encouragement & providing all the necessary facilities to carry out the work.

I also extend my heartiest respect & thanks to all teaching & non-teaching staff, members of the Department of Management, & my family, and friends who directly or indirectly helped me in accomplishing this Internship.

Place:	Sign. of the Student:
Date:	Name: NAM Walkers
,	Class: BBA - A - II - Year

S- Alice I wowas

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INDORE



#### Internship Offer Letter

To.

Mr. Nikhil Wadhwani,

15, Greater Tirupati Colony, Lalaram Nagar, Indore (M.P.)

Dear Nikhil,

On behalf of NJ Wealth, we are elated to inform you that you have been selected for the position of intern with our agency. On your acceptance of this letter, you will be required to join from 20th Dec 2023.

I want to inform you that this internship will be 30 days and will be an unpaid internship. Your internship will end on 20th Jan 2024.

During your internship, you agree that you will take complete care in maintaining the confidentiality of all the information you come across and by any means. On completion of your internship, you will be required to hand over all the official documents, and any possessions that will be given to you during your internship.

By accepting this offer letter, you agree to all the terms and conditions that have been mentioned above and you agree that you will be following all the rules and regulations at the agency. You will also be observing all the practices and policies that define the work and conduct at the agency.

We look forward to having you on board and we are hopeful that this association will be mutually beneficial to both parties.

Congratulations and welcome aboard.

Sincerely,

Manish Jhay ar - NJ Wealth's Agency Manager

Agency Address: 11, Rajgarh Kothi, Gita Bhawan Road, Indore-452 001

Email ID: moneym@gmail.com; Website: www.moneyplant.njfundz.com

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	Sa. Alice Tumps	
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# Anea / Supe of Internship

Markeling

Markeling is a crucial varfeel of any durings, and it is compared vall valuables irelated to foodul, fouce, filace, firemotion, feefles, from and physical residence. During imy unternity at NJ Weath's Agency, I had the officiality to work is feelfully on the fromotion front of impriming. Promotion is the function of impriming, from along and influencing frotential customers towards the finally by viespossibility was freezonal delling which from analy unwisely unforming clients about incided junds and NJ Weath, and generating a desire in them its unself.

Beyond that, I also got its words on the KYC (know your customer) fraces, which is an essential spening forces. This fraces orequires four resemble documents, including the PAN card, Parthar card, bank specif, and a specifically. It also verquires chested chaque image, and chest name and aignature.

S-Alice Thomas:

The fraces can the done wither online on offene defending on the wheel's freeference Some the amount is ofiened, the dreal in angred a unique account number and francoal, which they can use to assen their august.

St. Paul Institute of Professional Studies \_\_ \_

# Details of the Organisation

No Wealth is a meteorite of financial foredule distributors and one of Tulias most successful included in the financial derivers unduring It is a dubidany of No Cowner, a frominent chlayer in the Indian financial derinces undustry known you its violant distribution capabilities. The journey of NI degan un 1994, when itwo first generation renter foreneurs. Mr. Neeraj Choku and Mr. dignock Desai established this company. NJ Crucufi's ifremillene is "We are BUILT ON TRUST! In 2002, they started NJ Wealth unto a which of "Creating Wealth and Transforming lives" by reading out to the common man Today, the N3 Wealth Jamely that over 34,722 artire distributors across 23 states in India, Africal over 180+ classion, with over 29, 27, 057 unvestors and over INR 1,82,858 Cr of mutual fund arets under management.

I completed my internibile at NJ Wealth agency, where I was mentioned by the estermed Six Mr. Manut Jawahar Thawar, who

S Alice Thomas : Reliable States



Server as the Agency Manager of No Wealth.

The agency work unwher showness development,

partner occombinent and growning, and

sproduct drawing and education. Coverelly,

Mr. Shawar has a Slam of 35 feartners

and has smove than 500 core AUM (aucts

under management).

STATE TOWAS

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Descript oppositually



Familiarity with the Working World.

S. Alize Thomas

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# Importance & Details of Work Done

#### Importance of Work Done

~~~~~~~~~~

- dearning officiality: I shall a great dearning witherence during my untermship. I dearned about the sheardsal aspects of initial funds, uncluding their glossary, types, advantages, and disadvantages which continued to the spectful traveledge idditionally, I gained spectful browledge about marketing and the KYC forcess.
- 2 Makes me familiar with the working world:

  The unternship has helped one in my transhon
  the the frequencial world. Entering a

  confinite job can be challenging, that this
  unternship has frequenced one with a starling
  if out to build my cover and has
  equipped me with valuable skills that
  will be weful in any workplace skilling.

S- Alize Thomas

St. Paul Institute of Professional Studies.

- Marketing : I special the ipromotion ifraise in markeling through freuenal velling. Fally, I communicated with my charts to understand their unvestment goals and requirements. Then, I founded them with genune unformation about various unvestment oplions, unduling imutual ifunds, and enfolamel the vietures, rushs and everything violated to them. All of this was done to unwent clients awareness downered mutual funds and No Wealth, as well as the generate a device in them to wovest in unutial famil others
- KYC ( Anow Your Customer) During my unlernship I cleanned about the KYC forecess. It is an account opening fucien, that everywees ifollowing downends: a PAN coul, an Addar cord, bank ifreof, and a filotograph. It can the done online or offine. I dearned shout online kir during my internity which also vegues elients chaque image and image of chent name & signature. After the account in opened, the short is designated a unique Occount number and francis - Alize Thomas



Objedive

S-Alice Thomas

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# Objectives & Methods

The objectives were to arguers:

1. Theoretical denouledge

2. Praileal Annuladge

about Muhal Junds

is, To achieve dissouledge in the firstless field of an organization its make theoretical dissouledge smore ifmulful and visibile

Methods

To advise the above imentioned objectives, I foul rengaged in self study its gain shearebeal skindwoldge about imutual gunds. Sater, I increased imentoration from Mr. Manish Trawar and Dr. Viveto Hawket on the same subject.

Timally, during my internalish with NI Wealth, I was able to apply vmy theoretical and finalical shnowledge its real life situations.

S. Alize Thomas

PRINCIPAL SI Paul Institute of Professional Studies -

### Intended Outcomes

The untended outcomes were as Jollows:

- 1 To get Wholesome knowledge about the Mutual Jund.
- 2. To understand the work culture of No Wealth and who agency so as its gain the experience.
- 3. To strengthen my CV (curriculum vilae) or Resume for the Julie.

S. Alice Thomas

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### Achieved Outcomes

The ashevel outcomes were as Jollows:

- I Wholesome chnowledge about the Mutual Junile
- 2 Understood the work culture of NS Wealth and who agency to gained unferience of working in it.
- 3 whengthened vmy C.V (Curviculum vitae) or Resume yor the guture.

S-Alice Thomas

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THE PERSON ASSESSMENT OF THE PROPERTY OF THE PERSON OF THE

S-Alize Thomas

★ Paul Institute of Professional Studies
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# Inchease in Knowledge

Mutual spiral in a Style of uniestment in which Auch Hanagement Confromy front money James the aniversors would univer it in identified if marrial renaturments which as which, whehentures, Irondo, A. with the values of their wifiers iknown as fund managerer.

Out of Sotal outurns generated, they week a small frencent (woully 1-21) as a fingle for their company and to meet the expenses and return the rest to unvestion.

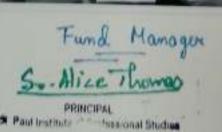
Hubsh June is viagolated thy demoles and Exhange Board of India (SEBI).

Examples of Assel Management Confrances

HOFC And Management Company Ltd. Aru Asset Harragement Company Ltd. TATA Asset Hans gement Company Lid and Hanagement Company Ud. NJ Assel Hamagement Pol . 18-Alice Thomas







Musel

### Orlowany of Mutual Fund Terms

Assel Management Company (AMC)

And Management Confiany vieters to the company or entity that offers mutual funds to the unvestors and fool money from unveitors and unvest in diversified financial instruments such as wholks, debentures, bonds, ale units the values of their ifund imanageu\_

Ex: HDFC Rush Management Company IId. TRIA Aust Management Company Lid

2. Fund Manager

Fund Manager is an expect afformed thy AMC which shandles all the unvestments.
There are those types of June manager:

i) Pulve Poulfolio Manager : who unvest un equity, debt or shippind finals & usually for

ii) Parime Portifolio Managere - who invest un under Junds & weekly you long theren. 类加加



Library Person



Confus

Sa- Alice Thomas

PRINCIPAL sit Paul institute of Professional Studies INDORE

### 3. Asset Under Management (AUM)

It is the ifinanual impossioneral which infrarent the statel images value of sall the raisely (assessments) imade the due Management confrance

In simple words, AUM is the Ital money managed by AMC.

4. Expense Rato

It is a small ferrenlage wharged thy unch Management Confrany to:

Farm frufit for their company.

Bear the vaferies auch as giving dalances
to fund imanager, cultoner sufficient,
accounting and auditing.

5. Confus

Confus is sdefined as the stotal amount of smooney that is unvested in a short cular smoothal scheme thy all the investors.

S-Alice Thomas

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set duck Value

Sa. Alice Thomas

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9 Paul Institute of Professional Studies
INCORE.

When an undendual days emedial found alleme, the gell the units that can the called the your whent of commentation

Net stuck Value (NAV)

It origins the the value of one unit at any gurn thunk of lime. It is infidaled one for days thating demon

Frity cloud.

It was the fee changed from an cincestor while draying units of a mutual fund

In August 2009, SEBI abolihed entry deads

Int dual

It is the fee charged from an investor when they east the wheme define a diffulated June June Juned. S-Alize Thomas:



Sa-Alice Thomas

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st Paul Institute of Professional Studies
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to No head find

It vieters to vinitual fund dihemen that do mot change centry or each heads.

11 Systematic Truestment Plan (SIP)

It is an unwestment strategy in which unwestons can unwest a fixed amount of immery in include fund at regular untervals.

This amount is deducted automatically from

It offers gleability in terms of amount of amount of amount of amount and frequency of unweitments.

12 Sump Sum

It wefers to single, but amount of immey unverted in immulial fund othernes

Byskmatic Transfer Plan (STP) S-Alice Thomas
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BY BAUL INSTITUTE OF Professional Studies
INDORE

Tr allows an unestor ile ilronfer a fuellementel

le: amount of money from one otherne its another whome Systematic Withdrawal Plan (SWP) It allows an unvestor the withdraw a fine determined amount of money your a wheme at periode untimals. New Fund Order (NFO) It wefers the the dourch of a view mutual Wheme by an AMC During NFO, the AMC offers units of the inew distance you the yout lime to the unvestors 16. Benchmark Index It refers to the Handard against which the ferformance of a united fund is incasured Most common one, and : SENSEX, NIETY Sa Alice Thomas 17 Alpha (x) St. Paul Institute of Professional Studies

典 30元

It is a imeasure of freeformance as compared to thenchmark under I delta than the denter and walks

18 Bela

It is a impassion of volatility (soldier up and down in fine) with compassion to desident winder.

If B=1 (dame performance as that of bendence les)
B<1 (less volatile than bendmark inless)
B>1 (more volatile than denoting or the reless)

19. York - in period

The deme-ferred for which unvestments made up withdrawn

els: Lok-in Janoch of FL33 (Equity limbed dawing whems) is 3 years.

20. Port John

of equipolo is the testal mange of universiments that are held by a starticular universities

### Types of Mutual Funds

Based On the Investment Objective **Based On Asset Class** Based On Structure Growth Funds Open-ended Funds **Equity Funds** Fixed Income Funds Debt Funds Close-ended Funds Tax Saving Funds Hybrid Funds Interval Funds Commodity Funds Liquid Funds Pension Funds Based On Risk **Based On Speciality** Low-Risk Funds Sector Funds

いんかんしていることにはいることにはいい

S- Alice Thomas

Index Funds

Medium-Risk Funds

High-Risk Funds

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- A Rosel on Structure
  - i) Open Ended Hutual Fund defen to those would fund advent in which unvertex can ender and each an eng time, at its them if viewaling met and value.
- 11) Close Fided Mutual Fund : verters the those would find statemen that showe look-in french of 2 years
- (iii) Interval Jund: verfers to those mutual fund whemes in which Aust Management Company (AMC) declares time untervals diving which an unclease can ifrauchous or welcom the units.
- B. Based on Asset Class
- i) Equity fund: In this type of mutual fund, Auch Management company unvest in equity is thouse. So Alice Thomas

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美国社







Hybrid Fund S- Alize Thomas

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Characteratus of Equity Juril : High Reducts.

Typics of Equity funds

· dange can equity fund.

Mich can equity fund.

Small can equity fund.

Multi-cap county fund.

ELES (Equity Sinhed dawing theme)

i) Delt Junds: In the lype of Mutual Jund,
But Management Company unvest in debt
instruments such as debentione, donate etc.

Characteristics of Debt Junes :- Low risk,

iii) Hybrid Jund: In the elype of Metual Jund, there imanagement company removes to the smarre man one and class week as equity, debt, commodities or real estate

eg:- Eguly Debt → Moderate visk

to S- Free Thomas how with



Committee Sand



Cruowth Fund

Sa- Alice Thomas

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(x) Commodely find to the light of Method find, And Hanagement Company uncest con Commodilies sur a

Agricultural - wheat, suce, pulser, the · tretal - gold, veluer, pralmem, etc. - Energy + trude oil, malwal gas, ate

Bound on Investment objective

i) Consult June : It is a light of imilial find, which fournaily unreals un stocks of companies with the footential of eignificant capital appreciation.

Characteristic of Overthe Juneal dong down (usually) High wish

- ii) Fixed Theome yound :- It is a clybe of innertial June , which invests um financial instruments which gives a feed veturn after a factular found of lime. ex in bonds.
- Tax faving fund: It is a type of initial fund themse that gives the benefit of 111) San visitemplion is one days in changed on the amount univerted.

  PRINCIPAL

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  Pr. Elis (Equity Sentral dairring achierooks)

the latest

- Iv) Liquid fund: It is a clyfix of debt virulual information which invest in debt or immey imarket instruments it al mature within as days is about them.
- v) Pension fund: It is a light of immutal fund that thelps in accumulation of yands for part veguerement years.
- D. Based on Spenalty
  - i) dector fund: It is a clype of uniteral fund diheme that unies! in a afective of the economy.
    - Er deitous can be anengy, infrastructure, etc
- i) Index Jund: It is a type of mutual

  Jund that interpretes a food file of

  stocks, bonds or any other Jinamial intruments
  the immerce the freeformance of Jinamial

  market undex.

S- Alize Thron

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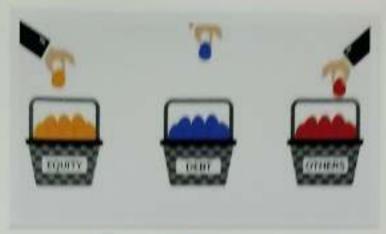
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ži.

- I down much friend is verfein its those mutual friend whemen which shows alow suck.
- i) Medium Moderale viek Junil : viegen to those insulial Junil vikames while have imedium viek.
- in) High our fund viefers to insulval fund strongs with those shigh ourse. I'm amale cap equity fund

S-Alice Thomas

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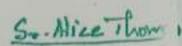


Profusional Management

THE FOLL THE FALL STATES AND ASSESSED.



Well Regulated



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### Advantages of Mutual Fund.

- 1. Diversification: In Mulial Jund, And Management Company invest money in diversified financial instruments, so there is les such another with investment in muchael final as compared its other unvestment, duch as in states, gill, fourfactly, etc.
- 2. Professional Management: Uset Management
  company applicants an expert which is
  thinging as Jund imanager and all the
  investments imade stry AMC dates place
  with the alive of their Jund imanagers.
- 3 Well Regulated :- Muhal Jumil is engulated aby demuties and Exhange Board of India (SEBI). That's why they are well regulated
- 4. Uffordable :- Muhial Jund is affordable in mature because :-
  - · One can unvest in mudual Juril through
  - · Expense rates changed by SAMHick Roman



The Books



Saves Time



Sa-Alice Thomas

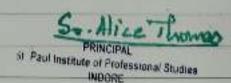
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Saves Efforts

5. Tax Benefit: There are various include fund whenes it all gives the dienefit of tax vielemption is included in that schanged on the amount unvested in that scheme.

Example : Equity linked dawing dilame (ELSI)

- 6. Highly diquid: Medical funds are dighty alquid in inature decause they offer various open ended ethemes in which one can ender (buy) and level (sell) under at any should of time, at uts freezieling. Net theet value (NAV).
- 7. High Return on Investment: Mutual Jund
  forwards comparatively high viction on
  unvestment as compared to stone common
  unvestment such as in banks and shelfs
  the beat the inflation reals.
- 8. Saves time Mutual Jund daves a lot of time and efforts of unvestors.





Easy Investment

S. Aliza Tomas

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It is very large to investment. It is very large to invest in visual gunds is one can do this either online on officers. One directly visual to visit the Asset Hanagement Company is website and admit the inscensing documents to deart on the investment journey. Moreover, one can also visit AMC in ferson and sign the shyrial documents to get started.

S-- Alice Thomas

St Paul Institute of Professional Studies



- Emusitany

# LIMITED CONTROL



Alice Thomas

PRINCIPAL at Paul Institute of Professional Studies INDORE

Underperformance of otherne

Disadvanlages of Investment through Mutual Fund

- Correct of investors . Some unvestors just dook at the that victions of mutual ifund shemes and unvest the sown more, overlooking other enteres and without understanding their out capacity, which clearly its clover
- directed control of investors over unvestment: When unvestors itwould morrey to an Auct Management Company (AMC) Uhrweigh a shystematic Investment Itan (SIP) or a dump dum, They can only choose a Afrende type of mutual yund to unvert in After that, all investment decision are made thy the fund managers.

ex: When domeone inwest in a midial equity yund, after that all the unextreent decisions villated to which company to unvest, are taken by the fund manager only and there us lamited control of investors over investment.

Underfrenjormance of dehema: It can ibe attributed to a variety of factors uncluding June manager while, unightinged strategy, durance market conditions, she PRACIFAL SI Paul Institute at Professional Studies

典 Elsi

## Inches in Shills

### Andyteal Thinking

During my arlamatich, I gamed threated of their the states and analysis among analysis. The substances smalled on alignment parameters. The substances smalled not be unhardened unsertened their eight on the objection and allowed making and their middle of my anteriors was an exercise and alignment of my anteriors was an exercise fail one in alignment of my anteriors, which helped one in alignment my apale.

#### 2. Communication

Perhaps the most convail life thell in the about about the communicate reputively, it is what ables allows us to communicate with others and understand what is said to us. I bearned how to communicate unto clients, understand their unvestment objective, inequipmentally, and suggest appropriate maked find themes auxiliary allows.

3 Product chrowledge: Product chrowledge us underduck a while. During my untermish, I developed a comprehensive understanding of mutual funds, unduling their glavary of thems, types, advantages, and disadvantages

Confidence: During my untornituh, my confidence level increased as I affirmabled various individuals to during convertments and importable them about mutual funds.

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# Real Life

- I Francial Planning: During my unlearning it argumed a wealth of knowledge about unverticents and immedial funds. This insufficient iknowledge will undoubtedly finore unwalvable in my future financial iflanning undeavours, front cularly when it comes to deleting the appropriate immedial fund dehemes based on my objectives.
- 2. Business Communication: As I am quite certain that I will ifiersize a Job after my MBA, the classes of chainess communication that I have clearned through this unternihif will cheft me aim may ifuture corporate en deavours.
- 3 Time Management: Effective theme management umproves work-life dialance. Crack lime management also ireduces when and allows to complete dashs on more quickly. I learned that your will she discepted up you effectively

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A Mai

manage your time and achieve your objectives. Through this undersulf, time management will shape a will thelp a that up my seal life.

S- Alize Thomas

PRINCEPAL

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My unlevership was an servicturing enfurience that allowed me to enfand my throughly on muchal funds. I delived write the theoretical aspects of this financial fundad, unduling who glowary, types, advantages, and disadvantages which helped me gain a deeper understanding of the undustry. In addition to this, I was given the opportunity to apply my chrowers are in a throughout the particular day clearing about the marketing and the kyl forces. Their experiences show delified me develop a strong foundation in the finance and marketing domains, and I am exited the tooliness exploring more opportunities in these fields.

I would like ito enform my gratifule downeds my mentors, Mr. Marish Trawan and Dr. Vivete Hawkin, for their invaluable guidance

Overall, my experience during this untermhip

Sa-Alice Thomas

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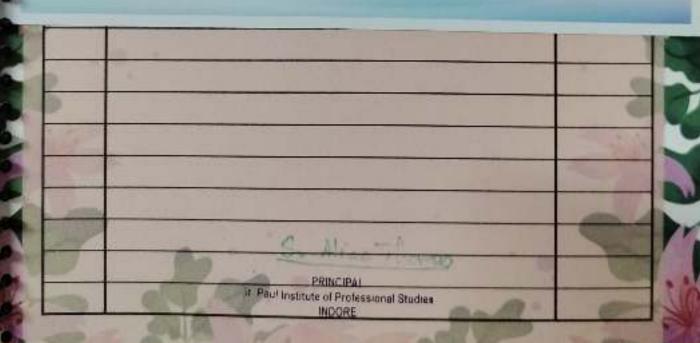
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# A1 Report



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Mille Decione

# Anea / Scope of Internship

Marketing

Marketing is a crucial aspect of any Irumery, and it incomfrances all activities included its spreadful, finite, place, foromotion, freshle, spreadful, finite, place, foromotion, freshle, spreadful, and the internshift at NJ Wealth is agency, I had the aftermishing at NJ Wealth is agency, I had the appropriately on the spreadful, on the spreadful, and the spreadful, and influencing potential customers towards the spreadful, My inspensibility was personal delling which spreadful involved unforming clevits about maked finals and NJ Wealth and generaling a derive un them to universe.

Beyond that, I also got to work on the ktl (know your customers) iforoiers, which is an insential aspect of the account ofwering foroiers. The foroiers oregines following downers, the PAN coal, Asilar card, bank iforois have part and dignature.

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Some

Date

This ifeveres can be done where online or office, defending on the whenly ifreference. Once the account in aligned a unique account incomber and ifrancional, which they can use to account their account.

S- Alize Thomas

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# Skills Required

### Analytical Trunking

During my unternship. I gained chrowledge about insulad funds, which chelped me analyse various mutual fund echemes based on different parameters. This respections emabled me to understand unvestment flatorophies and delect mutual funds air accordance with the objective. Analysing a estuation logically and making unformed decisions was an essential had of my unternship, which despect me in adversing my goals.

#### 2. Communication

Perhaps, the most crucial life while is the ability to communicate affectively. It is what allows up to communicate with others and understand what is said to us. During my understand what is said to us. During my understand how to communicate with clients, understand their unvestment objectives, esquirements, and such dating ability. and suggest appropriate is multiple front whenes are supply

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Product Hnowledge: Product Amouledge is undeed uself a skill. During my undernative a developed a comforchemise understanding of mutual funds, including their glorary of terms, dyfes, advantages, and disadvantages.

Confidence: During my internity, my confidence itself invasived as I approached various industrials to discus unvestments and informal them about mutual funds.

Sw. Alize Thomas

PRINCIPAL

27 Paul Institute of Professional Studies

### Onganisation Details

No Wealth is a returned of general foodule distributions and one of India, most successful reliminate un une finanzal derevier underky. It is a subsidiary of No Overely, a formered ifelayer un the Indian financial derivers andulary imoun you its subject distribution capabilities. The journey of NJ began in 1994, when the first generation centre preneurs. Mr. Neeray Choke and Mr. dignesh Derac. established the company. No broup a punchine in "We are BUILT ON TRUST". In 2003, they started NJ Wealth with a vision of "Creating Wealth and Treamforming Lives by reaching out to the common man. Today, the NI Wealth yamily has over 34,722 article dulubulors across 23 stales un India, africad over 180+ decalors, with over 29, 27, 05+ unvestors and over INR 1,82,858 G of mutual yound assets under management

I completed my untrustife at No wealths agency, where I was mentored by the restremed on the Harish Thawar, who rewes as the figurey Manager of NJ Wealth. The PRINCIPAL Post Institute of Professional Studies



agency: work unvolves thurmen development, hardness viscountment and grooming, and foundation Currently, the thouse that a team of 35 factories and that more than 500 cure AUM (and under management).

S. Alice Thomas

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SI Paur Institute of Professional Studies
INDORE



### St. Paul Instituteof Professional Studies, Indore



Name of Student: <u>ASM1\_PUROHIT</u>

BBA'<u>β'-π</u> Year

(2023-24)

### Internship/Apprenticeship Training Report Undertaken At

APOLLO HOSPITAL

| Gaided by:                              | Anthorized By:                                                    |
|-----------------------------------------|-------------------------------------------------------------------|
| Name at the Facility Prof- Newsy Swamp. | Priocipal :                                                       |
| Ocarganica 1 725<br>241 ACSI-Paref.     | Date Sa. Alice Thomas                                             |
| SPIPS BOOM                              | PRINCIPAL A CHEEP SI Paulinskitute-of Professional Studies INDORE |
| 1 28                                    |                                                                   |

#### Declaration by the student

Report submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of PROF NEERAT SWAMI

And this report is submitted in the partial fulfilment of the requirement of the award of the degree of Bachelor of Business Administration. The Analysis/Results embodied in the report have not been submitted to any other University or Institute for the award of any degree or diploma.

Place: INDORE

Date: 19. 02. 24

Signature:

Name: ASML PUROHIT

Class: BBA. : B! JI.YR.

Roll No.....

Se - Hice There

St Paul Institute of Professional Studies. INDORE

#### Certification by Internship/Apprenticeship

| Class _BBA-'B' II YR        | Roll No.        | has carried out the    |
|-----------------------------|-----------------|------------------------|
| Internship Training under   | my guidance and | supervision in partial |
| fulfilment of the degree    | BBA             | offered by the Devi    |
| Ahilya Vishwavidyalaya, Ind | lore (MP).      |                        |
|                             |                 |                        |

(Name of the organization) from 20.12. 20.23 to 20.01.2024

I wish him ther all the success in the future endeavours.

Signature: Aus

Name of the Citale: PROF. NEERAJ SWAMI

Designation Prof. Newsy Sweens

S-Alice Thomas
of Paul Institute of Professional Studies



#### CERTIFICATE

This is to certify that Ms. Asmi Purohit of St. Paul's Institute of Professional Studies, Indore, has successfully completed the Internship training from 20.DEC.2023 to 20.JAN.2024 in our organization.

Her work and behaviour during this period was good. We wish her a bright future.

For Apollo Rajshree Hospitals Pvt. Ltd.

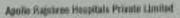
CA Harshita Hariyani

DGM - Finance and Accounts

S- HILE Thomas

# Paul Institute of Professional Studies -INDORE





Degrane Chies (Ligaritaty Piot Schemetta, 14 C. School B. Nys Hage 1980), Michies Pramer - Maritin Anna



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#### Acknowledgements

Lam extremely thankful to our principle Dr. Sister Alice Thomas and Director Rev Father Simon Raj who gave me such a wonderful opportunity to do this Project/ Internship.

and blessings, this work has been completed. Also this acknowledgment is dedicated to all the individuals who have provided valuable resources and assistance in creating this Report. I would like to thank my college authorities for their constant support and the library committee for granting access to relevant research material.

Their contribution has played a significant role in making this Report file comprehensive and informative.

Place INDORE

Date: 19.02.24

Sign Of the Student.

Name ASMI PUROHIT

Close BBA - B' II YR.

S- Alice Thomas No. .

F Paul institute of Professional Studies

NDORE

### AI

### REPORT

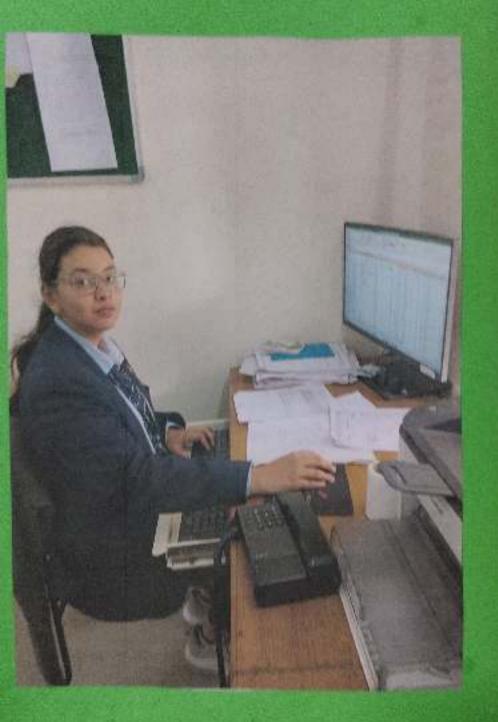
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## AREA / SCOPE OF INTERNSHIP

Sa-Alice Thomas

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S. Alice The was

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tion responsible for managing all financial processes and decisions. It controls income and expenditure while also ensuring effective business swaming with minimum disruptions

of a business suppossible for obtaining and handling any monies on behalf of the organiza-

Julia my internship in APOLLO HOSPITALS
vijay magar in there finance department under
ms Harshita HARSHITA HARYANI, to gain skills
in client relations, expanisation accountability
and problem solving.

performs various activities like the arganization vallette xevenue, pays tills, and provides an overview of all the financial xecords that enables seniors executives to make date driven devicions abouts a company's viability and future growth.

It provides relevant financial reasonness and

S- Hice Thomas

Flagil Institute of Professional Studies

Apra

information contributing to other business function planning, and decision making activities.

As, i am interested in knowing about finance, i decided to do my internchip in the finance department to gain practical knowledge.

### PROPOSED WORK TO BE

### DONE

- Accounting helps businesses maintain a accurate and up to date xecords of the day to day finan-
- Accountants may track multiple financial transactions
- Accounting involves checking invoices to ensure
  the legitimacy of charges setting payment dates
  and paying the bills that the company owns to
  uaxious vendors and suppliers.

PRINCIPAL : Paul Joseph or Professional Studies

- Accounting involve repairing detailed quatiety and annual financial reports about company's assets habilities, profits and losses for internal and external straveraldies.
- Accountants may conduct financial audils of the company identify accounting discrepancies and implement corrective solutions.
  - The accounts department may represent the companies financial data to prepare the acceptle company budget.

### NEED OF WORK

A companies intern play a valueal xale since they being in fresh ideas and perspective that can aid in the company's grants.

Here are some reasons why having a intern in the finance is benaficial.

They may have a fresh perspective on financial processes and technologies contributing to the various

if Paul Institute of Professional Studies

continues impraument of financial aperations within the company.

A company meeds an accountant intern because he or she can assit in the second keeping enlexing data, keeping a mate on financial transactions,

The role of finance is not just severed keeping but also helps in improving the financial condition of an organization.

### BROAD AREA OF

### TRAINING

In essence, the goal of finance is to manage money for an organization efficiently to directly contribute to that organizations missions and goals

The interns skills will improve OR developed through this internship Additionally, it will raise peoples level of superportant do their job

### WORK DESCRIPTION

get a chance to make unders list in exal Sheet, data entiring, got to learn about insurance companies, helped in arranging the files invoices, tallied data from Estudare, made petty cash book, made an excel of lant details of vondors, know of liability was one of the major task

### SKILLS REQUIRED/PRACITAL WORK

- \* Proficiency in M.S Excel is required
- \* A deunt typing speed
- \* Communication skills
- \* Basic english writting for emails.
- \* Time management & initiative to do work
- the ability to set priorities and finish tasks by the due dates, inuales critical thinking

S. Alice Thomas
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## DETAIL ABOUT THE ORGANIZATION

S-Africe Thomas
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PRINCIPAL Studies

### WORK PLACE

As. I worked in APOLLO HOSPITAL wijay magar. Sondore, M.P.

The Apollo hospital Andore is a joint venture litium Apollo hospitals tentreprises limited (AMEL) and Rajshell hospitals and reasearch centre At 148 (AMEL). It offers high and tertiony care according various medical diplines, with special focus on Cardiology and Cardiotheric surgery.

\* Neuro surgery

\* Nephrology and welgy

\* otherpedies

\* brastraenterology\_

+ Emergency and truma.

The 180 bedded hospital strength lies in the perfect talance of excellent infrastructure, latest technology and dedicated manpower, all archestrated to provide polient services of the highest standards. It is also engaged in affering health care services and operating standards pharmacies

S. Alice Thomas

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### A 2

### REPORT

So- Hice Thomas

PROVIDENT INSERTION OF PROFESSIONAL STUDIES

### FORMATAZ

### (Hand Written, Min 2000 Words)

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|       | Certification by Internship Guide           |         |
|       | Certification by Organization               |         |
|       | Certification by Organization               |         |
| N     | Acknowledgment                              |         |
|       |                                             |         |
| V     | Offer Letter                                |         |
| -     | Area/Scope of Internship                    |         |
|       | Details of the Organization/Firm/Person     |         |
| 2     |                                             |         |
| 3     | Importance & Details of the Work Done       |         |
|       | Objectives, Methods,                        |         |
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| 5     | Intended Outcomes                           |         |
| 8.    | Achieved Outcomes                           |         |
|       | The W Chillie                               |         |
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| 8.    | Application of Internship Work in Real Life |         |
| 9.    | Conclusion & Planning for Future            |         |
|       | Conclusion of Figure 9 (5)                  |         |

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of Paul Ingoliute of Professional Studies INDORE

## AREA / SCOPE OF INTERNSHIP



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As I did my internship in APOLLO HOSPITAL

wijay magar Indore in there finance defact

ment, under the supercusion of senior

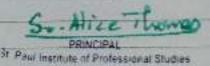
manager, Ms. HARSHITA HARVANS to gove

hand on experience in the feeld of finance

To gain skills in client relations, like how they build mental respect, kindness and undvestanding organization, accountability problem solving are among many atters in the haspital setting.

As, 9 worked in the finance department of healthcare, 9 saw like how organization called xevenue, pays tills and provide an over view of all the financial records that enables senior executives to make data-devices report / analysis.

ONE, of the siggest pecks of internship is that you can pick up proffesional skills, observations and practise. Europene I must while working no an intern to my direct supervisor to colleagues to wendows are people with whom I can metiuse.



PROLLO HOSPITAL, MAD established un 1983 by

Emounted no the archelish of mordism healthcare in India. As the mation's frest cooperate harpital APOILO HOSPITALS to audismed for promising the friends healthcare xuralishion in the country.

\* INDUSTRY - HEALTHCARE

HEAD QUATERS : (HENNAL TAMIL NADU

TYPE : PRIVATE

COMPANY SIZE \_ : 12000 + beds, across 13 + boxpitale.

As, I worked in Apollo Hospital in their finance difactment under Me HARSHITA HARVANI

sinion manager the finance difactment of healthcare arganization vallets revenue, pays tills and pravide an auxure of financial records that enables somion executives to make datathat driven decisions about a companies wability of future growth S. Hice Thomas

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### Performa-G2

### Information and Consent Of The Organization

| Name and     | Registration of the Organization  SHREE HOSPITALS Put. Ltd.  Government/Semi Government/Private/other |
|--------------|-------------------------------------------------------------------------------------------------------|
| > Structure  | (Government/Semi Government/Private/other                                                             |
| 2. Nature of |                                                                                                       |
|              |                                                                                                       |
| n.Z          | Of Collaborators in the Organization                                                                  |
| 5. Maximu    | m no, of Students which you can guiae                                                                 |
| 6. Emloym    | ent possibility after Training                                                                        |
| 7. Other in  | nportant Information                                                                                  |
|              |                                                                                                       |

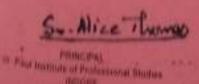
Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.

Signature with date

Head/ Authorized person of the organization

PRINCIPAL INSTITUTE OF Professional Studies INCORE

# MPORTANCE AND DETAIL OF WORK DONE



Just and the most important advantage of pursuing an internship to that you get the integrate your shills and knowledge that you tearned in the classroom with relial work experience.

internship helped me to imprave my communication skills, self-development, how to work as a team, witical thinking and career building in the finance department.

how to make vendors lists in excel sheets

Vendors that enables the listing of products

win the state. It generally means an account owned by an inwentory wendor to a company this is done to keep teach of your vendor by assinging each with a wright I'd mumber.

Firstly we have to enter the vendor's I'd in the first valuem, include the name of the prosen at the wendors company who is in charge of your account.

J. got a chance to learn cabaut the insucance sector, its working, how does it work in an healthcare sector. There are gonzally four major insurance (Geneal) companies namely.

PRINCIPAL St. Paul Institute of Professional Studies NATIONAL THEORANCE COMPANY IN

DIE NEW ENDIA ENSURANCE COMPANY LIN

THE ORIENTAL INSURANCE COMPANY

UNITED INDIA INSURANCE COMPANY

These faux general insurance companies all together is called as 611PSA, which stands for GENRAL INSURANCE PUBLIC SECTOR ASSOCIATION

matching two sets of records to see if there are any diffuences. Reconsidation is a weight stip to ensure the accounting records they are accurate or mot. I did my reconsidation where in I was asked to match the list of rendors I creaditors from their old software which was TALLY to their new weekent working software oracle.

Sa. Alice Thomas

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(NGONE)



S. Hice Thomas

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learned how to sheek if the 655T mumber to registered or most by their pan number frest wisit the 655T portal. Wick on the search tax payer tab. Select searches by pan option to use the 655T number searches tool, enter the pan number of the dealer and code refluting on screen. Click on search.

THEN, I learned about their finance software of the liability on their account I took the bill number from the lists of wendows, searched it and putted it against the stood esp liability to make it will. And put a highlight on excel sheet indicating it done.

S- Hice Thomas

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### OBJECTIVES &

### METHODS

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gain early understanding and appreciation of the fractical life real life situation challings associated with the application of the theoretical knowledge acquired.

and experience.

To develop and acquire critical skills medid to proactively observe and analyse problem or any challenges encounted while executing career duties and responsibilities at work.

THROUGH this I gained knowledge about practical acquired of the functions of an organization on the domestic and faxeign markets with a spenal emphasis on the finance dipartment in public administration, private sector, mon-gauernment, self emplayment and other

To gain knowledge about performing specific tasks and ductof problem solwing skills in the finance department.

PRINCIPAL PROPERTY STUDIES

### METHODS

VENDORS ACCOUNT :-

57EP 1: Download wender list template as an excel spreadsheet OR in google sheets.

STEP 2: Hop track of your windows by asing my cach a wrigue I'd number. Enter the windows I'd in the first solumn.

step 3: Add the name of the person company in the vendors name column.

STEP 4: Include the name of the person at the vondors company who is the in charge of owe account.

STEP 5: Include their contact information with state postal code, and country of vendors address.

S. Alice Thomas

PRINCIPAL of Paul Institute of Professional Studies WDDRE

|   | KNOFF    | OFF LIABILITY AND RECEIVABLES                                                                              |
|---|----------|------------------------------------------------------------------------------------------------------------|
| * | STEP: 1  | Spor excel speeadsheet list of undors along with their bill mo, amount and date.                           |
|   | STEP: 2  | Secondly, go their software ORACLE, log un using omplayer login I'd and password.                          |
|   | STEP: 3  | On the right hand corner chick on AR invoices (Amount recentable) and then click on find transaction       |
|   | STEP : 4 | Then copy the bill mo, written against the marme and pacte it in the find stat.  and hit enter.            |
|   | STEP: 5  | A summary will appear stating about                                                                        |
|   | STEP: 6  | Then dick on Action and then on subtile APPLICATION, and then entire the second bill no mentioned in shul. |
|   | STEP: 7  | Hit enter and then the balance will automatically be knowed saff Nice Thomas                               |
| 1 | STEP:8   | Principal Press Contral + 5 to Sellingthe soon studies and repeat the same for ather                       |

### GIST REGISTRATION STATUS

First make your way to the 615T afficial portal you will find a header by the name of registration

Next, click on the registration header to get three options: \* New registration

\* Track application status

\* Application for filling clarification.

Now, click tract application status and enter your

5. Input the cotches code in the meat step and click on search

E. A window will appear showing its status

\* LEDGER IN TALLY

ledger > create S. Alice Thomps

PRINCIPAL

PAIN INSTITUTE OF Process and Studies.

Enter the name of the ledger account Deplicate

fater the alias of the ledger account of required

· Select a group category from the list of geops

Intex the opening balance. The apening balance is applicable when the bedger is an airest or a sobility, and also if it has a balance in the account as on the date of beginning of the book

\* CASHLESS INSURANCE CLAIM PROCESS

- After registering the request for insurance claim the following back process take place.
  - The first step is PRE-AUTH, which means preauthorization hold, in which a temporary hold placed on customer. It is usually dome to no to weeky if the account is valid.

S. Hice Thomas

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I has three xoutes

APPROVEL

DECLINE

QUESTIONABLE

the step is Diocharge, if the above step to appround the patient is diocharged and the harpital asks for the final appraisal.

The dairn is then processed, some steps takes

place here, such as file preparation of patient, reason

ing of documents and uploading.

• Settlement is the most step in which the claim
town and accounts team work together. It involves

\* generation OTR (unique transaction reference)

\* finding out OTR

\* finally settlement

This whale process might take upto 45 to 50 days.

This whole procedure is performed under the TPA ( third party administrator ), who facilitates the doing settlement process by administrating tasks
such as dealing with documents and selling hapital

Sa. Alice Thomas

or back institute of Professional Studies

## INTENDED OUTCOMES

Aures interests and abilities in their field of

I tearn to appreciate work and its functions in

nuccoaxy for job success.

Doulof communication, interpresonal and other suited skills in there job interview process.

· Build a record of work experience

Acquire employment contacts leading directly to a full time job following graduation from college

S- Alice Thomas

### ACHIVED DUTCOMES

Juing these 30 days internship I gained a deeper

one of the most valuable skills I gained from this internship is the ability to speak with people in a profficional setting

1 1k discussions with seniors and a workers

- I also learned that metiusking is very important by observing, asking questions and knowing about others. Not only do I and up executing great memories in these 30 days, but I widen my professional metiusks.
  - g orst, who are the rendors and how to make windows account in the excel sheets.
  - · ellore about southwares and according files, - having more about insurance and its morking - and many other small things.

So- Hice Thomas :

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# INCREASE IN SKILLS

### AND KNOWLEDGE

The knowledge and skills which I learned from

I improved my communication skills, experience of work, team work skills, software education, extual trinking and problem solving skills, networking and many other things.

The internship helped me a real world setting to apply and futher develop the skills that I have beened in the classroom

I bearned about the vendors, impurance, ast tally how it worked, I gained practical knowledge about it be primary role of health services vigorization as all in the business to to plan for acquire and use reasonance to maximum the efficiency, information technology and accounting.

S. Hice Thomas

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# APPLICATION OF INTERNSHIP

### IN REAL LIFE

the learning a lat of things I am confident enough the field as now I know little about it and its afflication in the real world II also gave me an explication in the real world II also gave me an experiently to explore more about my career and how to work as professionals. I also gained knowledge about communication which will help me in future to along with my clients and to spread my network with such apportunities I got I am looking to appealing to a student. I can only placed more but for my long term plans I want to keep tearning must things and nopefully one day all those things will gue me a great outloome.

But for the time being I will umply it into my personal by like organizing my own personal budget and learning outside the business world and also keep discounting more so that I can have more compression throught go on it. All these mastery will be my stepping stone and are key to unlocking more apportunities.

So Mice Thomas

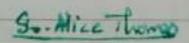
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# CONCLUSION AND

### FUTURE PLAN

multid in a great harning apportunity I had a usey comfortable and rafe environment for harning the supervisor and staff prount over their made over that we are harning the supervisor and staff their made over that we are harning the supervisor and staff their made over that we are harning something new everyday, be it just smallest task. From here only I got the apportunity bearn and understand how the real life working of a finance dipartment is in a multitulion.

As for planning for the future . I liked how the department of finance works and am really interested in amorning more in dutail about it. I will be stading more & be taking more welficials coveres for being able to join the wanted area in the future.



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#### Performa-G4

#### Feedback Form

Name of Trainer Student: ASMI POROHIT

: St. PAUL INSTITUTE

College Name

: BBA - II year

Class

Section and Roll no.

: '6' 11

|      | Basis Of Valuation                   | Grade(A/B/C) | Remark |
|------|--------------------------------------|--------------|--------|
| Ç.N. |                                      | A            | 1      |
| 1.   | Anendance                            |              |        |
| 2    | Theoretical skills gained            | A            |        |
| 3,   | Practical skills gained              | A            |        |
| 4,   | Sincerity& Interest towards<br>work  | Α            | -      |
| 5,   | Anitude and behavior during training | A            | +      |
| б.   | Coordination with working<br>group   | A            |        |
| 7.   | Overall grade                        | _hh          |        |

Date: 20/01/2024

Place: INDORE

Signature with date

Head/Authorized person of the organization

S. Alice Thomps

34 Paul Institute of Professional Studies INCORE

#### St. Paul Institute

of Professional Studies, Indore



BBA I Year (2023-24)

Project Report

#### TOYOTA MOTOR CO.

| 5. No. | Name of Students   | Class      | Roll Number |
|--------|--------------------|------------|-------------|
| 1      | MS, NAINA SONI     | BBA I YEAR | 37          |
| 2      | MR. ADITYA KANUNGO | BBA I YEAR | 04          |
| 3      | MR. SHIV WADHWANI  | BBA I YEAR | 44          |
| 4      | VIR. JOMIN JOSHY   | BRA I YEAR | 25          |

Guided by:

Prof. Rachel Pawar

Asst. Professor \_ SPIPS

SPIPS, Indore

Authorized By:

Principal: - Dr. Sr. Alice Thomas

Date: -

S- Hice Thomas

Stampt -

PRINCIPAL

Si Paul institute of Professional Studies

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| 111   | Certification by organization    | 2.       |
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| 3.1   | Challenges in Project Work       | 25 - 27  |
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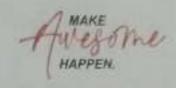
#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "Toyota Motor Corporation" submitted to St. Paul Institute of Professional Studies, Indore, is are cord of an original work done by us under the guidance of Prof. Rachel Pawar, and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of Management. The Analysis / Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

| Name of Students   | Class      | Roll Number | Signature |
|--------------------|------------|-------------|-----------|
| MS. NAINA SONI     | BBA I YEAR | 37          | Dies      |
| MR. ADITYA KANUNGO | BBA I YEAR | 04          | HE.       |
| MR. SHIV WADHWANI  | BBA I YEAR | 44          | Jen-      |
| MR. JOMIN JOSHY    | BBA I YEAR | 25          | Jane      |

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This is to certify that Ms. NAINA SONL of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project from 12/12/2023 to15/01/2024 in our organization.

Her work and behavior during this period was good. We wish her a bright future.

Name of the Org: SANGHI TOYOTA

Head/Delegate: Mr.SUMIT SOLANKI

Stamp:

S. Miles Thomas

PRINCIPAL SI Paul Institute of Professional Studies INDORE

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This is to certify that Mr. SHIV WADHWANI of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project from 12/12/2023 to15/01/2024 in our organization.

His work and behavior during this period was good. We wish him a bright future.

Name of the Org: SANGHI TOYOTA

Head/Delegate: Mr.SUMIT SOLANKI

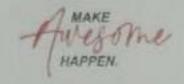
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This is to certify that Mr. ADITYA KANUNGO of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project from 12/12/2023 to15/01/2024 in our organization.

His work and behavior during this period was good. We wish him a bright future.

Name of the Org. SANGHI TOYOTA

Head/Delegate: Mr.SUMIT SOLANKI

Stamp:

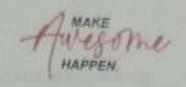
Sa Alice Thomas

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This is to certify that Mr. JOMIN JOSHY of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project from 12/12/2023 to15/01/2024 in our organization.

His work and behavior during this period was good. We wish him a bright future.

Name of the Org; SANGHI TOYOTA

Head/Delegate: Mr.SUMIT SOLANKI

Stamp:

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#### Certification by Project Guide

This is to certify that Ms. NAINA SONI,MR.ADITYA KANUNGO, MR.SHIV WADHWANI, MR.JOMIN JOSHY of Class BBA A I year, Roll No.37,04,44, 25 have carried out the Project Training under my guidance and supervision in partial fulfillment of the degree in Business Administration(BBA), offered by the Devi Ahilya Vishwavidyalaya, Indore (MP).

The above work is done in Toyota Motor Corporation from 12/12/2023 to 15/1/2024

I wish them all the success in the future endeavors.

Signature: 4

Nome of the Guide: Prof. Rochel Pawar

Designation: Assistant Professor

Sm. Alice Thomas

PRINCIPAL St Paul inscitute of Professional Studies INDORS

#### Acknowledgements

I express my heartfelt gratitude and dedicate this page to all those who have actively or silently helped me in completion of this project report successfully.

I would like to express my deep sense of gratitude to honorable Director Rev. Fr. Simon Raj and respected Principal Dr. Sr. Alice Thomas for providing me with this opportunity to undertake and accomplish this Project. I would also like to express gratitude towards my HOD and Class Teacher Prof. Rachel Pawar and faculty members of Department of Commerce and Management for their vital encouragement and guidance. Furthermore, sincere gratitude towards Mr. Sumit Solanki and members of Sanghi TOYOTA for their critical support during the course of my project.

Lastly, I am thoroughly grateful towards my family, friends and loved ones for their constant support and motivation in all my endeavors.

| Name of Students   | Class      | Roll Number | Signature |
|--------------------|------------|-------------|-----------|
| MS. NAINA SONI     | BBA I YEAR | 37          | Mair      |
| MR. ADITYA KANUNGO | BBA I YEAR | 04          | Ab        |
| MR. SHIV WADHWANI  | BBA I YEAR | 44          | - 57      |
| MR. JOMIN JOSHY    | BBA I YEAR | 25          | AD!       |

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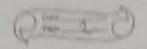
S-Alice Thorse



S-Alize Thomas

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INDORE

QFI O Introduction of Project Through this praject we wants to make Known the journey of Toyota becoming the largest automaker in the world In this project we analyzed one at biggest automobile firm in the world layota meter corporation the study is done by Naina Soni Jomin Joshy Auditya Kanungo and Shir wadwari. Toyota motor corporation " commonly known as Simply Toyota is a Tapenese company Mr. Kichero Toyoda who is founder of Alrin wormporny. He played a significant wall in the entry of the Toyoda's family automothe husiness into India. It can of the India Toyota motor corporetton established the presence through a fetat venture with Indian business grap, Worldskar By this peroject we will show how Toyota engand their market all over the world. The study will reveal governey, history, sals Alice thousand strategies Used by them. O Paul Institute of Printessional Study



### Project Work Plan

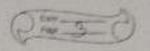
In our planning the initial step was to stronged the firm for the firm all the firm decided Reliance Fresh to be the firm we are our study on However at the end we chrone Toyota as the company we do our study on due to various reasons.

Then we visited the organization after which we made pairs & started cullicting data and information accordingly. By the means of the data we analyted and concluded the project.

#### So. Alice Thomas

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INDORE

S- Alice 1 1/200



# Distribution of Work

1. Naina Soni

2. Anditya Kannungo 3. Jonin Joshy

4. Shiv Wadhwani

We are four members in the group we divided the whole work into pairs. The whale walk done in the fallowing manner:

Naina fori Jonin Joshy

They are collecting the data and historiany of Company.

Additya Kannungo

Shir Wadhwans

They both are

S-Alize Thomas

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# Introduction of Organization

(D=====0)

Toyota Motor Corporation Commonly

Minaum as Toyota is a

Tapanese multinational automative

many activer company, headquarter

in Toyota alt, sider Supan.

It was founded by

"Kiiching Toyoda" and incorporated

on August 28, 1937. Toyota la

the largest automobile manufacturer

in the warld producing about

so million vehicles per year.

Toyota is world famous as the manufactures of high-quality high value are vans of bruchs, high value of the standard for long term resall value of alwahist Toyota annual revenue for 2023 was \$214,342, In India, Toyota Kirloskar motor have a profit of Ro 1404 crose for 2023.

PRINCIPAL of Paul Institute of Professional Studies (NDGRE P2

# P2 Brogress Report - 5

Work Flow → Work Flow is cautiously planned series of activities or task that one needed to perform in order to specify project. Creating a project work flow helps in maintaining the order and steps which needs to be done to complete the project. The sequence and steps helps the team member to better comprehend and understand the do or don't of a project that can be completed effectively and efficiently.

Work Flow of our project are as follows:

- A Stritially a group of four members are required to collaborate for making the project.
- B Then a whatsapp group was needed to be created, so that every member can interact with each other, share information ask their queries, send in their completed work and update about their work.
- C. Then project topic was needed to be decided.
- D. After deciding the topic of studing on "Toyota yeter Corporation" the members

St. Paul Institute of Professional Studies

Palasia square, Manorama Ganj, Indore to collect the necessary information.

- E. After collecting information, the work was distributed among the members.
- F. Specific date of 01/01/2024 was given to every member to hand in their completed work.
- G. Then every team member's work was to be compiled in a single word file and to be submitted to the class teacher. So she can check and approve the project.
- H. After approving the project, it was needed to write the file manually and to submit it on the given submission date. This was the planned work flow which was needed to be followed.
- 2: Field Work / Data Collection and Method/ Process of data collection:
  - Field Work -> Field Work is a practical work conducted in a natural environment. For field work the group members visited the sanghi Toyota 6 near Palasia square two or three times to collect different information regarding their working, which would be principal.

used in the project.

- · Data Collection and Method -> Data Collection repers to the collection of data for some the data collection for our project was from interviewing the staff member and also secondary acta which was collected from "Toyota Motor Corporation" official website and other online sources. The method of data collection used by the group rhembers are as follows:
- Observation
- -> Interview
- social Media Marketing

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#### 2. Literature Review

A literature review is an overview of the previously published works on a topic. Either way, a literature review is supported or researcher or author and the supporter or researcher or author and the audiences write a general image of the existing knowledge on the topic under quedion. As in case of Toyota moror co the success of the firm can be credited to its marketing strategies, operating system and the top level management who create these strategies and organized chain of operations for smooth working.

S. Alice Thomas

PRINCIPAL St. Paul Institute of Professional Studies MISORE

0700 4. Individual Work Progress of each student as per work alloted This work alleted to different members and their work status is listed 1) Naina Soni i- Naina Soni war given to write first Pruguess Report (P.) and first chapter of the project having 1000 words. 2) Shir Wadhwani 8- Shir Wadhwani
was given to
wite second progress report (2)
and third progress report (P3)
covering 1000 words. 3)) Raditya Kanungo & Saditya Kanungo was given to write Chapter third of purgess ryport fourth, covering throusand worth Jonin Joshy & Jonin John was glien

Leonal of fourth progress report

Covering 1000 Words S. Alice Thomas

PRINCIPAL

St Paul Institute of Professional Studies

(NDORE

Don / J Paper 10

### COLLECTION OF DETAILS

Target Audience Toutota, being Global Automotive leader, ras a diverse thinget audience that encompasses people from different demographic, acographic locations and socio economic backgrounds. Toyota caters a wide range of consumers looking for reliable, quality and appointable vehicles that meet their needs and preferences. Leographically, Toyota's target audience is scread across the world, with a focus on developing and emerging markets. In developed markets such as North America, Europe and Japan Toyota targets audience (consumers) who are looking for premium and righ end vehicles that office luxury and compact. In emergina Markets such as India and Crina Foyota focuses on providing appointable and practical vehicles that cater the growing middle class. Toyota also targets consumers barea on their lifestyle and values. For example, Toyota appeals to adventure seekers and outdoor entrusiant with its range of SUVs and off road vehicles. The company also targets tech savry consumer who are looking for innovative beatures such as voice activated controls and connectivity options.

PRACTON

St. Paul Institute of Professional Studies

Marketing Mix
Toyota has established itself as a global leader in the automotive industry by offering innovative products and sewices that batered to the diverse needs of its consumers. One of the key factor that contribute to Toyota success is its effective marketing mix, which encompasses product, price, promotion and place. Let's take a closer look at Toyota's Marketing Mix and how it has helped the company maintain its competitive edge.

Products -> Toyota's product range includes a wide variety of cars, trucks and SUVS that cater to the needs of different commens. The company is known for its reliable and high quality vehicles, which are designed to meet the everying demands of its customers. Toyota has also focused on developed eco-friendly and rustainable products, such as hybrid and electric vehicles to appeal environmentary concious consumers.

Price -> Toyotas pricing strategy based on Obsering value for money to its customers. The company's product are price competitively, with a focus on providing high quality vehicles at an approable price. Toyota also offers various sinancing options and incentive to make its products more accessible to consumers.

PRINCIPAL if Paul Institute of Professional Studies WOORE Promotion > Toyota's promotion strategy is based on brilding brand awareness and boyalty through various marketing chansels. The company uses a mix of traditional and digital media to reach out to its target audience, including TV commercial, prints, and and social media marketing Toyota's marketing campaigns focus on showcasing its innovative technology, safety, platures and suspainability iritiative to disperentiate itself from its competitors.

Place -> Toyota: place strategy bocuses on making its products accessible to customers through a network of dealership and online channels. The company has a strong blobal presence, with a prosence in over the countries and regions. Toyota: dealership are strategically located in high traffic areas, making it easy for consumers to access its products and services.

Producing quality products efficiently through the complete elimination of waste, inconsistences and unreasonable requirements on the production line. In order to fulfill an order from a customer as quickly as possible, the venicle is efficiently with within the shortest possible period of time by adhering to the following:

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- instructions must be issued to the beginning of the vehicle production line as soon as possible.
- 2. The assembly line must be stocked with the required number of all necessary parts so that any kind of ordered vericle can be assembled.
- 3 The assembly line must replace the parts used by retriving the same number of parts from the parts producing process ( the preceding process)
- 4. The preceding process must be stocked with small numbers of all types of parts and produce only the numbers of parts that were retrived by an operator from the next process.

Sa-Alize Thomas

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OF M. Method of Analysis There are two method of a) Justitative Analysis Business Model: Assess Toyeta's business model, understanding its one operations, yelvenue streams competitive advantage & market position.

Analysise its stratergies, including product—dwelopment, fonovation. 2) Brand Value 8 Reputation = Examine brand reputation, Unstorner regally and perception of the market Consider factors such as brand successition.

Auch as brand successition.

Auality preeption, really & austomes satisfaction. 3) sustainability & Corporate Social Responsibility Assers regota's commitment to sustainability practises environment impact community employee welfase community engaziment & ethicalistic conduct

OTHER O Quantitative Brialysis Financial Statements & Evalute Toyotas statements induding, balance income statements conducting, balance retion such as progrability solvens. Compare à Revenue & sales Growth & Joyota generate more sales from last year 2022 as compared to 142023. In 2023, the sales were 3,71,54,298 as which is Py 2022 which much more from 1920 Was Just 3, 13, 79, 507. By compositive both of them - qualitative analysis you can gain a compositionine analysis you can gain a compositionine analysis weakness strongths weakness appointmenty's & directs. S. Alize Thomas St. Paul Institute of Professional Studies

# CHALLENGES FACED IN PROJECT WORK

- the bacea many problems while choosing the company as there are four people in our group so it is obvious that ideas will be more so we facea that problem.
- 2 Lack of management -> We were not able to fix date and time for the meeting and for visiting the company.
- 3 Location -> As we are living in different secations its not convenient for us to go, we have to pick a rearby location of the company so that we can visit anytime without any inconvenience.
- I some of the company have denied to disclose their information about their financials etc.

S. Alice Thomas

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# Introduction Avea of Project

Through this project rue will see the resigned from new prospective. With the Esco, and that Sakichs Toyoda received for selling the patent suights of his project we are analyzing "Toyota Motor Cosposation" bright outsmobile manufacturing company in the russiled it sold more than 35 million yet in manufacturing despite of covid 19 pandense

The company or project is done by these students.

1) Naina Soni 2) Nadltya Kanungo 2) Shiv Waelhwani 4) Jomin Jorny

S. Alice Thomas

9 Paul Institute of Professional Studies

(PE18-0)

In 1924, Sakishi Topoda Invented the Toyota Mister Sutematic Loom automatic Loom automatic for you automatic loom was sold to the Bustness, generating the stanting apital for automatic development.

After world ware I Toyota benefited from Japan's alliance with the sur of the Som American automakers. It to their companies, which gave risk to Toyota way. Toyota took advantage of the trapidly growing superner economy be, sell care to a growing middle class, leads to duelopm of the toyota Corollo.

By this project we will see how Toyota enpanded their organization in not only in Japan & Asia, but all over the world we will show that what are the marketing strateresies which is applied by them, they journey the sales techniques and more.

S-Alice Thomas

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# Project Work Plan

were very confused about the release of the from we droose Reliance tresh as only first arole. The Shifted to Teyota Motor Corporation therik dua the work and started the Toyota near Palaria Indone about history analyzed Salu Strategies at delepted work of wifting by the plan to complete

z-Alice Illumas

St. Paul Institute of Professional Studies

# Introduction of Organisation

In 1924 Jakishi Toyada Avented
The Toyada Model Automatic
Loom Looms were built on
a small production line in
1929 the patent for the
automatic Loom was hold to the
Bushin Company light Brothers
Jenerating the southing aprial
Vender the direction of the fainders
son Kiichtro Toyada Toyada Automatic
Loon works established on 1 Nep 2933
As he has limited experience with automobile production, he initially focused on truck production the company's first truck the Gy was completed on Mysist 25, 1935 The government of Japan also resported the lampany by proventing found motors from importing automobils into Japan. Sold under the name Toyoda", from the family name of the found of principal principal studies where of the provention of Proventions of Proventio

@=24ª O

In September 1936, the company can a fullic competition to taking a fullic competition to taking a fulling the company began tracking on suject 28, 1937 as a fulling the Michigan Toyada was appointed the firm set president with Kinching as vice president. Noyota Submatic from works foomally transferred automobile manufacturing to the new entity on sep

#### S-Alize Thomas

PRINCIPAL 51 Paul Institute of Professional Studies INDORE

## Work Flow

group consists of 4 members (Jomin, Naira, shir and Aditya) We extended a whatsapp group to share our thoughts, have meetings when needed, solving each others doubts and updating about our work.

Then we had to decide a topic for our project. At first we decided to make the project on Rellance Fresh "but eventually were facing some problems. So one of our partner suggested "Toyota Motor Corporation" following to which all partners agreed because the content was easily available and we were able to contact them because their head office was in the same city.

Then we decided to visit their franchise sanghi Toyota located at 6, near Palasia square, Manorama Garj, Indone to collect the information regarding marketing strategy, part 6 years revenue and more.

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Date / / Paper 19 23

# METHOD OF ANALYSIS

There are two methods of analysing the data is

A Gualitative Analysis

- Business Model -> Assess Toyota's business model, understanding its core operations, revenue streams, competitive advantage and market position. Analyse its strategies, including product development, innovation.
- 2) Brand value and reputation -> Examine
  Toyota's brand reputation, customer
  regalty and perception of its products
  in the market. Consider factors such as
  brand recognition, quality perception,
  recalls and customer satisfaction.
- 3) Sustainability and Corporate Social
  Perpenillility -> Assess Toyota's commitment
  to sustainability practices, environment
  impact employee welfare, community
  engagement and ethical business condition.

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#### 6 Quantitative Analysis

- Financial Statements including bolance sheets, income statements and carb flow statements fragge ey financial ratios such as projectability, liquidity, soveray compare them with averages and historical performance.
- 2) Revenue and balls youth Toyota Conforg generate more sales from the last year 2022 as compared to FY 2023. In 2023, the sales were 3,71,54298 which is much more from FY 2022 which was just 3,13,79,509.

By combining both of them - qualitative and quantitative analysis, you can gain a comprehensive understanding Toyota:
Strengths, weaknesses, apportunities and threats.

Sa Hice Thomas

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# Shapter: 3

Analysis of Financial Report
The results of operations for
Fy 2023 were as follows a

| Fiscal<br>Year is<br>Aprill-Masch<br>All Values<br>JPY<br>Millions. | 2023         | 2022           | Growth    |
|---------------------------------------------------------------------|--------------|----------------|-----------|
| Saler                                                               | 37, 154, 298 | 31,379,501     | 18-40-/   |
| Net Shuome                                                          | 2451317      | 2,850,110      | -13 .99./ |
| Interest-<br>Expanse                                                | 125,113      | 43,997         | 184.371   |
| Income<br>tan                                                       | 1,175,765    | 1,125,918      | 5.364     |
| EBIT                                                                | 2725026      | 2995,696       | - 9.03.1. |
| Depreciation                                                        | 1,026,955 Al | ice Thomas 287 | 11-55-/.  |

of Paul Institute of Professional Studies

| -   |    | Re | ister | ree | 1600 |
|-----|----|----|-------|-----|------|
| No  | tx |    |       | 2   | 6    |
| bin |    |    | 77    | -   | 200  |

|                             |              | -          | -          |
|-----------------------------|--------------|------------|------------|
| Amoutitation of intangibles | 112,965      | 94,593     | 19 - 42.). |
| EBIT DA                     | 4,764,930    | 4,817,576  | -1.09./.   |
| Total                       | 74,303,180   | 67,688,711 | 9.77./     |
| Total                       | 45,038,965   | 40,533,951 | 11-11-7    |
| Total                       | 29, 264, 213 | 27,154,280 | 7.76.1     |
|                             |              |            |            |

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| - 12    | olshree - |
|---------|-----------|
| THEE NO | 27        |
| DATE    |           |

+ Jeographic Information

Japan & Sales revenues in Japan increased by 1591.7 billion yen on 10% to 17,583.1 billion yen in fy 2023 compared with horseased by 478 billion yen on 33.6% to 1901.4 billion yen for FY 2023 compared with FY2022

2) Alsa & Salis revenues in Asia
increased by 1514.3 billion
you or 23-2.1. to 8044.3 billion
you in Py20B compared with
Py2022 & operating shoome increased
by 42-1 billion you or 6.3%
to 714-4 billion you in 2023
compared with Py2022.

3) Europe 8- Sales revenues in Europe increased by 405.8 billion yen on 10.5% to 4273.5 billion yen in Fy2023 compared with 2022.

However operating income decreased by 105.5 billion yen to 64.7%.

To 57.4 billion yen in Fy2023

Compared with Fy 2022.

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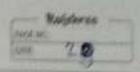
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# Challenges in Project

doing the study on this

To sheek the authenticit

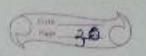
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STATE TO STATE OF PROPERTY STATES



## Londusion

| Toyotas            | Mission          | ι     | Happ   | inoss | for see |
|--------------------|------------------|-------|--------|-------|---------|
| Toyota 1           | vill .           | lad   | the    |       |         |
| enriching<br>warld | - lives<br>with  |       | Duoliv | afest | the     |
| moving             | respon<br>People | sible |        | ays_  | of      |
| 11 -               |                  |       |        |       |         |

Through our commitment to quality, constant provision a respect for the planet we aim to enced expectations and be selwarded with a sonite

Toyota remains committed to making ever - better ars. It will expand in worldwide To build a future where everyone has due freedom to more "Toyota's corporate mirrion stats"

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#### St. Paul Institute of

Professional Studies, Indore



BA-II YEAR (2023-24)

#### Project Report

Study on Various Mental Health Conditions of Specially Abled Children

| S.No. | Name of Students                 | Class   | Roll Number |
|-------|----------------------------------|---------|-------------|
| 1 (   | Chanchal Aoshi                   | BAILyr  | Benchat     |
| 2 0   | Thanchal Joshi<br>Vitesh Chouhan | BAILyn  | Dusuliset   |
| 3 (   | Buya Khandelwal                  | BAILyr  | 9           |
| 4 9   | atema Tikiwala                   | BAIL yr | patemen-    |
| 5     | Gaurar Satar                     | BAILY   | CHIEVE      |
| 6 1   | Prua syclewala                   | BATTUR  | dus00.      |

Guided by:

ianus of the Faculty Grof. Tapan

Designation ASSECT . Brof

Authorized By:

Principal

Date

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#### Index

| S No.                 | Description                                                 | Page No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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#### Certification by Project Guide

| Has is to certify that-                                            |
|--------------------------------------------------------------------|
| Ms Chanchel Joshi                                                  |
| Vir Nitesh Chouhan                                                 |
| Us Priya Khandelwal                                                |
| Vis. Arwa Cyclewala                                                |
| Mr. Gauray Jatay                                                   |
| And Ms. Fatema Tikiwalla                                           |
| of Class BAILAR, has carried out the Project under my guidance and |
| supervision in partial fulfillment of the degree                   |
| offered by the Devi Ahilya Vishwa vidyalaya, Indore (MP).          |
| The above work is completed on .15 4 January 2024                  |
| Total Later 11 and 1                                               |

I wish him / her all the success in the future endeavors.

|        |                                                   | Signature:                            |
|--------|---------------------------------------------------|---------------------------------------|
| œ<br>Q | S. Hice thomps :                                  | Name of the Guide: Prof. Tagan Pandil |
| list.  | PRINCIPAL  Paul Institute of Professional Studies | Designation:Av.1- [~]-                |



#### Sri Devi Matoshri Samajik Seva Sansthan

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Registration Number: 03/27/03/12845/10

PAN No.: AAGAS1524A

FCRA Registration No.: 063300147

MIRIARYOG Unique ID : MP/2017/0115357

80G Certificate No.: CIT-Mbd/Tech/12A/ 64/2013-14/80G

ISO 9001:2015 certified organization



whom it may concern

This is to certify that Mr. Nitesh Chouhan, Ms. Chanchal Joshi,

Ms. Priya Khandelwal, Mr. Gaurav Jatav,

Ms. Fatima Tikiwala, Ms. Arwa Cyclewala

from St. Paul Institute of Professional Studies

has successfully completed the 45 hours internship program starting 4th December 2023 to 23rd December 2023 with

Arunabh (Centre for Differently Able)

During the internship program she / he had an exposure to working with children with

Intellectual Developmental Disorder

in various activities related to their educational program.

During the internship program, we found her / his diligent hardworking and inquisitive.

We wish her /him very best for her carrier.

FOR ARTHABH.

Authorised Signatory

ST. Africe Thomas

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#### Acknowledgements

A project is never a Unilateral effort, there is always a team of other persons who contribute in one way or other. This credit goes to a number of people, therefore would like to express my gratitude to Director, Rev Fr. Sumon and Burnapal Sr. Sr. Alice Thomas, I acknowledge the valuable of guidance of our Prof. Japan Pandit for the completion of this project.

| Name of Student                   | Class    | Roll No. | Sign with Date   |
|-----------------------------------|----------|----------|------------------|
| 1. Charchal<br>40shi              | BAILYR   | 12       | Compaly ton 2024 |
| 2. Nitesh<br>Chouhan              | BA II yr | 34       | Showing 1/124    |
| 3. Priya<br>Khandelwal            | BATTY    | 40       | B-29 gan         |
| 4. <del>Jale</del> ma<br>Jikiwala | BAILyn   | 18       | fatimes 24       |
| 5. Gaurav<br>Aatav                | BAILyn   | 20       | G 201 row 2024   |
| 6. Arwa<br>Cyclcuala              | BAILY    | 7        | Mung 29/2/29     |

Place: Indore

Date:



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# Interducti -on

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# Introduction

### Montal Fkalth Conditions

A wide range of conditions that

Mood.

Thinking

Behaviour

It is usually associated with distress or impairment in important areas

There are many different types of Mental Health disouders:

Amricty Disorders: It is characterised by feelings of worry, anxiety or fear that are strong enough to interfere with one's daily activities.

with episodes of mood swings, ranging Depressive lovys: S. Alice Thomas

Marriac highs St. Paul Institute of Professional Studies



ADHD - Attention - deficit / Hyperativity disorder: a chronic condition including Ottention Byperactivity Impulsiveness
difficulty Schizophrenia: A disorder that affects a person's ability to: Think

Feely
and behave clearly. Obsessive Compulsive disorder: Excessive thoughts (obsessions) that lead to repetitive behaviours (compressions) Post traumatic stress disorder A disorder characterised by failure to recover after experiencing or witnessing a terryfying event S. Hize Thomas FRINCIPAL it Paul Institute of Professional Studies

Spart from all these disouders we are majorly working on some childhood disorders which are directly related to different developmental stages

These disorders are:

- dutism
- Cerebral Palsy
- Nown Syndrome.

### Autism

Autism is a result of a Neumological disorder that:

- Affects the functioning of the brain
- May delay in language, play or Social interaction
  - It is a combination of several developmental Challenges
  - Often appear relatively typical in their development. Outism is a life-long condition. Children can benefit from intervention and therapies Early intervention and therapies can reduce symptoms and whereast will and

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#### Dymptoms of Autism are:

1. Communication difficulties: Children may have delayed speaking and use gestures. doesn't begin to speak much later etc.

Repetitive behaviours: Such as hand flapping, rooking, jumping or turnling, repeating

Other Characteristics

Most people with ASD have other related characteristics. These might include:

- Delayed language skills
  Delayed movement skills
  Delayed cognitive or learning skills
  Delayed cognitive or learning skills
  Delayed cognitive or learning skills
  Delayed hehaviour
- Epilepsy or seizure disorder

  Unusual eating and sleeping habits

  Gastrointestinal issues (for example 
  Constipation)
- Unusual mood or emotional reactions Amority, stress or excessive warry Lack of fear or more fear than expected

At is also possible that children with ASD may not have all or any of the



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# Cerebral Palsy

Brain

Paralysis

What is Cerebral Polsy?

Cerebral Palsy is an umbrelly terms

It refers to a group of chisorders.

It affects a persons ability to have.

Cerebral Palsy is due to damage to the developing brain.

Either during the Pregnancy or Surely just often the birth.

There are three emportant parts of the brain Important to know when dealing with Cerebral Palsy:

Cortex - It is essentially the brain itself.

Basal Gonglia - It is within the brain.

Cerebellum To Plays a role in motor

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Cerebral Palsy is a problem in one or more of these circus causing abnormal muscle tone posture and movement. Early Signs of Cerebral Palsy include No Sightility and Iritability Poor feeding Abnormal reflexed Abnormal muscle lone Asymmetrical movement patterns But usually these signs can be nuissed and thought of as normal until the buby has grown and that is why it is important to monitor for the delays in motor milestones.

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# Down Syndrome

Down Synchrome is a Condition in which a person has an extra Chromosome or an extra piece of a Chromosome.

This Entra Copy Changes how a baby's body and brain develop.

It can cause both mental and Physical Challenges during their lifetime.

Some Common Physical features of Down Synchrome include:

A flattened face, especially the bridge of the

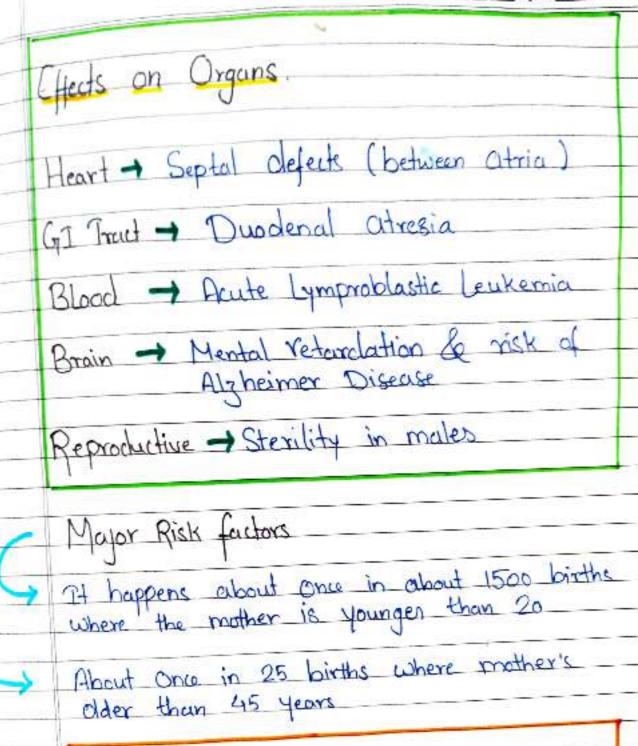
Almond - Shaped eyes that Slant up.

A Short neck.

Small ears

A tongue that tends to Stick out of the mouth.

Small hands and feet sipal institute of Professional Studies



Screening tests cluring Pregnancy provides Valuable information about the overall risk of Down Syndrome.

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### Background and Literature review

The data or information used in our project is based on our observation conducted at ARUNABH intervention centre

We had many question and answer

Jeachers Staff and the Director

experience at ARYNADH.

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19 Idning of the revielt, Relevance algerial to the



Claming of the project

The first step towards the project was to choose the right place for the Study.

We made a list of several Schools, Psychologists and Ngo's

It took us almost a weak to finalise the organisation.

we choose Arunabh Inclusive School

We finished the relevent and required charamentation as soon as we got into contact with the

Relevance with the

While Searching for the Scutable Organisation, we got to know that Arunalh is a School for Special Children. This was perfect for us

We can examine warious Multiple suntal Health Conditions High the Same place.

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Con

Like: Autisum

Down Syndrome

Cerebral Palsy

## Targets achieved

At Amunabh we got opportunity to learn about Vanious Mondal Health Conditions.

A helped us gain throwledge about the Subject and awared us about the current Situations in our country regarding the Subject.

We got opportunity to interact and Spund our time with Students suffering from the clisorders.

we also got individual students to observe and Study.

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### Work place Organization Details

The study has been conducted in an NGO called ARVNABH located in Telephone Nagar, Kanaclia Road, Indore

\* Arunabh is an - Intervention Centre Inclusive School

Research Centre for children with

special needs, Neurological and Basic cognitive disorders like - Butism, learning disability, down syndrome, mental retardation,

and cerebral Palsy.

Arunabh intervention centre for differently able

is a center for special children and adults, where they learn with fun.

grow and develop!!

After working as a volunteer at ARUNABH
we came to know about so many things
that we cannot just simply explain
it through words this Thomas

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#### Working areas of ARVNABH are:

(between 2.5 to 4.5 years of age)

Special education and life skills (between 4.5 to 14 years of age)

Therapies and Medication (for all age groups)

Vocational training and skill development (14 years and above)

At Arunabh children learned to

\* Handicrafts A Paintings

🔌 Natural Oils Nowspaper bags

🔭 In lall frangings \* Geeting Cards

\* Coloured diyas

In order to make them self relient in future! S. Alice thomas of pleof institute of Professional Studies

## Interesting points of Arunaba...

Arunabh organization has a cafe runned by these Specially abled children and Adulte

Do Shat after becoming Belf dependent they will work as an asset for our society

we have also noticed that these autistic Children had a monthly health checkup.

which also includes their dental checkup



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# Work Flow

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## 11991 FLANI

Our Psychology Greeup Project began I with I organising a group of at halst Psin

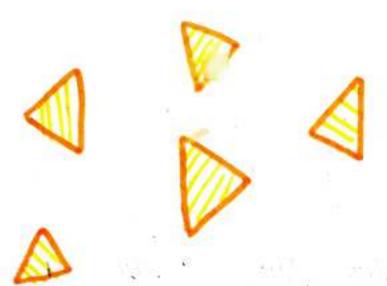
After joining the group we settled on a topic for the project

we all suggested various project related ideas as well as wanted to visit for observation and to produce low project suport.

· following a group discussion and I quidance from our professor we chose to write a upout on various disabilities and I syndr committee thates children - encounted St Paul Institute of Professional Studios



slong with choosing the topic we also spoke about where we wanted to head to observe and weith our reports we ultimately chose to visit ARUNABH: intrevention centre for Oifferently Able ) Specifically works for differently able chilldren with mental intellectual and Neurological disordurs enabling them I to cope up with life I cycle ractivities The Centre provides special Education life skills training remideal through with special neicls. Soon, after we had decided on the subject and Place, subject and Place, we all went as a group on the initial visit to the school to introduce ourselves and get to know the teachers and staff. we harned about the school's purpose procedure and how they cope with students with syndrome. They also ingulations of Profession state - our







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hobbies, how we intend to observe the youngsters, and what activities we have planned for them as well as their annual functions and how they are performed. ofter our initial visit, we duided to produce a report in particular that are frequent 1. AUTISM These are: 2. DOWN SYNDROME 3. CEREBRAL PALSY After we chose on subjects we optice to conduct additional usuarch in pairs to warn more about certain disabilities, so that we could later discuss and purpose for them in depth, as well as - share alve observation, and what we learned about them. portion of the project, > for wer each of school where we cho sen the disabilities and -observed

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Syndromes and Spoke with the guardians of the children to gain a cleeper under standing of the issues, they are facing we also spoke with the teachers and other staff members about the children's overall schedule to gain an additional leavening of their behaviour and the ways in which the staff and teachers handle it. finally, we collected the data and purpared our project

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# Collection Data

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## Collection of Data

we storted to work collection of data U some ferom Venkatest & other was talk fear ed as they strangers passed & us mare Working made gave feel

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about what

teld SUNUV

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# Field Svevey actuals

we also conducted a field survey regarding their health.

Though it was a tough.

task to make them understand about what was to be done to most impositiontly, to make them realise their own emotions.

fom e are wered them quickly, while some took time to year hink, & some were actually blank & did not - see pond to some of the - see pond to asked.

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forme children as well adults told us about interests, hobbies, family, s moutine when asked 20 their , feriends, some adult boys are into tunning a cafe Every marring adults come at 10 am and some of at 10 am and some of them who are trained to sum the cape work their independently till 3:00 pm in the afternoon. where as, the younger ones in the mouning & leaving rew things while having fun till 1:00 pm. Teach ens timely organize
sessions for them. Sessions for them.

Sessions for their freeplay

day. Where they includes
in various sports & other

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activities. Namely, Board Grame leavnings 5> finging Cancing Cuicket Puzzle Bolving Painting 6) Telling each bounable entertains only those who can do their independently. from 6 years timit did\_pager stanting boxes [which them before, tiffin them shared force while pictures, fond pictures, some l'at singing me at dans cir Frame u were very were while PRINCIPAL 31. Poul institute of Professional Studies



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also, parents at son who accompanied control buted largely control of collection Children some we af gial 20 years Payents O Us told at home challenges she faces per forming her choules told us parante speech Mean RIVINOS 620 years old g post 24 tion speech the bonens teaches co-open ative m intentions Dove all their kind were pwu DO-ATTLE ILLINGS

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Methodof -Analysis/ Apolica lechniques

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ARUNABH is an [intervention and Research centre] for children with neurotogical and Basic cognitive disorders Autism,

Libraring disability, and

Mental Retardations.

There are various approaches to analysis for various clisorders. These include the following:-

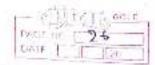
Autism ~ a Condition sharacruzed by Challenges in Social Interaction, Communication, and supetitive behaviours.

Some Methods of Analysis are:Applied Behavior Analysis -

Applied Behaviour Analysis (ABA) is a

J. C. The BOLD Therapy based on the science of Behaviour Analysis helps us to understand: How Behaviour works How Behaviour is affected by the environment How learning takes place ABA thurapy applies our under standing I at I how behaviour goal is to real situations The behaviours that are harmful or affect learning. Down Syndrome ~ it is a genetic condition caused by the presence of an extra copy of thromosome 21. as trisomy 21, this Also Known additional genetic material body and brain, leading to intollectual and physical challenges. PRINCIPAL

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children with Down Syndrome can be identified by shared physical Characteristick Such as:-Flat Facial Profile An Upward tilt to the Small taxs A tongue that sticks out. Low Muscle Jone (hypotonia) is also frequent in children with Down Syndrome but it becomes

less notificable as they get older.

rewrological condition affecting movement and Postwee caused by brain dama it manifests as impaired motor skills muscle Jone Land Coordina Though not progressive, it

requires l'ifelong

through therapy and support The Severity varies, impacting individuals differently in additional and independent The children with CEREBRAL PALSY can be examined by:-Gait Analysis Gait Analysis can be clone with different techniques such as 1. Observational Gait analysis 2.-Videographic anatysis Instrumented 3D gait analysis

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ARUNABH intervention anter for Differently Able Works with differently able children who have mintal, included, and new ological impairments to help them cope with life's challenges.

Children with exceptional nucls
yearine Special education, whe
skills training, remedial throughy,
and medical care at the
Centre.

• The following are the approaches
or Therapiles used to truat

## Music heral Southing There The

a technique in which a music thurapist uses music and all

aspects of music - physical Emotional, cognitive Social, abstitute, and Spiritual to improve there physical well being and mental health of children.

## Mantra Therapy

Mantra recitation is used as part of good health therapy. Jo improve mental wellness, concentrate on Sound Vibrations.

## Vocational Iraining

Emphasis is placed on career wachiness programmy such as Collabration with parents in the case of a family Company, industry - Specific training, and work Experience through arrange ments with private organisation. Provide Education on money management, the Value of Saving, and the fundamentals of pursonal financial management.

Powerbul

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# Skill Development -

Basic Kousehold management skills
including looking, Kalus Kuping,
cooking and Surving.
Cuate Custom - Create greeting
Card, Enveloped, notipacts,
fill foldier.

Gardining, House Kuping and
general training in affice skill
such as typing, clata entry,
waiting, copying and affice
management.

## Placement Assistance -

Hulp with internships through onthe-job training and help with

## · Formal Education

Educating and preparing for Exams for National Open School Education. S. Nice Thomas

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## CONCLUSION > EMPOWERING UNIQUENESS

#### INSIGHTS FROM ARUNABH'S INCLUSIVE ENVIRONMENT

#### INTRODUCTION >

The immersion into Arunald, an Organization Committed to the holistic development of children with sprial needs has been a transformative Journey The intricate form of web of treatment, therapy, education, and vocational training particularly through the operation of a Cafe, unravele the story of resilience and enpowerment. O'un team of 8in, privilaged to spend a water few days within this dynamic space embarbed on a quest to insolerstand and contribute to the live of these extraordinary individual The boland of theropoutic intermentions, education support and peractical nocational training in the cafe not oby only adobresses immissione needs but also leads the four-- ndation of self clepsendence. The tengible imposed of parametrical training and remuneration is felt not only in practical stails aquired by the children but also in the boast in this Confidence beaut mance of purpose.

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## UNIQUENESS.

ARUNABH, as a Sonctuary for celebrating, abilities reatherthen focusing on challenges, remarkable to us the remarkable talents Ressessed by the childrens. The rythmic beate, artistic expression, and maticulously Crafted creations not only showcood their Creativity but also underscored their resilience in the face of daily obstacles. It became exident that within each special. child lies a wellspring of untapped potential. maiting to be hornered and recognized. The organization's holistic approach, integrating therapy education and mocational training, serves as a testament to the kelief that every individual regardless of their unique abilities, descries as environment that nurtures their strengths.



## HE SOCIAL CONUNDRUM - NEVIGIATION NEW CONNECTION

Opposite the new auce-inspiring talents con desplay, a vacionent parador emerged as the children exibited a historicy to socially engage with very faces, including our team of sin: This social Conundrum become a focal point of our project work prompting deep introspection into the introcate dynamics of social intrection within the realm of social needs - We vecogarized that the bowriers of social intrection, through challenging, provide a carnar for tailored interventions. The nevenced understanding of the social dimensions of their lines is Unical for enhencing their overall developing Huunalo's educaters and therapists plays a prinotal role in navigating this challenges, ensuring that the potential of social growth aligns harmonasty with The celebrated talents and in rhythms art and craft:

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#### DWORES A MORE INCLUSTVE FUTURE

In Conclusion our immersive experience at annals undercores the complexity of fostering rede its we depart from this enriching invironment, we covery with us not only the nibert beats of By Rhythm and the baleidescope of artistic expression but also a commitment to contribute to a more inclusive future. The arganization's multifasted approach lays the foundation ofor Comprihensive support, yet the social dimension unuails an enging journy of quouth and discovery, our note as advocates for inclusivit extends keyonds our Time at Annaba, challenge we to kridge the gap between extraordinary talente and the ruences of social intraction. May the the rhythm of Arunabh's heartheat resionate in our collective endoavours, reminder us of the potential that visibles with in every special child and inspiring as to certime runturing and empowering their unqueries. So. Hice Thomas

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Challenges Dergiect Work

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## Challenges in Project Work

- Challenges we faced during this project mark were difficult to overcome some challenges we dealt with were overcomed by us but some gave us little difficulties while we weren't durable. Nanotheless they gave us new experience and tought us many things.
  - Densitive Nature of the Work.

We found it challenging to natingate the sensitive rations of working with individuals with special needs. Working and intracting with people who have special needs require a high trul of understanding and sensitivity. We foreat challenge in effectively communicating and interacting with individuals with diverse needs and abilities.

2) Adapting to individual needs.

Sa. Alice Thomas

How should use handle the diversity in the needs and abilities of individuals we were warring with was a big question in front of us at first we were a did confused like however we going to catur to each instituted because each pursuen with special needs is wright and their requirement vary.

Adapting our approach to meet the specific needs of each individual was really challenging especially when we were working with diverse group some are kids some to being us and some are adults.

#### 3) Balencing Therapy and Education

How to manage therapy and eduction in our project work was tricky. Lince we are still dudying about therapies and theraputic intermedent we were not well equipped with how it actually works to balancing theraputic activities and educational components for individuals with special needs was a complexity that our team balances both the aspects while observing and conducting these activities poore a challenge in front of us.

#### 4) Cafe Operation and Training

There were some difficulties in wardinating the cafe operations and providing proper training to individuals with special reads.

Running a cafe with employees who have special needs involves training. Discrepanting potential communication or training traviers was a challenge. There was one employee that there who got distracted really fast so to make him to focus on the training and making sure that his attention what distracted we special some of the training and making sure that his attention what distracted we special some of the training and making sure that his attention

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#### 5) Ensuring Inclusinity

The line question was how can we promote including in our project work so that everyone felt valued and included. Ensuring that our project promote and inclusive environment for all the members regardless of their dividies, was a concern.

This included creating accessible natural, communication method and ensuring equal opportunities for participation. We also had an issue with the qualificity of all the members at the same time.

because of this us had to divide our team of sin into two groups of 4 and 3. The group of a members started the project earlier them

us and then we continued for the restof the tenure

#### & Collaboration with Multi-disciplinary Terms:

We had to collaborate with professionals from different disciplinaries, such as educators, rate staff, therapiets etc. Warking in an organization like Asunabh likely insulved collaboration with professionals from variety of field land dinating efforts and communication but were different individuals was challenging.

we had to mait for them cause in order to interest with the teachers we had to mait for the classes to finish we could only observe the staff, teachers and students theire. There was also an issue with the information provided, they could not give all of the information do it was against the sould not give all of the information do it was against the sould respect these.

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## PECOMMENDATIONS > NURTURING INCLUSIVITY AND FOSTERING GROWTH IN ARUMACH

#### UNDESTANDENCY THE HOLLSTIC APPROACH

The holistic approach undertuken key Asunak of the Comprehensive development of children with expecial needs is commendated to further enhance their, it is recommendated that Arunabh continues to prioritize a multidisciplinary Collaboration involving professional from various fields such as psychology, education and inocational training. This collaboration afforts can provide a niere nunced understanding of each child's needs, ensuring that the course, therapy, education and vocational training are seemlessly integrated for a holestic and personalized development plan.

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## COUTING AND RECOGNIZING TALENTS.

Building on the oliscovery of remarkable talents awithin the Children Humaloh could implement structured programs to further them and showast these abilities. Establishing regular and exibition, musical performances or craft fairs within the community and can not confer culebrate the achievements of the children but also create amorners and appreciation for thing talents. Moreover incorporating these creative expression into therapy expression in a holistic approach to nextwenty worth. Thur artistic talents and emotional well being.

Recognizing the untapped experience in each childs. Asunath should consider the implimenting a formalized system for talent identification and development plans that ensure that the unique strength of each child are acknowledge and fostered contributing to a more toilonal and effective contributing to a more toilonal and effective contributing to a more toilonal and effective

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Individual Raget

Observation about their daily

The secret of your future is hidden in your daily routine

We reached their at 10:00 Am

They started their day by chanting

Gayatri Mantra

Gollowed by - "Om sharti, Shanti, Shantibi"

It was followed by a prayer,

of Itni Shakti hame dena data.

When they started chanting it together

the whole room filled with positivity

and Optimism.

Then we had an indroduction session with

After which they did Zumba, we all accompanied them It was indeed a beautiful task

They concluded this Tumba Selsion with meditation, in order for make them

As I wrote earlier that was too! They were constantly looking at us and imitating us



So. Hice Thomas

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Vyankatesh Sir gave us various tasks inorder to give us or provide us a PRACTICAL EXPERIENCE It first he made us understand about the concepts of Fine motor Gross motor skills gross motor skills pertain to skills involving large muscle movements Such as: id independent sitting, crawling, walking or running Fine motor Skille involve use of smaller muscles, such as grasping, coloring, turning pages of book do: The asked us to find some jun-activities to develop both these skills, the activities we came up with are: (1) Ball shifting in baskets and colour identification (2) Seperating the Shapes Brushing teets -folding torus 3) Follow the instructions like Combing hair tearing a wrapper (4) Postman > Children were given some objects and were asked to deliver them on PRINCIPAL addressed named A, B, C, B. Robi Institute of Professional Studies

Dez - 1-1-47 Case Study of Vigon We met a teacher named Geniya Maam She shared her personal experience related to Butism, as her own child Vyem has at Arunabh. autism (Case history) Vyom's umbilical gord got stucked during pregnancy L Therefore the delivery was prepared and done in 8 12 months. Even after 1 = 10 year of his birth No expressions No learning No speech Therefore Geniga maon took him to a therapist. The therapist gave her a checklist of Symptoms related to

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out of 25 Bymptome 15 Symptoms matched Symptoms tike > Toe walking moved stared things at moving continuously objects hyper activity The therapist informed her that vyom needs Soniya Ma'am did Vyom's admission into a Simultaneously the studied and got Specialization in Butism. Special School- 1 Vyom is not interested in studies but he is very much active in technology. The even plays musical instruments like Piamo and Tabla. and Tabla. Seconding to Siniya Maiam there's a need to cut their eigid behaviour-Violence is not and an option to deal with The cooperation and awareness of Society

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CIASSMACO

INDIVIDUAL WORK REPORT > Englosing the Intersection of Psychology, Music and Social Dynamics at Arunabh. During my days at Arunabh, I observed their comprihensive approach to treatment with special needs, therapy, education, and vocational training. As a psychology student with a musical background, I aimed to understand and Contribute to the unique The children at Avunable exhibited empressive enuroment. browledge of rhythor art and croft but there was a noticable hesitancy in Thur Daial intrection leveraging My passion ofor music I conducted improved Piano lessions and song some songs to create familier and Comfortable atmosphere: In personalized Conversations, I asked the children about their preferences, aligning with person centred principles. The verport verflects my afforts to understant individual uniqueness and tailor intrection accordingly. As a Psychology student of focused on intricacious of social dynan within Arunach. The Report Highlights observation and experience promoting reflections on the viole of psychology in addressing settle bootening among the children. St. Paul Institute of Professional Studies

# Gawar was teaching him origami



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## Individual Work Report

#### Student Name - Priya Khardelural

I was the part of this project group, we went for alustration and valuation work. The place was brunder School for special children, there we interacted with special children. The children there were from different age groups like from 5 yruto 22 yrus there were adults for

The she school not only provides them education, but also work on their cocurricular activities and also focus on making them francis independent. They also have a cafe downstairs which is run by

the elder students there.

The first day we went there, we had our orientation session, were the wast treated about the mailtouringers at the wast we were supposed to do, while we observed the students there I got to see the way teachers dealt with the student. They were communicating with each student differently. The next few days I helped them by making mans for their uncoming annual function To purchase material for the props I was made incharge of budgeting and buying things. Then I got to interact with the teachers their and ask them about the students. We conducted various activities to develop or work on their gross and fine motor wells

This is how my project work went on, we did many admittes there like making paper bags together, singing, teaching etc. It was a wanderful experience and I got to Jean a let and know how things work,

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EMPOWER!

So- Hice Thomas

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#### Case Study

The student case study is on is - Shutcharsh Timan

Name: Shubhansh Timari

Date of Birth: 12 April 2013

Age at the time of admission: 9

Mother's Name- Willha Timari Occupation - Housewife

Fathers Name- Hanoj Rumar Occupation - Service

Sibling's Name- Kartikeya Timari

Oscariation made by the therapiet after analysing the information provided by parents.

Name of the Trierapist:

- Shulp demonstrated ability to consistently understand onestep instruction better Produced words like hi ; bye ; & (give) was able toput in cups of different on sizes inside other (1/8) mistakes.
- 30+ improvement in identifying simmilar dijut lutter; can follow instructions like , spoon lao, Plate lao etc.
- Sil down: more 30 min to performed activity; better infront of fether.
  - need instruction for and helpfor cleaning after going to toilet urination 100+ independent except for putting on parts.

S. Alice Thomas

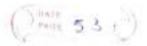
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# The POSTMAN activity



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#### My Observation

- Doesn't talk in Sentences, anly words like ox, have, his bye etc.
- Does'll sit for more than 20- Somin
- Cannot focus on onething for more than 3-5 min
- showing some action links shaking hands or scratching or making some or the other sound.
- while eating spills food
- if he wants something he grates it and become impatient if not guen what he want.
- Essent recognise all colours but some like yellow, Blue and
- recognisis alphabets and numbers.

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Date: \_\_\_\_\_/ Page: \_5.9

# Individual Report - Arwa Cyclewala

We started to visit the organisation [Drunabh] and honce started over observation & interaction with various students & staff.

On the very first day we gathered information from the director about how the organis ation works, its terms of policies etc.

The students present there were autistic, had down syndrome & cereberal paley, the areas we are covering in one project.

Their time for Classes were: 1/2 10:00 am to 1:00 pm [for kids]

of 10:00 am to 3:00 pm [foor adults]

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we interacted with some autistic Children as well as adults who showed & spoke the same uppeatative behaviouses as well as a words. The adults run their own the basement as
They leavned how to
& also account an cy. cafe well. cook we worked for their speech therapy as well. spontaneous Some were very spontaneous while some were slow learners & lacked in confidence due to restriction of speech. we also interacted with some of the parents & got to know about their Child's smultaneously. at singing & dan cing! listening to various

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Individual



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Interacting with them

# YASH CHAWLA AKA Mama: the Gangster

## A report by - Nitesh Chouhan

It was not first day at commabb when I first saw yash we were standing by the Staircase and the entered. He was Climbing Stairs with few other Students a student infrant of yash stopped and yash alidn't like it. I saw him angry and pushing that kid hard on the head. I was Stunned.

Second time a met him in the class along with other Students. He introduced himself for the first time these is Maria! He Said The teachers Connected him Still he was referring himself as MAMA.

When 9 started Observing him 9 noticed he is different from other Students he was very much conlike other Student he was very much aware about the environment he was in. He understood everything we shared with him. He can't write well but can speak very well. He walks tooking downwards. He stays quite usually and follows the instructions given to him.

I found him one clay correcting his name. I saw him walking to everyone and was saying "yash". The teachers and was on to it.

Scolded him and he was on to it.

He corrected himself infront of everyone.

The corrected himself infront of everyone.

At party he was very live and energetic A birthday party of his friend. They all alanced + Sung and Enjoyed every movement of the day.

Its bod to see that there is no cure
for such disorders but there is
conceptance and just by acepting we
can be part of a Spertrum.
This project broke many mental burriers
i curried and award me about
be many new things that could have
helped me in life if I knowed

them before

St. Paul Institu<del>te of Professional St</del>udie

P-1 First Progress Report 1. Introduction of Project We the students of BAI ndy or started working on a project on the topic Various mental health Conditions In which we are specifically including and working on 3 conditions Cerebral Palsy 3 Journ Syndrone Cerebral Palsy: is a group of conditions that affect movement and fasture It is caused by damage that occurs to the developing brain, most often before birth Phitism: it is a Neurological and developmental disorder that affects how people interact with others, communicate learn and behave Autism is also called a Evelopmental disorder

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Sown Syndrome: A genetic Chromosome 21

Also wher causing developmental and

antellectual delays

It is caused when abnormal cell division

results in extra genetic malerial

Sown Syndrome is also called Tricony 21

## Project work Plan and Objectives

Our plan was to choose an organisation that suits perfectly with the topic - "Mental health conditions"

and Drunach - the school of specially abled.

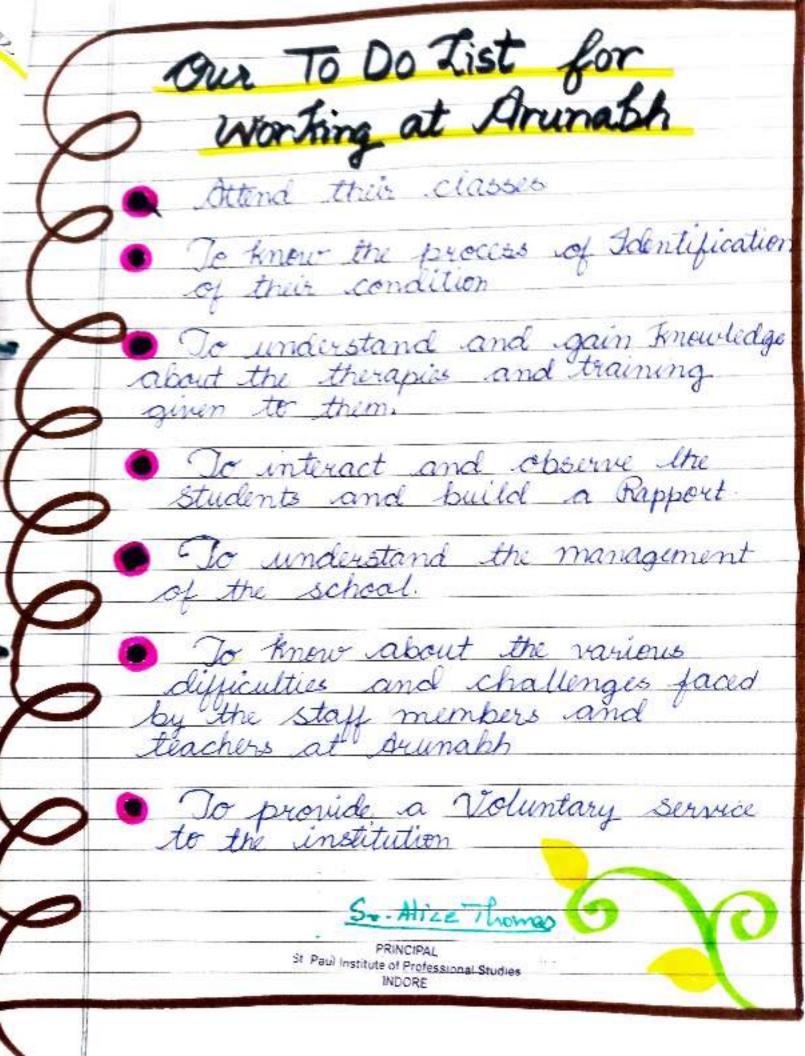
was fitting correctly in this idea.

Aunabh is an centre

vocational training

Its mission is Tomake life better for differently abled

CHILE IND ON



Report - 2

often discussing various mental health conditions, we came down to 3 major mental conditions where are interests areas mutually lied:

Down Syndrome

We made 3 pains of two
so that each could focus
on the given medical condition
appropriately, & more
effectively.

fach pain than stanted to exseauch & gather information about their lattoted mental health conditions, while also exchanging ideas.

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## field Work Data Collection

row of started as well

was ilderen hobbies, in feriends and

asked the about

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| -StarLine- |
|------------|
| 1.1.       |
|            |
|            |

# Literature Review

In own view Brunabh is
doing a wonder ful job in
cataling the needs of
specially abled Children & w
above all it is tocusing
on the skill & vocational I
development of the children
al well as adults so that
they can lead their lives
independently ahead.

Brunabh entertains only those a
who can work independently t
[attend daily tasks by
themselves]. z

So. Alice Thomas

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INCORE

## (Progress report 3 (P3)

## Method of Analysis

Our main method of analysis was observation and information whereten and presented in the form of case studies.

We went to Arunalih for this project. Our main aim to go there was to have alient how industrials with special needs are taken care the communication and how therapetic interventions worked.

At first we absenced the organisation, how it is working the hackground, soutine and the teaching method. Then we narrounded down our observation to the students there and some members observed the cafe staff. Then while discruing them we realized that some children there had hearing impoinment few of them had speech impairment some showed the symptoms of ADHB, they were hypercutive, failed to focus on one thing, some where showing repetitive behavior like strathing themselves, but some students were absolutely comfortable with enturing this space, interacting with us. Then we deserved the staff these the teachers especially they were extremly patient and colon with the students, went though the students were going here and there being surractive etc but the teachers their there handled them really well with pailioner. They used different ways to teach them using things like halls, drawings, puzzels etc. We then chose a specific student, each of the members whose a student and then observe him I have specifically for the purpose of rase study.

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(NDOS)

while we were observing our chosen students we came across different behavioral patterns they were showing. Then the senior teacher asked us to share our observation with her and verified if we use correct in observations or not. Then she proceed to answer our questions and queries we had.

Through observation we understood that the students there are all different and were caloued to differently.

#### Result

Through observation we understood that not all the students elsen if the show some behavior are some the students we choose todo care study on had shown symptoms of disorders like ADHD, Pulian, Carebral palsy and down syndrome.

Comparison with Expected Result

We had expected that we will be able to understand the disorders and therapitic interventions in a better way and especially disorders like autism. ADHO and down syndrome.

The results which we expected were a did diffusent from the results we achieved. Through voluntaring their we get to know that autism doesn't have fixed set of symptoms.

The way they used theraputic intervention from what we had expected was also different. So Alice there

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# Challenges Faced in Project Work

while completing this project work we came across few challenges like some challenges we faced were with our kam in distribution of work white same challenges we faced in the organization.

- Our first and the formost challenge was to decide an organization to work with keeping in mind that the organisation is comportewith the documentation
- 2. Decondly the availability of all the members together during the tenure of project more. In our group of stud of the members as trade trijary and to every rutted out not shirile of the project when the same of the bad to shirile out the same shirile of bad sur parts. The 2 members started their field work first and completed their assigned work and the other four members continued
- 3. Our next challenge was to build rappost with the staff and bond with children there because at first the staff was hearstant in sharing the valuable details and the children were not comportable around so many new faces
- 4. We had difficulty in intracting with students there as they were a list scared spropped strangers around them

- 5. As everyone was on a different academic level, to cater to their need individually was a bit difficult.
- 5. The main challenge was to gether information for case study as they could not provide us with all the details due to work ethics:

#### Loutiens

- 1. For choosing organisation us asked for quidance from our profession, he holped us choose the organisation.
- 2. To salue the qualibility issue we divided ourteam of 6 members into two groups of 4 and 2 members and divide the working on hours.
- 3. To fill the communication gapuse constantly uses in touch
- 4. To build a rapport with the staff we upluntiered for helping them arganise an event and make props for their uproming annual fuction.
- 5. As for intracting with the students we joined them during their class, set beside them and dearnt the same things as they did.
- 6. Because the students were at different academic livel we divided them into groups with the help of the teachers

and performed activities with them accordingly

7. For gathering information for case study use requested man if she could tell us some hasic information about them and use will share our observation, so if she could correct us if we are wrong at any point.

S- Alice Thomas

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## St. Paul Institute of

Professional Studies, Indore



B.A. III Year (2023-24)

#### **Project Report**

Study Material on regional organizations

| S.No | Name of Students    | Class    | Roll Number |
|------|---------------------|----------|-------------|
| 1    | Ms Amita Rawat      | BA Illyr | 11          |
| 2    | Ms. Anupoma Majhi   | BA Illyr | 12          |
| 3    | Mr. Chaitanya Singh | ВА Шут   | 16          |
| 4    | Mr. Gota Khante     | BA IIIyr | 21          |
| 5    | Mr. Sebastin Kharte | BA Illyr | 43          |
| 6    | Mr. Shubham Kharte  | BA IIIyr | 47          |

| Guided by:                                | Authorized By: See - All Case Thomas                    |
|-------------------------------------------|---------------------------------------------------------|
| Name of the Faculty P.A. Rostal Ahmed     | Principal Dr. Sr. Alice Thomas                          |
| Designation HOD, Department of furnauties | 31 Paul Institute of Professional Studies Date : INDORE |
| SPIPS, Indore                             | Stamp 1                                                 |

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "\_\_\_\_\_\_\_" submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of Professional Ahmed, and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of (Management/Commerce/Science/Arts). The Analysis/ Results embodied in this report have not been submitted to any other University or Institute for the award of any degree ordiploma.

| Name of Students    | Class       | Roll Number | Signature(with Date) |
|---------------------|-------------|-------------|----------------------|
| Ms Amita Rawat      | B.A JULYC   | II          | Kowself              |
| Ms. Anuperna Majhi  | B.A III yx  | 12          | Mughi                |
| Mr Chaifanya Sirgh  | B.A. III.yr | 16          | 150                  |
| Mr. biolu Kharte    | BA TT yx    | 21          | aktroute             |
| Mr. Sebastin Khwite | B.A III ye  | 43          | Sulfra -             |
| Mr. Shubbam Khude   |             | 47          | Shutter              |

S. Alice Thomas

it Paul Institute of Professional Studies



#### **CERTIFICATE**

This is to certify that the below-mentioned students of BA III at St. Paul Institute of Professional Studies, Indore, have undertaken the project of preparing study material on Regional Organization in our institute from December 01, 2023 to January 15, 2024, and have successfully completed the same. We wish them all the best.

- 1. Ms. Amita Rawat
- 2. Ms. Anupoma Majhi
- 3. Mr. Chaitanya Singh Aanjana
- 4. Mr Gotu Kharte
- 5. Mr. Sebastin Kharte

6. Mr. Shubham Khart



S. Hice Thomas

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hd New York Navyare Trade Canter Resolution by Read, Karabarchery, Thebare, Karaba 1888.

Mob : 9539231550 Web : www.newsolvitech.com/actem/com

### Acknowledgement

| Throughout our aco  | denics we had tremendous                                                                     |
|---------------------|----------------------------------------------------------------------------------------------|
| so sue os traggue   | and our Principal Dr. Alice                                                                  |
| Rev. Fr. Simon Raj  | and our Principal Dr. Alice                                                                  |
| Thomas and out      | mentore and guide Prentesson guiding us throughbut                                           |
| Rahat Ahmed for     | guiding us throughbut                                                                        |
| this report.        | 0 0                                                                                          |
| 115 0000            | id also like to extend our                                                                   |
| thanks to Swami Viv | rekananda Charitable Treust fore                                                             |
| Cultural and Scien  | titic Research, the head                                                                     |
| Maney Sathan M.     | (Managing trustee) for<br>and giving us the<br>le our project. We have<br>and olid our hest. |
| believing in as     | and giving an the                                                                            |
| opposituation to    | to our project. We have                                                                      |
| leasnt a lot        | and our hest.                                                                                |
| 1190 m              | sould also like to thank                                                                     |
| our family me       | mbery brother and                                                                            |
| statent for their   | help and support in                                                                          |
| our project w       | mbery brother and help and support in                                                        |
|                     |                                                                                              |
| to any end-times    | at last we are thankful and friender for being                                               |
| a strong supple     | nt Jan our consen                                                                            |
| and I future.       |                                                                                              |
| ,                   |                                                                                              |
|                     |                                                                                              |
|                     | Note .                                                                                       |
| Place: Indore       | Sign. of the Student:                                                                        |
| Date: 31/01/2024    | Name: Amita Rawat                                                                            |
|                     | Class: B:A II year                                                                           |
|                     | 11 4 11 10                                                                                   |

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## Performa-G2 Information and Consent Of The Organization

| 1. Name and Registration of the Organization Swami Vilekowada Charitable Toust for Cultural 2. structure (Company of File) |     |
|----------------------------------------------------------------------------------------------------------------------------|-----|
| 2. structure (Government/Semi Government/Private/other from 451/11/19                                                      |     |
| 3. Nature of work of Study Maderial                                                                                        |     |
| 4. Total no. Of Collaborators in the Organization                                                                          |     |
| 5.maximum no. of Students which you can guide                                                                              |     |
| 6.emloyment possibility after Training  —————————————————————————————————                                                  |     |
| 7. other important Information - Helps in the preparation of competitive the                                               | -it |
|                                                                                                                            |     |

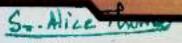
Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.



Signature with date
Head/ Authorized person of the organization



3rd Floor, Stee Nersyana Trade Center Koorkenchry Road, Koorkenchery, Thristur, Ketalo-680007.
Mob : 9539231550 Web.: www.swamivivekanamdatrast.com



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INDORE



#### Performa-G4

#### Feedback Form

Name of Trainee Student: Ms Amita Rowat

College Name

: Xet Paul Institute of Professional Studies,

Class

: BA Illyr

Section and S.N.

| S.N. | Basis Of<br>Valuation                  | Grade(A/B/C)# | Remark |
|------|----------------------------------------|---------------|--------|
| 1.   | Attendance                             | A             | Good   |
| 2.   | Theoretical skills gained              | A             | trad   |
| 3.   | Practical skills gained                | A             | had    |
| 4.   | Sincerity&<br>Interest towards<br>work | A             | Creed  |
| 5.   | Attitude and behavior during training  | A             | lroid  |
| 6.   | Coordination<br>with working<br>group  | A             | God    |
| 7.   | Overall grade                          | A             | Cred   |

Date: 31 01 2024

Signature with date

Head/ Authorized person of the organization

Place: Indute





MANAGING TRUSTEE MANOJ DATHAN M REG NO. 46VIV/19

3rd Floor, Sree Narayana Trade Center Koorkenchry Road, Koorkenchery, Thrisegr, Kerale-680007

- Hice Thomas

en Paul Institute of Professional Studies



#### Performa-G4

Feedback Form

Name of Traince Student: Mr. Amita Rowal

College Name

: Xt Paul Institute of Progressional Studies.

Class

: BA Illye

Section and S.N.

| S.N. | Basis Of<br>Valuation                  | Grade(A/B/C)# | Remark |
|------|----------------------------------------|---------------|--------|
| 1.   | Attendance                             | A             | Gad    |
| 2.   | Theoretical skills gained              | A             | track  |
| 3.   | Practical skills gained                | A             | trad   |
| 4.   | Sincerity&<br>Interest towards<br>work | A             | Creed  |
| 5.   | Attitude and behavior during training  | A             | lred   |
| 6.   | Coordination<br>with working<br>group  | A             | trad   |
| 7.   | Overall grade                          | A             | Crad   |

Date: 31 01 2024

Signature with date

Head/ Authorized person of the organization

Place: Indute





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#### Performa-G4

#### Feedback Form

Name of Trainee Student: Ms. Anaporna Majhi
College Name : St. Paul Institute of Puol emisual Studies.

Class

: B.A III ye

Carelan and C M

| i.N. | Basis Of<br>Valuation                  | Grade(A/B/C)# | Remark |
|------|----------------------------------------|---------------|--------|
| 1.   | Attendance                             | 1             | Cool   |
| 2.   | Theoretical skills gained              | A             | Good   |
| 3.   | Practical skills gained                | A             | Crost  |
| 4    | Sincerity&<br>Interest towards<br>work | A             | Croad  |
| 5.   | Attitude and behavior during training  | A             | Grand  |
| 6.   | Coordination<br>with working<br>group  | A             | Creat  |
| 7.   | Overall grade                          | A             | Good   |

Date: 31 01 2624

Signature with date

Head/ Authorized person of the organization

Place: Indoue





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#### Performa-G4

#### Feedback Form

Name of Trainee Student: Mr. Chaifanya Singh

College Name

: est Paul Bristitute of Professional Studies.

Class

: B.A II 94

Section and S.N.

| S.N. | Basis Of<br>Valuation                       | Grade(A/B/C)# | Remark |
|------|---------------------------------------------|---------------|--------|
| 1.   | Attendance                                  | 1             | Grant  |
| 2.   | Theoretical skills gained                   | 1             | Cred   |
| 3.   | Practical skills gained                     | A             | treat  |
| 4.   | Sincerity&<br>Interest towards<br>work      | A             | Cred   |
| 5.   | Attitude and<br>behavior during<br>training | H             | creed  |
| 6.   | Coordination<br>with working<br>group       | A             | treat  |
| 7.   | Overall grade                               | 1             | Court  |

Date: 31 01 2024

Signature with date

Head/Authorized person of the organization

Place: Induce





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#### Performa-G4

#### Feedback Form

Name of Trainee Student: Mr. Grotu Khowte

College Name

. St. Paul Institute of Burjewional Studies,

Class

: B.A III ya

Section and S.N.

| S.N. | Basis Of<br>Valuation                  | Grade(A/B/C)# | Remark         |
|------|----------------------------------------|---------------|----------------|
| _1   | Attendance                             | 4             | Cal            |
| 2.   | Theoretical skills gained              | A             | Great<br>Great |
| 3.   | Practical skills gained                | A             | Good           |
| 4.   | Sincerity&<br>Interest towards<br>work | 4             | Crad           |
| 5.   | Attitude and behavior during training  | 4             | Cross          |
| 6.   | Coordination<br>with working<br>group  | - 1           | Creat          |
| 7.   | Overall grade                          | A             | acad           |

Date: 31 01 2624

Signature with date Head/Authorized person of the organization

Place: Induce





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#### Performa-G4

Feedback Form

Name of Trainee Student: My. Seloustin Khurde

College Name

: St. Paul Institute of Profusional Studies,

Class

· B.A III ye

Section and S N

| S.N. | Basis Of<br>Valuation                  | Grade(A/B/C)# | Remark |
|------|----------------------------------------|---------------|--------|
| 1.   | Attendance                             | A             | God    |
| 2.   | Theoretical skills gained              | A             | Grad   |
| 3.   | Practical skills gained                | A             | trad   |
| 4.   | Sincerity&<br>Interest towards<br>work | A             | croad  |
| 5.   | Attitude and behavior during training  | A             | crad   |
| 6.   | Coordination<br>with working<br>group  | A             | crant  |
| 7.   | Overall grade                          | A             | creed  |

Date: 31 01/2024

Signature with date

Head/ Authorized person of the organization

Place: Indore





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#### Performa-G4

#### Feedback Form

Name of Trainee Student: Wr. Shubham Khaute

College Name

: st. Paul Institute Professional Audias,

Class

: B.A III ye

Section and S.N.

| S.N. | Basis Of<br>Valuation                  | Grade(A/B/C)# | Remark |
|------|----------------------------------------|---------------|--------|
| 1,   | Attendance                             | A             | God    |
| 2.   | Theoretical skills gained              | A             | crad   |
| 3.   | Practical skills gained                | A             | Creat  |
| 4.   | Sincerity&<br>Interest towards<br>work | A             | croad  |
| 5.   | Attitude and behavior during training  | A             | Crad   |
| 6.   | Coordination<br>with working<br>group  | . A           | Crued  |
| 7.   | Overall grade                          | A             | Creat  |

Date: # 31 01 2024

Signature with date

Head/ Authorized person of the organization

Place: Induce





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# Regional Organizations

Regional Organizations (ROS) are, in a sense international organizations (IOS), as they incurporate international membership and encompan geopolitical entities that operationally transcend a single nation state.

However, their membership is characterized by boundaries and demarkations characteristic to a defined and unique geografohy, such as continents, or geopolitics, such as economic Alocs. They have been established to juster conferation and political and economic integration or clicitique among states or entities within a restructive geographical or geopolitical poundary. They both softeet common partiens of development and history that have been justered since the end of world war IT as well as the pragmentation inherent in globalization, which is why their institutional characteristics very from Toose conferentian to found sugional integration. Most Ros tend to work alongside well-established multilateral organizations such as the united Nations. While in many instances a regional organization is simply referred to as an international organization, in many others it make sense to use the tour interpolation principly to strend the more limit sepondification principly income membership income



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# Introduction of ASEAN Brief history and Establishment

The predecemor of ASEAN was the Arcitation of Southeast Asia (ASA) formed on 81 July 1361 and consisting of Thailand, the Philippines the Federation of Malaba ASEAN itself was exceeded on a August 1367, when the fureign ministers of five took countries - Indunesia, Malaysia the Philippines, Singapore, and Thailand - squal the ASEAN Declaration. According to the Declaration, ASEAN aims to accelerate trononuic, said, and cultural elevelopment in the region, as well as purmoting regional peace, to collaborate on marters of shared intenst, and to purmote direction with existing international organisations.

The steation of ASEAN was suitially motivated by the desire to the desire to contain communism, which had taken a footbold in mainland Aria after Ward War II, with the formation of community governments in Korra, China and Vietnam accommunity in Korra, China and Vietnam accommunity of the so-called communist conveying in British Malaya, and unrest in the screenty of decolouized Philippines.

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FISEAN'S first summit muting, held in Bali, Inclonedia, in 1976, resulted in an agreement on several inclustrial purificts and the signing of a Theory of Amily and Conferentian, and a Declaration of Conference. The end of the Cold War allowed ASEAN countries to expense greater political independence in the sugion, and in the 1990s, ASEAN emerged as a feeding voice on sugional trade and Jecuvity issues.

On 15 December 1995, the southeast Asian Nuclean-Weapon - Free Zone Treaty was signed to turn Southeast Asia into a nuclear weapon - Free - zone. The treaty took effect on 28 March 1997 after all but one of the member states had natified it. It became fully effective on 21 June 2001 after the Philippines Statised it, effectively banning all nuclear weapons in the region.

The ASEAN region has a population of about 500 million, a total area of 4.5 million aquare kilometers, a combined gross domestic product of almost US \$ 700 billion, and a total trade of about US \$ 850 billion.

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## Objective and Brinciples

### Objective

The ASEAN Declaration states that the aims and purposes of the Association are:

1. to accelerate economic quowth, social progress and cultural development in the region and

2. to promote regional peace and stability
through abiding respect for justice and the
rule of law in the relationship among
countries in the region and adherence to
the principles of the United Nations Charter.

The ASEAN vision 2020, adopted by the ASEAN
Leaders on the 30th Anniversary of ASEAN,
agreed on a shared vision of ASEAN as a
concert of Southeast Asian nations, outward
looking, living in beace, stability and
prosperity, borded together in partnership in
dynamic development and in a community of
caring societies.

In 2003, the ASEMN Leaders resolved that an ASEMN Community shall be established comparising three pillars, number, ASEMN security community,

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ASEAN Enonomic Community and ASEAN socio-Cultural Community. Fundamental Bringbles ASEAN Member Countries have adopted the following fundamental principles in their relations with one another, as contained in the Treaty of Anity and experation in Southeast Asia (TAC): · mutual respect for the independence, sover eighty equality, turnithual integrity, and national identity of all nations: · the right of every state to lead its national existence face from external interference, subversion of fee Coesian; · non-interference in the internal affairs of one another: · settlement of differences or disputes by peweful manner. · renunciation of the abreat or use of force: and · effective cooperation among themselves.

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### **ASEAN Member Countries**



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### MEMBER STATES

to member states.

| State      | Auersian       |            |
|------------|----------------|------------|
| Indonesia  | 8 August 1367  |            |
| Malaysia   | 2 August 1367  |            |
| Wilippines | 9 August 1357  |            |
| Singapore  | 1 August 1967  |            |
| Thailand   | 8 August 1957  |            |
| Brunei     | 7 January 1384 |            |
| Vietnam    | 28 July 1935   |            |
| Lass       | 23 July 1997   |            |
| Myanmar    | 23 July 1997   |            |
| Cambodia   | 30 April 1333  | of all al- |

There are convently two states seeking accession to ASEAN: East Timer and Paper New Courses.

SANCER

n Paul markets of Portspaneral Disches

MEDICAL



ASEAN 2023 6

20TH ASEAN - INDIA SUMMIT

## Economic & Political Characteristics

- 1. Indonesia:
  - · Economic: One of the largest economies, with a diverge range of industries, including agriculture, mining, and manufacturing.
  - · Political: A presidential supublic with a multi-party system.
- 2. Stingapous:

  · Economic: Highly developed, with a focus on finance, trade, and technology:
  - · Political: A parliamentary republic with a dominant-party system.
- 3. Vietnam :-
  - · Elonomic: Experiencing rapid conomic growth, driven by manufacturing, survices, and agriculture.

    · Political: A one-party socialist supublic

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| 4. | Thailand:                                                                                                                                               |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Thailand:  • Economic: Diverse economy, with agriculture,  manufacturing, and survives sectors                                                          |
|    | · Political: Constitutional monunchy with a military influence.                                                                                         |
| 6. | Malaysia:                                                                                                                                               |
|    | Malaysia:  - Eumonic: - Industrialized economy with a  Strong emphasis on expects, including oil and gas  - Dalibert: Constitutional manufacture with a |
|    | federal parliamentary system.                                                                                                                           |
| 6. | Philippines: Economic: A mixed economy with agriculture, manufacturing, and survices.                                                                   |
| -  | O tele A A A A A A A A A A A A A A A A A A                                                                                                              |
|    | · Political: A democratic supublic with a multi-party system.                                                                                           |
| 4. | Myanmar: Economic: Aquiculture - based, but experiencia                                                                                                 |

· Political: Transitioning from military rule to a more democratic system.

economic ru

PRINCIPAL St Paul Instituté of Professional Studies INDORE 8. Cambodia:

- · Etonomic Growing governent and townim industries.
  - · Political: A constitutional monarchy with a one-party system.

9. Lass:

- · Economic: Relies heavily on agriculture and hydropower
  - · Political: one-purety socialist supublic.

10- Brunei:

- · Economic: Rich in oil and natural gas
- · Political: Absolute monouchy.

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# Supposit movided to Member States...

Economic Support:

HEFAN tru trade thea [AFTA]
Encourages economic Intervation by
Yearing trailly and trade
Corriers promoting intra- regional
trade and enhancing the Competitive mass
of mombers states industries.

HERA Economic Community [HC]:

Hires to exects a single moreket and

production thus facilitating the

production to goods. Securicas.

Propertionate and SHINED labor

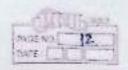
within the region

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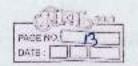


| - | Paletecal Cooperation                                                                                                                                                                           |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Conflict Resolution: ASEAN premoter  peaceful Conflict resolution through  dialogue, diplomacy, and therence  to the publiciples of non-interference  on the Internal officer of member states. |
|   | ASEAN Regional Inhoun [ARF]  Provides a platform for political and security dialogue.  Contributing to conflict prevention and building mutual trust among member states.                       |
|   | PRINCIPAL SI Para Instruct of Professional Studies WDDRE                                                                                                                                        |



| Pecwaty Assistance:                                               |
|-------------------------------------------------------------------|
| ASEA at Adition - Security Community [APSC]: Strengthens regional |
| Non- traditional security threats                                 |
| Including transmational Crims,                                    |
| Joint Exercises and training:                                     |
| militory exercises and share best                                 |
| Counterviews and disarter                                         |
| Melpanse                                                          |
|                                                                   |

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| Lo Gal Development and Human                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Right:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 7"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ASEAN SOCIO- Cultural Communely                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| [ASCC]: Fracusos on sagal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| della mont symptety ora decapean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| and cultural callaboration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| being and quality of lift for the start.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| being and anally of life ton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| the people of Southeast Air                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Human Reght Mechanisms?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| ASEAN has established the ASEAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Intergouernmental Commission ren                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Human Right LAICHRT to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| preamate and pratest human right                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| within the region.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| U                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| value in a second contract to the second cont |

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| Cultural Eachange and People-to-                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASEAN Culture and Information partal?  Facilitates cultural exchange by praviding a platform Two Sharange information about the diverse culture and traditions. |
| I members states.                                                                                                                                               |
| ASE AN would Programs:  promote J. Crass - J. Cultural  understanding people in the  region stratugh various education  and endange programs:                   |
|                                                                                                                                                                 |
| S- Alice / Compo                                                                                                                                                |

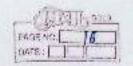


#### DEsaster Management and Jumanitarian Assestance

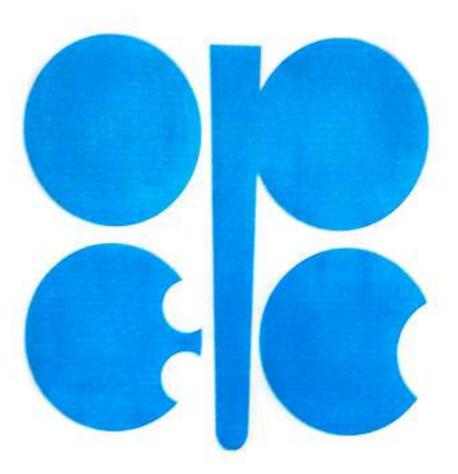
AirA Centre's Coundinates Regional
offerts on disaster management,
promontating timely and exective
humanitharian assestance during

ASSAN Agreement on Disester
management and Emergency
Responde o
Enhances Cooperation among
members states in miligations
the impact is disasters and
responding to emergencies.

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|     | Technical Assistance and Capacity           |
|-----|---------------------------------------------|
|     | Building:                                   |
|     |                                             |
|     | HBEAN Cowedinating Centre for               |
|     | Humanitarian Assertance con Disaster        |
|     | management [AHA] Centro J &                 |
|     | Prouises technical austrance, traditing     |
| _   | and Capacity - building and                 |
| _   | programs to strengthen the                  |
|     | disaster response capabilities              |
|     | 10) member States.                          |
| _   | Acce     Acce                               |
|     | ASEAN Training Content:                     |
| _   | Offer specialized training programs         |
|     | in horacus fields contributing              |
|     | the the development of signed               |
|     | professionals within the region             |
|     |                                             |
|     |                                             |
|     | 1 N -P                                      |
|     | 5- Alize / Lyoman                           |
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| 19  |                                             |



OPEC

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# Introduction to OPEC

### Brief history and Establishment

The Organization of the Petroleum Exporting Countries (OPEC) was established on September 14, 1960, in Baghdad, Trag.

Founding numbers included I wan, I wan, Kuwait,
Sauch Arabia and Venezuela. The primary
aim was to coordinate and unify petroleum
policies among these nations to slave feir
and Stable prices, ensuring a steady income
for member countries. Over the years, OPEC
has evolved, with additional members joining
and adjustments to its structure, playing a
significant note in global oil market algramics.

OPEC's formation was a scesponse to the dominance of western oil companies in controlling oil prices and preduction.

The founding members aimed to assort control over their natural resources.

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## Objective & Buinciples

OPEC's primary objective is to coordinate and unify the perbetuent policies of its member countries to secure four and stable prices for their oil enports. The organization aims to ensure a steady income for member nations while providing a reliable and adequate supply of petroleum to consuming countries.

Purce Stability: OPEC suke to maintain stable and reasonable oil princes, avoiding extreme fluctuations that would negatively inspect both produces and consumers.

Market Equilibrium: OPES aims to achieve a bulance bet oil supply and demand to prevent oversupply or shortuge, promoting a stable and priviliciable market.

Fair Retwork: Member countries strive to receive fair compensation for their oil resources, enabling economic development and investment in the

Solidwilty: - OPEC emphasizes Solidwrity among member nations, encouraging cooperation and willeboretion to address thereof challenges and goals in the global oil mwglethice thomas and passens of processing some a second strategy of second some as a second strategy of second some as a second some second some as a second some second se

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|---------|------|----|-----|
| Date: _ | . 1  | 1  |     |
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# OPEC

| The Organization of the petroleum Exporting |
|---------------------------------------------|
| Countries is an Organization enabling the   |
| Co-opration of leading Ooil - producing     |
| countries in order to collected of          |
| influence the alalah of the the             |
| and maximize andil II                       |
| 14th Godonber 1960 0 P. II was sounded up   |
| 12-01 (1)                                   |
| 16 A V I S CHILL                            |
| Courses account of the 12 member            |
| Latinata 30                                 |
| percent of global oil production.           |
|                                             |

#### OPEC and OPEC+ members

Headquaters Vienna Austria
Offical Language English

Type Cartel

Memberskip 12 OPEC members

5- Alice Thomas 10 OPEC + members

G Observer states

or Paul Institute of Professional Studies



| _       | StarLine |  |
|---------|----------|--|
| Date: _ | 1.1.     |  |
| Page:_  | 20       |  |
|         |          |  |

|   | Leaders                                                                                                                                                                                                                                             |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Secratory general Haitham al-Ghais                                                                                                                                                                                                                  |
| _ | Extablishment Baghdad, Iraq                                                                                                                                                                                                                         |
|   | Statute September 1960 (63 years ago)                                                                                                                                                                                                               |
|   | In effect January 1961 (63 years ago)                                                                                                                                                                                                               |
|   | To a Series of Weps in the 1960s                                                                                                                                                                                                                    |
|   | and 19705. OPEC restructed the global system of oil production in Javor of oil production in Javor of oil production in Javor of oil production and away from an oligopoly of claminant angle American oil from (the "Seven sisters"). In the 19705 |
| _ | oil - producing states and away from an                                                                                                                                                                                                             |
|   | Times (the "Seven sisters"). In the 1970s                                                                                                                                                                                                           |
| _ | tentrictions in oil production led to a dramatic rise in oil prices with long-lasting and far-reaching consequences                                                                                                                                 |
| _ | dramatic rise in oil prices with long-                                                                                                                                                                                                              |
|   | for the global economy Since the 1980s.                                                                                                                                                                                                             |
|   | OPEC has I had a Ulimited impact on                                                                                                                                                                                                                 |
| _ | world oil - Supply and oil - price stabi-                                                                                                                                                                                                           |
|   | lity, as there is frequent cheating                                                                                                                                                                                                                 |
|   | by members on their D commitments I to                                                                                                                                                                                                              |
|   | one another and as member commitments reflect what they would do even in                                                                                                                                                                            |
|   | the absence of OPEC.                                                                                                                                                                                                                                |
|   | S. Alice Thomas                                                                                                                                                                                                                                     |
|   | * DRINCIPAL                                                                                                                                                                                                                                         |

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|   | ORGANIZATION AND STRUCTURE EDIT                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------|
|   |                                                                                                                   |
|   | The Organisational logic that underpins OPEC is that it is in the collective interest of its members to limit the |
|   | interest of its members to limit the                                                                              |
|   | world ail Supply in order to reap higher prices. However, the main                                                |
|   | thigher prices . I However, the main                                                                              |
| - | problem within OPEC is that it is individually rational for members to cheat                                      |
|   | on commitments and produces as mack                                                                               |
|   | oil as possible                                                                                                   |
|   | Political Scientist Jess Colgan has agreed that                                                                   |
|   | OPEC had Since DO the 1980g largely Jailed                                                                        |
|   | to active its goals (limits on boordd                                                                             |
|   | of long term average revenues. He find                                                                            |
|   | that members have cheated on 96% of                                                                               |
| - | their commitments to the extent that D                                                                            |
|   | member states comply with their commit-                                                                           |
|   | reflect what they would do even if                                                                                |
|   | 100 the treatent Cheating is that                                                                                 |
|   | for the frequent cheating is that  DOPEC does V not purish members for                                            |
|   | non complience with Commitments.                                                                                  |
|   | Leadership and decision - making edit                                                                             |
|   | The DPEC confrence "is the Supreme authority                                                                      |
|   | PRINCIPAL                                                                                                         |
|   | SF Paul Institute of Professional Studies*                                                                        |

de legations normally headed by the oil minutaters of member countries. The Chief executive of the organization is the OPEC Secretary general. The confrence ordinarily meets at the vienna headquatters, at least twisse a year and it allditional extracordinary sessions when necessary. It generally operated on the principle of unanimity and one member, one vote: with early country playing an equal.

At various times OPEC members have displayed apparent anti-Competitive cartel behaviour through the organizations agreements about oil production and price levels. Economists after cite OPEC as a textbook example of a cartel that coperates to reduce market Competition as in this definition from OECO'S Glassory of industrial organization economists of compilition law.

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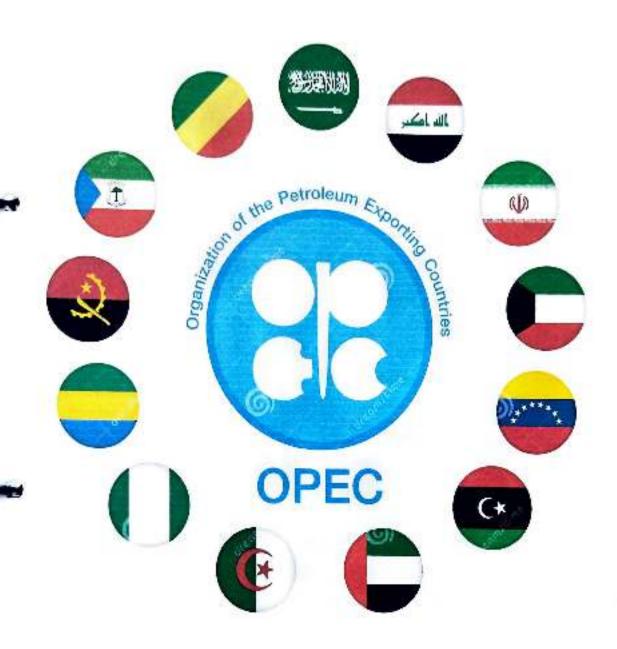
OPFO Offen has difficulty agreeing on policy decisions bethuse its member countries differ widely in their oil export capacities, production Costs reserves geological features population, economic S. Alice Thomas

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| ,   | development, budgelory, situations and political |
|-----|--------------------------------------------------|
|     | Circumstances.                                   |
|     |                                                  |
|     | HISTORY AND IMPACT                               |
|     | Past - WWII situation                            |
|     | In 1949, Venezuala and Iran took the             |
|     | Partiest steps in the directions of              |
| -   | OPEC by Constina Trag Kungait and                |
|     | Saudi Arebia to improve communication            |
|     | amona oftroloum - experting nations as           |
|     | the world recovered from world war II.           |
| -   |                                                  |
| *   | 1353 - 1360: Anger from exporting Countries      |
|     | In February 1949, Day new Cupplies               |
|     | were becoming available, the multinational       |
|     | oil companies (MOCS) unilaterally reduced        |
|     | their posted prices for Venezuelean and          |
| _   | middle enviern crude d'oil by 10 percent.        |
| +-  | 1960 - 1975 : Founding and expansion             |
|     | The sollowing month, during 10-14 September.     |
|     | 1960 Othe Baghdad Conference was held            |
|     | at the initiative of Tariki perex Allongo.       |
|     | and fragi prime minister Abd al- Karim D         |
|     | Quaim Value country had skipped the              |
|     | 1959 Congress government representatives met     |
|     | in Baghlat to discuss ways to increase           |
|     | the price of crude oil proceed by                |
| 100 | S-Alice Thomas                                   |
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| 1100 | their countries and ways to respond to unitatival actions by the Macs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | unifolded actions to the Mors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|      | William Williams De la                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| +    | 1315 - 1380 :- Special fund, now the OPEC fund                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|      | ser international development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|      | PEC International ail actividies date from                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|      | well believe the 1914 - 1914 Oil Dike                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|      | Sorge Food example, the Kawait June for                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|      | Arab economic development has Doperated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|      | Since 1961.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| *    | 1330 - 2003: Ample Bupply and modest disrupt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|      | Leading up to his 11 August 1990 invasion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|      | of khooit Iragi president Saddam Husukin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      | about pulling OPFC to end overproduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      | and to soul, oil prices higher in order to kelp OPEC member & Sinancolly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      | order to kelp OPFC member & Sinancolly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|      | and to accordinate rebuiling from the 1980 U-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| -    | 1988 - Iran - Iraq war. 00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|      | and the state of t |
| *    | 2003 - 2011 : Voladility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      | Widespread Insurgerry and Sabotage occured                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|      | during the 2008 beight U of the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|      | American Occupation of Iraqu. Coinciding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      | with rapidly increasing oil demand from                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|      | Tecurine Violence applied the Ninerica oil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 72.5 | a Culting and dwindling space Ucapacity as                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|      | C Nice Theres                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|      | PRINCIPAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|      | St. Paul Income of Declarational Shadow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| In      | 02025  | the IE | A predicte | d that  | demand    |
|---------|--------|--------|------------|---------|-----------|
| for gas | louail | 1nt    | la Back    | as oi   | , natural |
| ghu     | Dand   | coall  | would '    | _reach_ | an all-   |
| Lime    | high   | -by    | 2050.      | -       |           |

#### MEMBERSHIP

Current member Countries

As of January 2020 OPEC has 12 member
Countries! five in the middle east (west
Asia), Six in Africa and once in
South America According to U.S. Energy
Information Administration (ETA), OPEC'S

Combined rate of oil production (including
ass condensate) represented 44% of the
world's total in 2016, and OPEC accounted
for 81.5% of the world's Proven oil

OPEC +

A number of non-OPEC member countries also participated in the organization's initiative such as voluntary supply cuts in order to further bind policy objectives between OPEC and non-OPEC members. This loose grouping of countries, known as OPEC+ Untlades Azerbaijan, Bahrain Brunel, Brazil Maxico, Russia, South Sudan and Sudan.

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Date: / / Page: 26

Since the 1980s, representative from Canada,
Egypt, Maxico, Norway, OMan Russia and
Other oil- exporting nations have attended
many OPEC marting as observers. This
arrangement serves as an informal machanism for coordinating policies.

#### MARKET INFORMATION

Au one area in which OPEC members able to cooperate productively the decales the Diganisa improved Information available International D oil market. natural - resources 401 ad years of careful planning In April 2001, OPEC collaborated Other international Organizations to availability and U retiability

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2.4 Secretarial

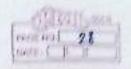


# Tunction and Responsibilities

|        | TOTIC CTOTI. OTHE ICESPOTIST DITTUES                                                                                        |
|--------|-----------------------------------------------------------------------------------------------------------------------------|
| -<br>b | The Chief Essue is the manner of which the world decides to deal with its limited all allers to DEC Knowld there is a least |
| (      | deal with it limited all abouts.                                                                                            |
| 1      | DEC Knows showigh both instant                                                                                              |
|        | and experience , Ushat it doesn't                                                                                           |
| l      | work in a Jacum.                                                                                                            |
| 4      | oil then it should draw to                                                                                                  |
| 1      | oil then It should draw to                                                                                                  |
| -      | pur indicate unazz inare it                                                                                                 |
|        | almosnit down in purchasers by                                                                                              |
|        | being questionable.                                                                                                         |
| -      | being Questionable.                                                                                                         |
|        | As cil-delivering them away                                                                                                 |
|        | Industrial mations, of EC's Members                                                                                         |
|        | are interribly reliant upon a                                                                                               |
| -      | are intensely reliant upon a Consistent progression of pry mon al deal to resist been uith fastering of pay                 |
| +      | thom al deal to resist "                                                                                                    |
| 1      | them with fastering of pay                                                                                                  |
| +      | Premise It is to their greatest                                                                                             |
| 1      | advantage to guarantee that the                                                                                             |
| 1      | The roll market acts in a                                                                                                   |
|        | steady and organized.                                                                                                       |
|        | 0 0                                                                                                                         |
|        | S-Alize Thomas:                                                                                                             |

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They don't have anything to acquire prom Causing triouble.

OPEC Understands that its market adjustment measure are best when they get joi and wide help from miside the bushess. The limits among OPEC and mon-OPEC marketis and among marketis and snappers rought opens to kill OPEC's achieties. It is a Course of relationship markers need by buyers and Customers need makers. An the middle between give the elements while gathering well coper with coper downs for helpful des They will play a signit part to play.

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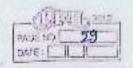
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| à |                                                                                             |
|---|---------------------------------------------------------------------------------------------|
| 1 | They don't have anything to acquire from Causing towards.  OPEC Understands that its market |
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|   | wide help your inside the                                                                   |
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| 4 | The limits among OPEC and                                                                   |
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|   | markely and shappers regent                                                                 |
|   | not be permitted to ke kill OPEC'S                                                          |
|   | achities.                                                                                   |
|   |                                                                                             |
|   | It is a Course of relationship                                                              |
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|   | Markens nood by buyers and                                                                  |
| - | THISTOTION TOUGHT                                                                           |
|   | A w sollie the sound                                                                        |
|   | An the middle between give the                                                              |
|   | Plemenus while gameung and                                                                  |
| - | Workshops set out open                                                                      |
|   | doors for helpful discourse.                                                                |
|   | They all play a significant                                                                 |
|   | part to play.                                                                               |
|   |                                                                                             |
|   |                                                                                             |

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| - |                                                                                            |
|---|--------------------------------------------------------------------------------------------|
|   | Association of the potroleum Experting                                                     |
|   | Countries [OPEC] is a long-lasting                                                         |
|   | Intergovermental a socialion of                                                            |
|   | oil - V. Sendara out non - In dustated                                                     |
|   | Countries I that directions of                                                             |
|   | Strategies of its member                                                                   |
|   | ATEL Strategies of it member                                                               |
|   | Countries.                                                                                 |
|   |                                                                                            |
|   | OPEC tries to quancintries the adjustment of left oil costs in the work work wouldwide oil |
|   | adjustment of Costs in                                                                     |
|   | the work unorddulide oil.                                                                  |
|   | markate with the and and                                                                   |
|   | wiping out unsale and                                                                      |
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| ١ | U U                                                                                        |

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# BRICS SOUTH AFRICA

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## Introduction to BRICS

BRICS in on severyon that referre to a grant of five major emerging national economics Brozil, Rusia, India, Ochina and South Africa. The PRICS nationer are known for their ignificant influence on regional and global affairs, and they collaborate on invious economic political and strategic issues Here's a brief introduction to each of the

(1) Brazil:

Location: South America

Economy: Bresil how a diverse economy I with strengths in agriculture mining

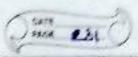
manifecturing and Burney. Significance: Russil is an influential player in datin America: and has been actively involved in international environmental discussions

(ii) Russia:

Russia: S- Alize Thomas
Location: Europia
Economy: Russia is known for its 98824 natural resources, particularly in energy,

minerals and metals.

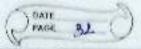
Significance: Russia holds a preminent gen-political position and plays a crucial



note in global energy markeds: (iii) India: setwices and manifocturing

Economy: China has the world's second-largest bub. It hav made significant stridts in technology, invovation and interna-

Significance: Chinds economic growth has had and it plays a central reale in shaping infernational economic policies.



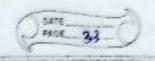
Significance: South Africa provider is connection between the BRICS nations and the African continent, bringing a regional perceptive.

To the group.

The BRICS grouping sims to premote reoperation and consultation on issues, of mutual interest , factor economic development and teeform international institutions to better reeflect. The changing global balance of powers. The anember countries hold annual summits to discuss various topics including economic development political cooperation, and global governance. Additionally, they collaborate on initiatives such as the New Development Bank (NDB) and the Contingent Reserve Attenuagement to enhance financial stability and support infast.

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# Brief history & establishment

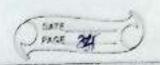
The concept of BRICS emenged in the early 2000s on an informal group of majore emerging according an various global issues.

The actionym "BRIC" was initially coined by economist Jim o' Neill in 2001, televing to Brazil, Russin India, and China. Skuth. Office joined the group later in 2010, leading to the adoption of the term "BRICS"

Here is a brief history and key milestoness leading to the establishment of BRICS:

- (a) Informal Cooperation (2000):

  The idea of closer cooperation among major emerging economics gained praction in the early 2000s.
  - In good, Jim O' Neill, an economist at Goldman sachs, introduced the term "BRIC" to highlight the economic potetial of Brazil, Russia, India and Chine in a ruserch paper.
- (b) First BRIC Summit (2009): 5 Paul Institute of Professional Studies
  The first formal BRIC summit was held
  in Yekaterinburg, Russia in 2009.



The leaders of Brazil Russia India and China discussed common challenges and apportunities, emphasizing the new for greater global representation of emerging economies.

- (C) Inclusion of South Africa (2010):

  At the BRIC summit held in Brasilia,

  Brazil in 2010 South Africa was invited

  to join the group expanding it to BRICS.

  The inclusion of South Africa was seen

  as a way to enhance the groups representation in Africa and strengthen ties

  with the continent.
- (d) Formal Establishment of BRICS (2011):

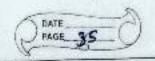
  The formal establishment of BRICS mass marked by the fitist BRICS summit help in Sanya, Ching in 8011.

  The member countries declared their commitment to promoting cooperation on various fronts, including economic development political consultation and global governance.
- (e) New Development Bank (2014):

  At the 6th BRICS summit in Fortitalera, Broad in 2014 the member countries announced the establishment of the New Sevelopment Bank and the Contingent Reserve Aurengement.

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The NDB aims to finance infrastructure and sustainable development projects while the CRA provides a financial safety not in times of crisis.

1) Annual Summits:

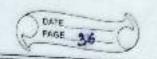
nember country taking turns to host the

· The summits provide a platform for leaders to discuss and coordinate on a reangle of issues including economic development, political economication and global governance.

since its establishment BRICS has played a significant thele in shaping discussions on global economic governance, advacating for a more inclusive and representative intennational ander , and fortering cooperation among its member nations.

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The BRICS grouping has several key objectives that quide its collaboration. These objectives include:

Reamoting Economic Development:

Enhancing economic cooperation among member

countries to premote sustainable development. growth reduce powerty and address social

\* Advancing Political Dialogue:

· Facilitation regular political consultations and dialogue among member nations on regional and global issues.

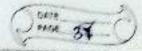
· Premoting diplomatic cooperation to address common challenges and premote shared interests.

\* Reporting Global Governance:

Advocating for reforms in international institutions such as the United Nations. International Monetary Fund and Would Bank, to better neflect the changing global economic landscape. landscape.

· Seekings a morce equitable distribution of voting rights and decision - making Approve in global institutions.

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Enhancina Cooperation on security Issues:

Strongthening cooperation on security matters,

including counter terretorium offerels and

regional stability. and security both regionally and globally. \* Cultural and People-to-People Exchanges: Encouraging cultural exchanges, educational cooperation and people to people interactions to faster mutual understanding. initiatives that enhance people to - people ties smong member nations Principles of BRICS BRICS appearates on certain guiding principles that underspin its collaboration and cooperation: (i) Equality: partner, regardless of the size of this economies on geopolitical influence.

Decisions and initiatives are taken through consensus, emphasizing the principle of equality in the delision making process.

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(11) Multial Benefit:

BRICS aims to pursue Initiatives that bring multial henefit to all member countries.

Economic cooperation trade agreements and joint project and designed to contribute to the idevelopment and prosperity of each member nation.

(iii) Non-Interference in Domestic Affaire:

· BRICS reexpects the principle of non-Interference in the internal affairs of member countries.

· Each nation's severeigning and night to make independent decisions on domestic matters are acknowledged and respected.

(IV) Includivity:

- BRICS is open to engaging with other countries and international organizations that where common geals and values.

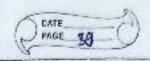
- The grouping aims to contribute to a more inclusive and onalipolan would order.

(V) Cooperation on Global Issues:

BRICS collaborates on addressing global
challenges such as climate change,
sustainable development and public health.

Member countries seek joint solutions to
issues that have fore meaching implications
beyond their borders.

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# Member States

The term "member state" typically referes; to a sovereign state that is a member of a particular organization as alliance, which as the United Mations or European Union. In the centext of the BRICS, the member states are the five countries. That make up the ARICS grouping Brazil, Russia India, China and South Africa. Each of these countries is a member state of the BRICS organization which was formed to represent the collective interests of these emerging economies on the global stage and to promote cooperation among them in various areas such as economics, political and development.

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# BRICS



BRAZIL



RUSSIA



INDIA



CHINA



SOUTH AFRICA

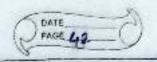
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# Economic & political Characteristics

Economic Characteristics:

(i) Size and Growth:

BRICS countries represent a significant portion of the world's population cand GDP. They are among the fastest-growing economies globally with China and India being the languat contributores to this growth.

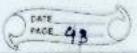
- (ii) Resource Endowment:

  Each BRICS nation possesses
  abundant natural resources, ranging
  from revergy reserves to mineral
- (ii) Trade and Investment:

  BRICS countries engage in
  substantial intro-BRICS trade and investmond, seeking to bolster economic fies
  among themselves. They also play
  pivotal notes in global trade and
  investment flows.

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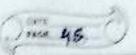
|     | ( - 1) ·                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (v) | Industrial Structure:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     | While China is predo-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     | minantly a manufacturing powerhouse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| P.  | other BRICS nations exhibit diverse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|     | industrial structures with Brazil being                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|     | known for agriculture Rusia for                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     | for services. commodities and Tordia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 100 | for o services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CVA | Policy of a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| (0) | Infrastructure Development:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|     | heavily in interest to making have invested                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|     | support economic espects including                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|     | heavily in infrastructure projects to support economic growth including transportation, energy and telecommunications.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 0   | nications.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|     | Political Characteristics:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 0   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| (a) | Beopolitical Influence:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|     | PRICS courties collectively                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|     | wield significant geopolitical influences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|     | both regionally and alebally They                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 10  | often coordinate their positions on                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|     | international justice through platforems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 100 | like the United Nations and G 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     | · C N: -P                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|     | SI Paul Institute of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 754 | HIERON CONTRACTOR OF THE PROPERTY OF THE PROPE |

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(b) Divense Political Systems:
BRICS nations have different political systems, reanging from demo-cratic to semi-authoritation. This d ity ran lead to varied approaches to governance and policy - making. (c) Regional Dynamics:

Each BRICS member plays
a leading reale in its reexpective region
influencisty regional politics and econo
mics. Par example, China), influence
extends throughout East Asia while
Breadl is a key player in South.
America. (d) Cooperation Initiatives: BRICS nations cellaborate on various fronts, including finance, development and security. Institutions like the New Development Bank win to promote financial cooperation and infrastructure projects (e) Challenges and Tensions: sespite cooperation efforets BRICS nations face challenges such economic dispositions trade in and occasional political tensions, which Can impact their collective cohesion and effectiveness. O Paul Institute of Professional Studies



# Overview of Summil & Meetings BRICS summils and meetings as

BRICS summits and meetings serve as pivotal platforms fore leaders and representatives of exactly Russia, Didia, China and South Africa to engage in dialogue, foster cooperation, and address shared challenges.

Here's an overview of these gatherings

(1) BRICS Summit:

· Frequency: Held annually, with each member state taking turns

· Purpose: Provides a high-level platform

por leaders to discuss strategic

lissues neview progress on

news areas of cooperation.

· Agenda: Coveres a whide reange of topics including economic cella-

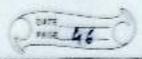
governance telesting concerns, global development cooperation.

· Outcomes: Typically results in joint declarations, astron plans and

agreements aimed at deepining cooperation and enhancing the

S. Alice Theodoctive influence of PRICS

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meetings: Throughout the year in . Ринрозе own ministered to advance policy coordination and investment premotion health cooperation and cultura · Outcomes: Lead to policy recommendations joint initiatively and agreements to beleter collaboration in Mulings: · Frequency: Convened Augularly by specialized morking gerups comprising officially and expents Facilitates in- depth discussions · Pumpose and technical cooperations and technical cooperation on specific depices or initiatives.



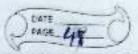
· Ageda: Tackler issues such as science education and cybersecurity.

Outcomes: Result in joint research projects capacity building programs and policy transmiths to address shared challenges. challenges. Outcomes and declaration: (a) Joint Declaration: BRICS summits result in joint declarations. that outline the consensus reached by the member states on various issues. These declarations cover a wide range of topics including; · Economic co-operation and treade facilitation . Political dialogue and diplomatic coordination. e Global governance reforms and multitenalism.

Security challenges and countenterroism

efforts. · Sustainable development goals and climate change mitigation. · Cultural exchanges and people- to people ties . S-Alize Thomas

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(b) Action Plans and Initiatives: BRICS summits often lead to the formulations of action plans and initiatives aimed at deeping cooperation and addressing sharted challenges. These may include · Etenomic cooperation initiatives to promote triade investment and infrastructure development. · Toint projects in jectors such as energy, agriculture, science and fechnology.

· Cultural exchange programs and academic collaborations. · Capacity - building efforts enhance insti-turismal cooperation and technical assistance. (C) Agreements and Memorranda of Under-standing (MoUs): BRICS member statu may sign hilateral on multilateral agreements and Molls.

during summits and meetings to tournalize specific areas of cooperation. These agreements can cover a wide mange of fields including: ·Trade and investment promotion . Financial cooperation and currency maps sefence & security cooperation. · Education & cultimal exchange programs. · Technological innovation and research collaboration .

## BRICS [ Brozil, Rusia, Tralia ching and South April [ ]

The tric [Ruinil Rushing India and ching)
idea was flust Concioned by economists
of Goldman Soches as part of an

conomic modeling exercise to farmall'
global economic treats over the neset
half century the acronym BRIC bb.
The coordal needs Batter Economics BRKS.

### Expansion of DRK Into BRICS

ERU foreign ministers at their meeting in New yourk on 21st September 2015 agree that South Africa may be instead to Join BRIC According chincy as the most best of 8 BRICS Summit (and the 1 BRICS Summit on South Africa Joined BRIC at this Summit invited South Africa Busickent to attend the Summit in Source on by April 2011, with the Concurrence of other BRIC leaders

first Summit Yekaterinbung Russia, Jane 2001

prime minister Br mannetest motion singly attended the first BRIL summit in yekateribury on 165-Tables Tours the

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Summit adopted Joint Statement of BRIL Leaders and a Joint Statement on Rubal food Security.

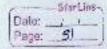
Second BRIC Summit Brasilia April 2010

Brazil hosted the Second BRIC Summit in Breisilia an 15 April 2010 paines minister. By manmohan Singh led the Idian delegation which included minister of Comperce and inclustry. A Joint Statemen was issued after the Sumit. A Memorrandum of Cooperation was signed among BRIC Developed Bank (Seam EXIM Bank from the Include Side) the first edition of the pric Statistical publication was also released.

Trivel BRIL (and first BRILS) Summit Sunya.

China, April 2011) S. Aliga Thomas

The Third BRICI Summit was Reptel and
IH April 2011 Sany 4 prime minister
Our manmohan singh, led the Indian
obeligation to the Summit the
theme, of the Summit was Broad
wision and Showed property, Sanya
Dedarution was issued at the summit.



fourth BRILLS Summit Delhi, 27 Morch 2012 the 4th BRICO Summit was held in New Oelhi on 29 March 2012 under \_ the broad rubric of BRIG \_ partnership of alobel stability --Security and prosposity the Delhie -Dedration at the Conclusion of the --Cummit was issued outling should positions of BRIG Euntries among GRICI Countries. Lifth Summit. Purbos South Aprila 27 March 2013

The fifth BRICS Burmont the lost of the first cycle of summits, was noted by South Africa on 27 much 2013 under the overating them. BRICS and the Africa Partnership for Development interpretion and Industrialisation South Africa customed the chalt of BRICS from Incline at the Chalt of BRICS from Incline at the Durbon Summit.

The Summit was preceded by a a nest number of pre-Summit.

The Summit was preceded by a proper thanks.

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fourth BRICS Summit Delhi. 21 Mouth 2012

the 4th BRICS Summit was held in New Oelhi on 29 Mouth 12012 under the broad ventric of BRICS portnorship of Global Stubility Security and prosportly the Delhie Dectration at the Conclusion of the Cummit was issued authing Shared positions of BRICS countries on global issues and giving a Roadmap fast further cooperation among BRICS Countries.

fifth Summit - Durban South Africa 27 March 2013

The fifth BRICS Summit the Jour in the flesh cycle of Symmits, was how test by South Africa on 27 much 2013 under the overaching theme. BRICD and Africa fautnership for Development interpretation and Industrialisation South Africa cusumed the chair of BRICD from India at the Durban Summit.

The Summit was preceded by a a new authorized rumber of pre-Symmit weak preceded by a content.

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forum in Durban on 10-13 Murch
2013 BRIW Hinancial Jurum on 25
March the 2013 meeting of BRIW
Dicable minister and BRIW Business
forum both on 26 murch 2013 A
meeting of BRIW of finance minister
Though not a regular pree Summit
meeting was also hosted by South
Africa on 26 march 2013.

A BRUS- Africa Dialogue forcum was held in the afternoon cit 27 march under the theme untacking Africa potential BRUS and Africa Cooperation on Introstructure which was Attended by BRUS leaders and 14 African deaders including chairpersons of African persons of African persons of African States respusented of 8 African Regional Economic Communities.

An e thekwini Det Declaration including ethekwini Action Plan was issued &t the Summit BRICI Truele ministers also issued a Toint Communique BRICI Det Development Banks signed two agreements at the Summit.

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SAARC

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South Asian Association for Regional Cooperation

The South Asian Association for Regional Cooperation (SAARC) is the regional interunion of states in south Asia SAARC comperses 3% of the worlds land atta 21°12 of the wooders population and 5.21°12 of the global economy, as of 2021. 1985. 718 secretarial is based in rathmande repal. The arganization promotes economic development and regional integration. It launched the south asin free trade area in 2006. SAARC mountains permanent diplomatic relations at the united nations as an observer and has developed links with multilateral entitles, including the European union. However, due to the geopalitical conflict between india and pakistan and the situation in Afghanistan, the organi-Zation has been suspended for a long time and india coverently cooperates with its castom neighbooks showing h BIMSTEL .

S- Alizz Thomas

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## Members and Observers

Economic data is sourced from the international monetary fund, current as of recember 2013, and is given in us dollars The member states one Alghanistan, ladesh, Bhutan, india, the maldines Me was founded by seven In 2005, Afghanistan began negatiating their accession to SAARC and formally app issue of Afghanistan generated a great deal of det the defenition of south because Afghanistan is considered asion country while it Central asian country on as part of the indian subsentinent, ashor than port of south asia member etates imposed a stipulation for Afghanistan to hald a general election the non-partisan elections were 2005. Despite initial reluctance debates. Alghanistan joined spance member state in april 2007

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Despite the takeouer of Afghanistan by
the talikan in 2021, Afghanistan is still a
member of saarc, despite calls for their
suspension and none of the other saarc
members recognizing the taliban government
The issue was further exasperated as it
was afghanistans twen to select a secretary
general for saarc in 2023. All other
members decided to skip afghanistan and
award the selection to Bangladesh, with
Napoli foreign secretary, shoret pai pavolyal
stating that when the team of the Bangladeshi secretary general ends if the problems
in Afghanistan are resolved the new
secretary general will be from Afghanistan
not from Shutan.

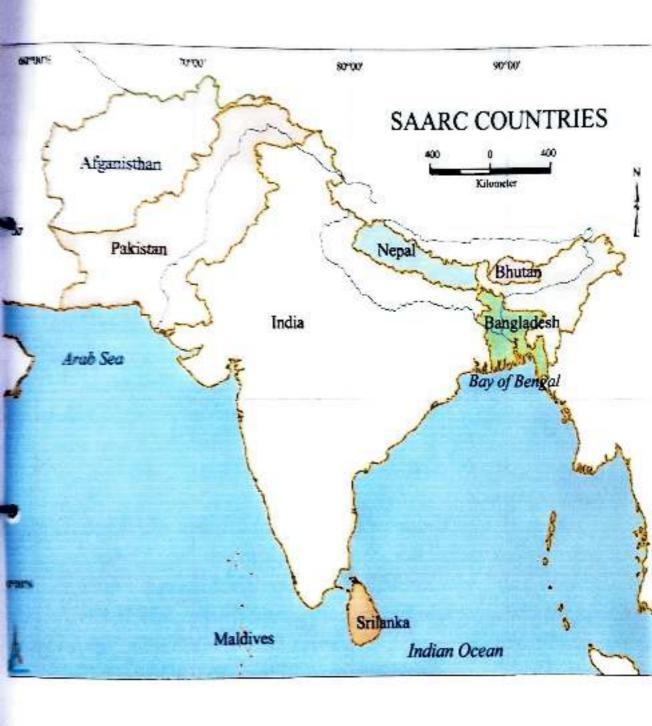
### Observer Countries

States with observer status include Australie chino, the elwapean union, Iran, Japan
mauritius, myanman, south parea and the
united states.
(hinas 2007 application for observer status
received strong supposit from Rangladesh
Sri Lanka, maldives, Mepal, and Pakiston.
Other South asian members of SAARC agreed
to supposit Chinas observer status, but

were not as strongly in forcest.



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## List of SAARC Summits

The information given is about the list of summits of the south asian association for regional cooperation Although the SAARC Charter requires approximately every eighteenth months. member countries of space include India Bhutan

- 2) Sni Lanko
- maldines
- Pakistan 5)
- Bangladezh
- Mepal 7)
- Afghanistan

First Summit 1st Bangladezh => The first K

held in Stake Bangladezh en 7-8 decembers 1385 and was attended by the government representative and president of congladesh muldivez, pakistan and sai Lanka, the kings of chutan and repal and the prime

minister of india.

selond summit 2nd India => The selond summit was held

in November 17-18 Bangalone, india in 1986. The heads of state an government welcomed

the signing of the memorandum of understan-

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# Functions of SAARC

The Functions of SAARC, as defined in its

1 To promate the welforce of the 2011 Asian population by improving their quality of 18/2.

2. It helps to boost economic growth, cultimal

2. It helps to boost economic growth, cultural development, and social progress and allows, cach and every individual to like their life, with full disnity and contential.

3. To strong then and promote the concept of self-sustenance among south asian countries.

U. To help the member countries develop courdination and cooperation with other developing countries.

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## Political issues

Lasting peace and prespectly in south asia has been clusive because of the various onJoing conflicts in the region political dialogue is often conducted on the margins of snape meetings which have refreiened from interfexing in the internal matters of its members states. Awaing the 12 the and 13 th snape summits, oxtreme emphasis was laid upon greater cooperation between spare members of fight

The 19th SAARC Summit scheduled to be held in fakistan was called off as india Bangladesh shutan and Afghanistan decided to bay catt it due to a terresuist attak on an army camp in wit. It was the first time that four countries boycetted a SAARC summit. leading to its carrellation.

SAARC has generally been ineffective at achieving enhanced regionalism

Sa-Alice Thomas

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| Date: _       | 3 1        |
| Page:_        | 63         |
| (1112 Account |            |

#### Introduction :

South Asian Association for Regional Cooperation (SAARL) was established on 8 December 1985 by Seven Counteries namely Danyladesh Bhutan India the maldines Nepal Pakistan and soci junka in 2006 there are now eight membery.

SAARC Mechanism (Institutional Structure

The Summet :-

The Summit Consists of all the Heart of States / hoverments from the SAARC member Counteries It is the Highest body of SAARC The Summit is held every two years on restationed bossis in alphabetical order. So for There have been 18 Summit meeting of SAARL and the dost and was held in Keethmanely farrow 26 to 27 Novembers 2014 The destes of the Summits of SAARC abressey held it are as

1 Summit - Ohecker (1985)

| 1               | Summit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Burglesce (1926)                                          |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| 2)              | Summit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | haddinendu (1987)                                         |
| 14.             | Jummit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Islamatad (1988)                                          |
| 5.              | Summix                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Male. (1990)                                              |
| 6               | Summit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (olumbo ( 1991)                                           |
| 1_              | Summit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Dhaka (1993)                                              |
| 2.              | Summit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | New Delhi ( 1995                                          |
| 9.              | Summit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Male (1997)                                               |
| 10              | Summil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Colombo L 1993)                                           |
| 11.             | Juminit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ( 129-2002)                                               |
| 2.              | Jummit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 13/ambal (2004)                                           |
| 3.              | Sumil-Sum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | mit phaky (2007)                                          |
| 4               | Summit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (alobo (2008)                                             |
| 15              | Summil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Thinghul 2011                                             |
| 6               | Summil-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | New Och! (20012                                           |
|                 | Summit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                           |
| Total Control   | The second secon |                                                           |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                           |
| 1 1 1 1 1 1 1 1 | Summit Summit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mule (2013<br>Kathanundu (2014)<br>to be held in Pakistun |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                           |

## Council of ministors.

The Council of runisters Compaise the foreign of the SAALL Member States It has to the following functions.

1) formulation of the policies of the Association:

2) Review of the progress and Cooperation

under the Association: 3) Decision on new area of Cooperation 4. Establishment of additional mechanism under the Association is deemed recessary and r. Oecision on other metters at general interest to the Association the Council of minister meets dusice a year up to there have been 37 Sessions of the Council of ministers.

the 37 Session of the Council of
the Council of ministers was need as 17 March 2016 in Pokhara, Nepal-The Secretarial ? The SAARC Secretariat was established in 1987 fam which Carre into operation from 1 January 1988. The riele of the Secretarist is to Carrelinate and monitor the implemention of SARRI activities, service the meeting of the Association and serve as the Channel of Communication the recretarian is headed by a secretary acnoral Services staff.



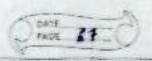
## Vision of the future of SAARC

the South Asia Association for Regional cooperation (SAARC) envisions a future where the countries of South Asia arente together to promote peace, Hubility and prosperity in the region . Heris a relimpse into the vision for the future of SAARC.

- D Regional Integration and Cooperation:

  Share aims to deepen regional Integration and cooperation among its member states, which include Afghanistan, Bangla-clesh, Bhutan, India, Maldives, Nepal, Pakistan and shi Lanka. This involves enhancing connectivity, trade facilitation and infrastructure development to foster economic growth and development in the region.
- a) Poverty Alleviation and Inclusive Growth:

  SAARC is committed to addressing poverty, inequality and social exclusion by promoting linetusive and sustainable development polices. This includes initiatives to enhance access to education, healthcare and basic services as well as programs.



to empower manginalized communities

(3) That and Economic Integration:

SARRC sucks to promote trade

Liberalization and economic integration

among its member states to nuclock

the region's economic potential. This

involves reducing trade barriers

harmonizing regulations and promoting

investment flows to stimulate economic

growth and create employment

opportunities.

Regional Stability and security:

AAARC places importance on regional
stability and security to faster peace
and prosperity in South Asia. This
includes efforts to address conflicts,
promote dialogue and reconciliation,
and enhance cooperation in areas
such as countentermonism; boxden
security and disaster management.

Environmental Sustainability:

SATAC necognizes the importance

of environmental sustainability and

aims to promote green development

gractices and anitigate climate change

impacts in the region: S. Mice Thomas



Cultural Exchange and People to Feetle

SARRC values cultural disensity and

such to promote cultural exchange and

people to people they among its omender

itatis. This involves feetering cultural
exchanges, promoting towns and
enhancing educational and rultural
corporation uto promote mutual underthanding and harmony.

(a) Calebral Engagement and Pantresshipe:

SABRC aims to strengthen its engagement

with the international community and

former pantresships with other regional

magainsations to address common challenges

and achieve draved gasty. This includes

culd abertating on issued of global course

culd be retired and issued of global course

such as climate change, sustainable

development and proceeding

Overall the vision for the fature of CAARC is one of collaboration, comparation and shared prosperity where members address common states much together to address common challenges are made inclusive development and build a prosperious south and prosperious south Asia.

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- · Wiki pedia
- · Chat GIFT

## S. Alice Thomas

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BADORE

## St. Paul Institute of

Professional Studies, Indore



BBA/B. Com./B.A./B.Sc. \_\_TII Year (2023-24)

#### Project Report

Title of the Project

| S.No.  | Name of Students  | Class       | Roll Number |
|--------|-------------------|-------------|-------------|
| 1      | Jeha Ranjana      | BR III year | 25          |
| 2      | Bhorti Priya Modi | BR III year | 15          |
| 3      | Renu Chohan       | BA TIL year | 38          |
| 4      | Agotha Singh Jat  | BA III year | 03          |
| 5      | Aastha Sinshai    | BA JII YOU  | 04          |
| ed by: | Course to Toy     |             |             |

Name of the Faculty

Principal

Designation\_Assistant Pafesir

Date

PRINCIPAL St Paul Institute of Professional Studies

SPIPS, Indore

13/2/24

Stamp

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "Project Ingre-lamine ubmitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of Guide Name (Designation), and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of (Management/Commerce/Science/Arts). The Analysis/ Results embodied in this report have not been submitted to any other University or Institute for the award of any degree ordiploma.

| Name of Students | Class       | Roll Number | Signature(with Date) |
|------------------|-------------|-------------|----------------------|
| Jaho Aonjano     | BA TIT Year | 2.5         | 兼                    |
| Bhath Priya Madi | BA III year | 15          | Colonia              |
| Renu Choùhan     | BA III year | 78          | James .              |
| Anotho Singh Jut | BA III year | 03          | Antho                |
| Aastha Singhai   | BA TIT YEAR | ०५          | Main                 |
| Agushi Jain      | BA TIT YEAR | 05          | Mary Mary            |

## Certification by Project Guide

| This is to certify that Mr. / Ms. Asha Asha Asha                                 |
|----------------------------------------------------------------------------------|
| Class .B.A. III. year, Roll No has carried out the                               |
| Project / Internship Training under my guidance and supervision in partia        |
| fulfillment of the degree offered by the                                         |
| Devi Ahilya Vishwavidyalaya, Indore (MP).                                        |
| The above work is done in .Village .Khalkhala                                    |
| (Title / name of the organization) from 212024. to .412024.                      |
| I wish him / her all the success in the future endeavors.                        |
| Signature:                                                                       |
| Name of the Guide:                                                               |
| Designation: Willage Khalkhala                                                   |
| लिएले त्या —<br><b>सरपं</b> व                                                    |
| S- Alize Thomas आज पंचायत खलखला PRINCIPAL अनुस्त पंचायत खांवेर, जि. इंदीर (अ.ज.) |

st Paul Institute of Professional Studies INDORE

## Certification by the Organization on Company Letter Head

| This is to certify    | that Mr./Ms. Isla                                      |
|-----------------------|--------------------------------------------------------|
|                       | t. Paul Institute of Professional Studies, Indore, has |
| successfully complet  | ed the Project / Internship Training from 21-1-2023    |
| to 42 2024 in ou      | r organization.                                        |
| His / Her work        | and behavior during this period was good. We with      |
| him/her a bright futu | re.                                                    |
|                       | CANAI.                                                 |
|                       | Signature:                                             |
|                       | Name of the Org: William Chalkhala                     |
|                       | Head Delegate: Ling Single_                            |
|                       | Stamp:                                                 |
|                       | लीलता                                                  |
|                       | S. Alice Thomas and the                                |
|                       | SOMPON AND CONTRACTOR                                  |

or Paul Institute of Professional Studies
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#### Acknowledgements

A would like to impress my qualifieds do our college Principal St. Olice Thomas and my star teacher the Rahat Ahmed for there time, quidance and emplication. They have given use. A am ittentified to Martijay tingle to given as their opportunity its learn enhance and practice were skills.

| Name of Student                                     | Class                                  | Roll No. | Sign with Date |
|-----------------------------------------------------|----------------------------------------|----------|----------------|
| Suin Regiona                                        | BA III YEAR                            | 25       | 長              |
| Region Tin                                          | ER III year                            | 09       | Jayreston      |
| Bradi Rija Modi                                     | BA W year                              | 15       | Quartil        |
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| Florita Stock Tet<br>from Stoures<br>Anothe Sunghai | En li Year<br>En li Year<br>E6 II Year | 04       | 5. p.          |

Place: "raintala

Date: 5-2-29

S-Alize Thomas , and there exists the party of Authorities and the first party of the party of t

#### Progress Report of Project First Progress Report

(Handwritten in 500 Words)

- 1. Introduction of Project
- 2. Project Work Plan
- 3. Distribution of Work (Student Wise)
- 4. Introduction of the Organization/ Work Place(where work has been done)
- 5. Objectives of the Project along with its Relevance in Real Life

लीलता-

सरपंच ग्राम पंचायत स्टलस्वला भगद पंचायत संवेर, त्रि. इंटीर (स.स.)

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SI Paul Institute of Prufessional Studen - INDORE

## Progress Report of Project

#### Second Progress Report

(Handwritten in 500 Words)

- 1. Work Flow
- 2. Field Work/Data Collection & Methods/Process of Data Collection
- 3. Literature Review
- 4. Individual work progress of each student as per work allotted

लालता--

सरपंच **ग्राम पंचा**यत ख**लखला १००५ट** पंचायत सांबेर, जि. इंटीर (म.प्र.)

S. Hice Thomas

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INDORS

## Progress Report of Project Third Progress

Report (Handwritten in 500

Words)

- 1. Individual work report by each student
- 2. Statistical Analysis of data
- Methods of Analysis / Applied Technology, Result analysis along with its Comparison with Expected Results
- 4. Challenges faced in Field Work/ Project Work & along with Solutions.

संखंब

प्राम पंचायत एउन्स्यला बळाद पंचायत संबेद, जि. इंटीर (स.च.)

S- Alice Thomas

SI Paut Institute el Professional Stocke

Rojshree —

# Index

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वच्ची के नाम :-

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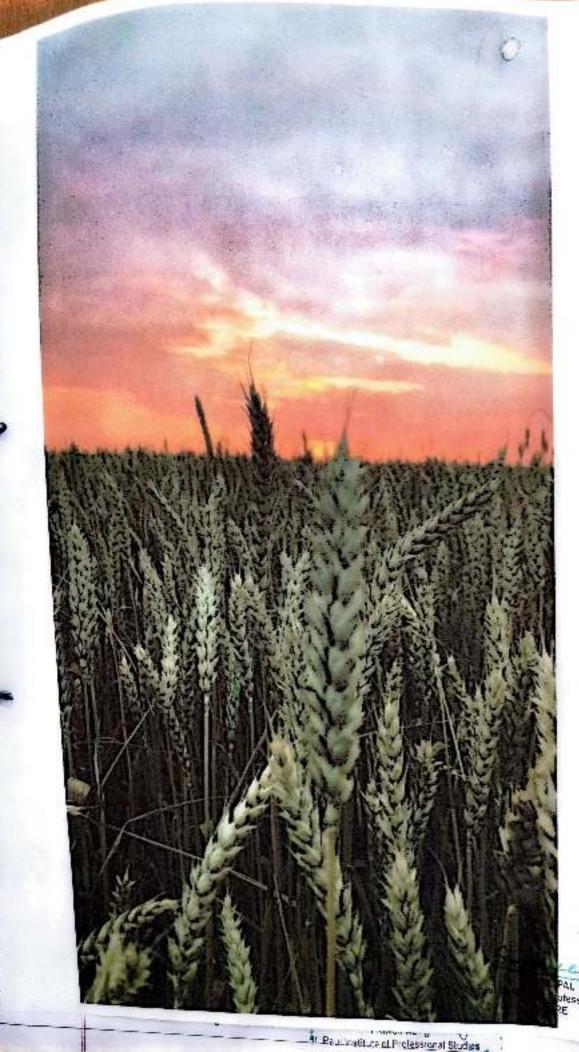
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भैरपच हरमाझर

Sa-Alize Thomas

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Crone Doing | | Post No. 1 West is Jaming ? Juning is the act or process of working the granting seeds and granting estible floats or also describe missing arimals for milk or meat in farming. Javaning to describe the alexage cond work of people whose jobs over in the agriculture industry. - ALARICULTURE -Agriculture in the art and strience of cultivating the soil, growing crops, and washing directors

of plant and animal products for the preparation to the markets. Agriculture provides most of the world's food and fabrics bottom, wood, and leather are all carriculture from and formation and formation formation. Jour Jupon of Agriculture: - Protocolom sulfivations Aubersteine francisco Justine of Processione Studies

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| Conticid                                |                                   |                      |
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|                                         | St <sup>1</sup> Paul Institute of | Professional Studies |
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#### Crons



Date / / Page Nov effects on the environment some potential effects of traditional farming on the environment (i) Positive Imports Biodinerally, Local Adaptations, soil Health, Water. management, and Cultural Henitage. (ii) Dounaiden Deforestation, soil Exosion, Chemical Use, Resource depletion, limited productivity. \* Modern - Day Farming Method -1. Precision Forming 2. Auropanits 3. Aquaponics 4. Hydroponics 5. Drones in Modera Forming 6. Monoculture 7. Jissue Culture 8. Vertical Formling
9. CEA) S. Alize I Come
10. Integrated Pen Monagement CIPM)
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Professional Studie Modern methods of farming have effects on the environment. angri finat effects on

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| -         |                                                                        |                                                         |
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| 8         |                                                                        |                                                         |
| Loc       | w rate of production                                                   | Higher rate of production.                              |
| Mii       | nimum damage to<br>e environment.                                      | Less environment freindy.                               |
| Me        | one form Jabour and use of cattle                                      | Less form Jahowe and                                    |
| Ш         | be of compost and man                                                  | une Une chemical - based fertilizens<br>and frestilides |
| 1         | Errow quality products                                                 | Produces dower quality products                         |
| *         |                                                                        |                                                         |
| 2.0<br>3. | Intercropping Integrated Crop Animal Fr Water Harwenting Grop Rotation | тишулд                                                  |
| 4.<br>5.  | Shifting Bultivation                                                   |                                                         |
| 6.<br>1.  | Poly Bulture Agroforestry                                              |                                                         |
| 8.        | Traditional Organic Go                                                 | emposting S-Alice Thomas                                |
| 10.       |                                                                        | PRINCIPAL Paul Institute of Professional Studies        |
|           | Effects of Iraditional                                                 | Founing on the Environment -                            |
|           | Inditional founing                                                     | findices have both po + & ne                            |



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Date | | | Post No. their both positive and negative impacts: Positive Imports :- Inuceased productivity Efficient resources use Reduced Land conversion Technical innovation Dewnsider :essel degradation Chemical pollution Bladiversity loss Water pollution Greenhouse gas emissions Loss of agroccosystem secures \* destich is letter Conventional or Organic Farming? Conventional Journing Organic Janning Advantages Diraduartages Food fooduced so not healthy Stealthy Food Broduced Courses wal exaction Does't Reduce would (Aduces futility) feetility. Asomo Livestock Does not haven divertach Damages erasystem Does not damage ecosystem e Thomas High cost of inputs
Franklike / Problides PRINCIPAL OPENED INDUSTRIAL INDUSTRIAL POUR INDUSTRIAL PROPERTY OF THE PRINCIPAL PRINCIPAL PROPERTY OF THE PRINCIPAL PROPERTY OF THE PRINCIPAL PRINCIPAL



Date / Pape No. \* Problems with using fertilizers in conventional Couning Problems with feethlikers --> Fexilizers reduce natural quitients in and do crops grow without feetilizers Fertilizeus make soil acidic crops cont grow \* Difference between subsistence forming & Commercial forming Aubsistance Journing -- ii) It is pradiced on small potches (ii) Faxming depends on inigation. (iii) Primitive todo are used. (iv) Production is low. (1) No costly fentilizens one used. (vi) Jamily members provide dalmour. ( vii) Only rexeals and S-Alice homes other crops are grown. PRINCIPAL 51 Paul Institute of Professional Studies

Kharif crops

Rabi crops

Sown in Rainy Season Months -June-Sep

Sown in Winter Season

Months - Oct-Mar

## Examples

- · Rice
- Corn
- Soyabean
- Sugarcane
- Groundnut
- Cotton

#### **Examples**

- · Wheat
- Oat
- Chickpea
- Mustard
- Almond
- Broccoli

Summer Crops

Some Fruits, Vegetables grown in Summer Months -March-June

### **Examples**

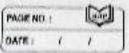
- Cucumber
- Watermelon

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Bitter gourd (Karela)

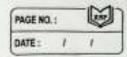


Learn the agricultie defintion and study the history of agricultre, Explore the two type of agricultre 1-\* Industrialized agriculture \* subsistence agricultre table of contents What is agricultre History of agriculty 1) Industrilize agriculty Importance of agricultre

The importance of agricultre is that it allows humans to live in a permanent location without having to hunt and gather food. It has allowed civilization to come into exstence and flouris and has made a great impact on economic growth for many countries, However, the Corruption of agriculty has allowed pollotion, posticides, and gentrically malified organisms to become introduced into the system and the situation is now difficult to control

S-Alice Thomas

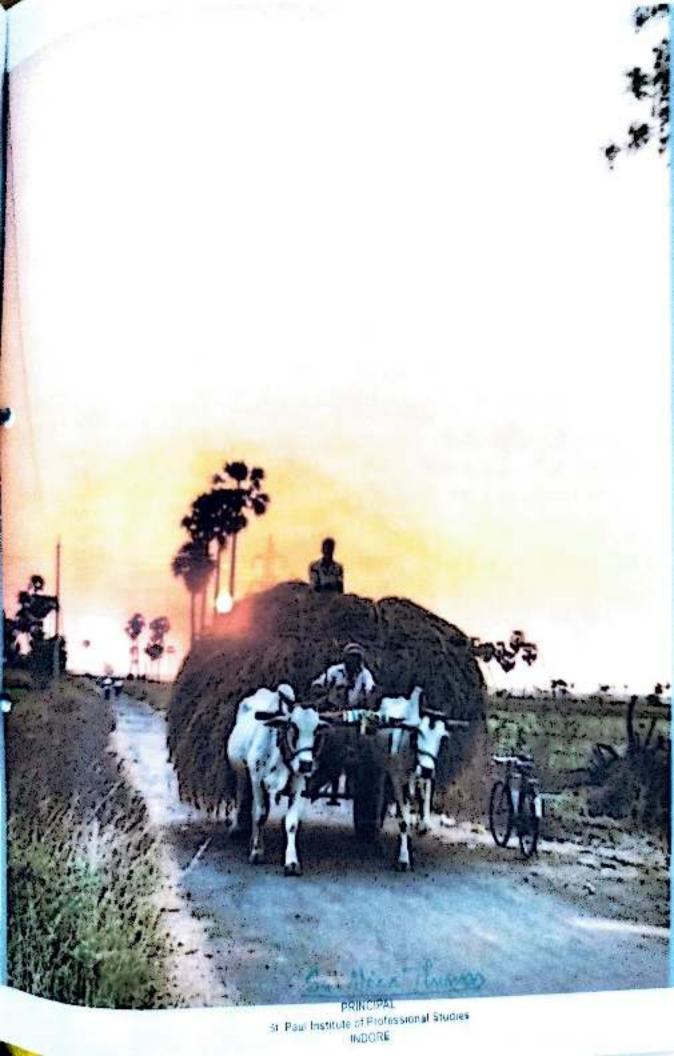
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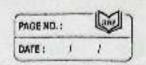


agriculture :-There are two types of agriculture discussed in the lesson. These include industrilized agriculture and subsistence agriculture Industrilized agriculture is farming for the purpose of mass production and economic growth, while subsistence agricultur is forming to feed the family that works the Form What is Agriculture 8 The word, "agriculture," Comes from the Latin axigin of the word, "agriculture, "Beparately, "agri means" feld, "and "Culture" means "growing" or Cultivation " According to extend Languages, agriculture is the science or practice of farming, or the growing (rops and raising livestock, with the purpose of human use and Cusumption, Scientist jams M. Rubinstein &- An Introduction to Human Greagrapy, as "The deliberate Sustence or economic quin" Agricultre first began aground of Agricultie & 12000 years ago and was considered a revolution in forming culture prior to its Introduction, most Food supplies were derived from hunting and gathering

were derived a nomudic steering to pfollow herds and principal principal si Paul Institute of Professional Studies

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natural wildlife. The paradice of agriculture, however allowed for people to settle down in just one area and from a supply of just that would be able to sustain them indefinitely. Because of this economic life began to flourish and population shee began to increase exponentially.

Agricultive began with vegetulive planting. This process involved culting stems and wants of existing plants and veglanting them in order to use grow the Same plants. As the practice (antinued and plants become better understood, Seed agricultre become discovered, with the introduction a seeds formers were able to sove oceas and plants them an their farms selectively at desired times.

Because the practice of agriculture

Because the practice of agriculture

has grown as an industry Its main trait has

become mass precluction. In order to meet the element

with caupply companies, now use large machines pesticide

the chemical fertilizers in order to meet health

and safety standards while maintaining production levels

lorge scale production eliminates the use of small

band tools and elliciently creates more quantity of

freduction, whimstely compensating quality for quantity

This type of farming withizes mony miles a lond

which are irrigated and Alixabirates with chemical

principal

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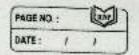
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resticide and Ferthizers. It has been the cause of deforestation and much water and land pollution, since the manure and pesticides that are acattered become washed bone into natural water systems that altimately lead into the acean secuse of the rise in prophylactic antibiotic use for unimals and livestock, despite them not being alok, there has been a vise in herd antibiotic weststone, which could become a larger problem in the near Tytore.

Subsistence Agriculture :-

subsistence agricultie is how agricultic first begin ; It is essentially traditional agriculture it is forming In order to live off of the land or water as a sole consumer and laborer of the land outer, As opposed to industralized agriculture substaince agricult Is found to be much more labor - intensive, sine it does not utilize large corporate mothines to produce mussive amounts of corps and livestock, Also while industrialize agricultive encorages the production of a sigle types of corp, such as corn (realing a monocultur type of farming subsistence agricultie a polycultox type of farming monaultrux forming offsets the nudux belonce of the soil with contined monoculture farming, (rup Held for the amount of land wired will also descrease Sinec the health of the soil diminshed since subsistence equiculture utilized of polyculture type of forming it is cube to friduce the highes Straplizationary asmall plots of land,

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|     | Types of Subsistence Agriculture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| _   | There are three main types of Subsistance Agriculture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     | intensive Subsistence Agriculture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| _   | * shifting cultivation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|     | * shifting cultivation  * pastoral nomadism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|     | They are distinguished by now the land is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|     | utilized for farming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| _   | Intensive Substance agriculture can be explained by the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| _   | name itself. It unequires Intensive manual labor in a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4   | Small plot of Land. This is a type of subsistency form                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|     | that unequives formers to attempt to create a maximum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 100 | yield of production from the lond available, Naturally,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|     | It is most common in densely populated, news, since                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Ť   | It is the pructice of crowting the highest amount of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7   | yield for sould plots of Jone These Indude areas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|     | in the East, South and Southeast Asia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     | To unlock this lesson you must be a study . Com                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|     | Member Create your account.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1   | Lesson Summary o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| /   | Agricultre is the act of forming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1   | to him the star human                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 7   | and consumption industrillized agricultre or of spriculty industry is Altimornature the purpose of opinional industry in |
| 1   | PRINCIPAL PRINCIPAL Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| -   | St Paul Institute of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| DATE:    | 1 | 1       |   |

mass production and economic growth, while subsistence mass production and economic growth, while subsistence agricultive is farming to feed agricultive family that works the Farm the Former utilizes the family that works the Farm the Former utilizes large machines for efficient production, while the letter utilized hand tools, requiring a more labour intensive approach

## t Types of Agriculture

Imagine a family form on a amount plot of land and a huge commercial form that spuns acres and cieres of lond what do you think makes the door types of farms different? Although both of these farms was designed to produce the amount of food they produce and who consumes the food produced.

Although for most of human history our species hus survived by hunting and guthering food, wround love your aga our uncesture striked productions their own sood. Agriculture to the term used to describe the out of growing crops and maising livestock for hamon consumption and use

Since the development of agricultie, many different type of production have been implemented, currently agricultar divided into two different types, including agriculture of Principal Lagrence agriculture of Principal Studies in Principal Studies in Principal Studies

| PAGE NO. : |   |   |  |
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Let's explore and learn more whout these two

Industrilized Agriculture &-

Industrilize Agriculture is the type of agriculture where large quantites of (rops and livestock are produced through industrialized techniques of the purpose of Scale The goals of Industrialize agriculture is to increase (rop yield which is the amount of took the produced for each unit of land crops and livestock made through this type of agriculture products to feed the masses and the product are sold worldwide.

Although Indetrialized agriculture

is necessary to feed the growing human population
there is anothe types of cogniculture that is negative
fracticed today. Subsistence apriculture is when a
former lives on a small amount of lond and
froduces enough food to feed his a her househow
and have a small Cash Crop. The goal of Subsistence agricultur is to produce enough food to
ensure the survival of the individual family If they

other families q Individuals.

S-Alize Thomas

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|             | kinds of Subsistency Agriculture :-                                                                 |
|-------------|-----------------------------------------------------------------------------------------------------|
|             | large amount of subsister agriculture has ineplace                                                  |
|             | subsistence agriculture is practiced It is estimated                                                |
|             | that over me - third of people that five in Latin                                                   |
|             | America, Asia and Mirica wely on Subsistence agricultre For their food supply Carrently , there are |
| The same of | ai serveral kinds of Subsistence agriculture that                                                   |
|             | ou still occurring The most common types is                                                         |
|             | Intensive Subsistence agriculture, which is often afterned to as traditional subsitence agricultur  |
| -           | This types of agriculture is practiced in India , China Vietnam Combadia , mexico and peru          |
| -           | India , China Vietnam Combadia , mexico and peru                                                    |
| 1           |                                                                                                     |
| 1           |                                                                                                     |
| 1           | S-Alice Thomas                                                                                      |
| 1           | PRINCIPAL  St Paul Institute of Professional Studies                                                |
| 1           | INDORE (NO CE)                                                                                      |
|             |                                                                                                     |

.

# HURTCUTTURE PRACTICE

Ariculture is the practice of Cultivating Crops and live tocks. It is the backbone of India's economy as more of the economy at the country driver as more of the economy at the country driver fractices. Agriculture fractices from into existence as the modern men emerged of the early age of hunting and gathering for the livelihood. Cultivating and growing crops for his livelihood. Conoming food earlier not only recome the sewice of income but also reduced the effect of hunting among over predecessors. Agriculture has growing since then evel now it is the main source of income for fearmers and the friendly source of income for fearmers and the friendly source of income for fearmers and the friendly source of food for the people.

Agricultural Practices in today's marked not only includes the granding and cultimating of crips. It also Ancholes granding live stocks Pouley promise animal husbanday, assistations, barticulture floor authors, Cloreculture, etc. All of their Bractices come wholes various agricultural branches. Now we look wholes various agricultural branches. Now we look at a few methods that are employed in the field of agriculture. These memoris enhance the Praduction of crops. They are as mentioned.

San Alice Thomas

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# SOIC PREPARATION

Soil is the Premovy Substance in Traditional agricultural Practice for the formation of tasty and healthy vegetables. It is a necessary procedure. to make the earth better before planting crops and sowing seeds. Different methods are used to enhance the nubilints in the sail. The sail contains both living and nonliving organisms that are equally frequired for the growth and development of the crops. The existing components are the certheterms, microorganism like netrogen Jeneny bacteria, decayed organic matter, and other organisms. The nonliving components are the minerals, netbuents weeter their the roots absorb from the soil. Three Procedures come under soil preparation. They we :.

## PLOWING

Plouing is the Brocess of loosening the ground.

The process makes all of minerals of the earth to come up. The soil receives the Broper amount of oxygenation. Traditionally, it was clome by bulls on one, but in recent times, tructures over used to prow the lander thomas:

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PAGE: DATE: / /

EVELING: - It is the Process of making the ground surface even after Ploving. The Process ensures that all of the crops we grown on an even surface.

MANURING: - It is the supplementation cy introduction to the soil out the requestionals to enhance the growth and dwelp ment up the plent.

## SOWING

Sowing is the procedure of burying the tellhy ruds their grow into the troops in the later stage. Evist, the former has to select the appropriate seeds to pleant later, the seeds the appropriate seeds to pleant later, the seeds the appropriately or land the promise maintally or line and of seed distribution machines. It is with the aid of seed distribution are necessary for seed selection area clistrationable one necessary for the odoquate growth of the plants. In few pleants the odoquate growth of the plants of grow into sudtings in a smaller area and leater transferred lines in a smaller areas and leater transferred to the main field where the rice is species.

And Institute of Professional Studies

## St. Paul Institute

of Professional Studies, Indore



B. A. I Year

(2023-24)

Internship Training Report

Undertaken At

MANOVRUDDHI KENDRA

Guided by:

Prof. Tapan Pandit

Assistant Professor

SPIPS, Indore

Authorized By:

Dr. Sr. Alice Thomas

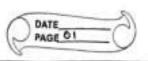
Principal

Date:

S- Hice Thomas

tamp: St Paul Institute of Professional Studie

INDORE



## AREA SCOPE OF

## INTERNSHIP

An intenship is a professional learning experience that offers meaningful, practical work related knowledge to a student's field of study or career interest. An intenship gives a student the opportunity for career exploration and development, and to learn new skills. It offers the employer the opportunity to bring new ideas and energy into the workplace, develop talent and potentially build a pipeline for future full-time employees.

In intenship not only provides us with a limited knowledge but instead, it Unleashes us to the real practical world.

An intenship gives us a surreal enposure to the world where we can grab anything we want, be it knowledge, experience, emposure, practicality or the way to live life.

S. Hice Thomas

St. Paul Institute of Professional Studies

## Performa-G4

#### Feedback Form

| Name of Trainee Stu | dent: Mishkat Fatema Noori Khan              |
|---------------------|----------------------------------------------|
| College Name        | : ST. Paul Institute of Professional Studies |
| Class               | : B. A. I year                               |
| Section and S.No.   | :                                            |

| S.No. | Basis of Valuation                    | Grade (A/B/C) | Remark                     |
|-------|---------------------------------------|---------------|----------------------------|
| 1.    | Attendance                            | A             |                            |
| 2.    | Theoretical skills gained             | A             |                            |
| 3.    | Practical skills gained               | А             |                            |
| 4.    | Sincerity& Interest towards work      | А             | Sincere and<br>hordworking |
| 5.    | Attitude and behavior during training | А             |                            |
| 6.    | Coordination with working group       | А             |                            |
| 7.    | Overall grade                         | Α             | Déserve<br>A+              |

Date: 19/01/2024

Signature: Glerd Manovruddhi Kendra 4-A, Sch. No. 71-C

Place: Mangruddhi Kendr Name of the Head: Cotenda kan Chhabra

Name of the Organisation: Marevouddh Samti

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### Performa-G2

## Information and Consent Of The Organization

| Maneviudella   | egistration of the O       | organization<br>by Menercud | <u>dhi Samili/03/27</u> | 103/07519/06 |
|----------------|----------------------------|-----------------------------|-------------------------|--------------|
| 2.Structure(Go | vernment/Semi G            | overnment/Priva             |                         |              |
| 3.Nature of wo | ork<br>Novational training | ng of Intellecte            | ally Disabled           |              |
| 100            | Collaborators in th        | V V                         |                         |              |
|                | o. of Students whice       |                             |                         |              |
| Assistance     | possibility after To       | raining<br>y possibilit     | <del>y'</del>           |              |
| 7. Other impor | tant Information           | must.                       |                         |              |

Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.

Signature with date
Head of the organization

PRINCIPAL
Si Paul Institute of Professional Studies

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## Acknowledgement

| Firstly, I am very thankful to my supervisor, Ms. Gitendra. Kaur (Hobala Ms' am for providing me with this apportunity. This internship has helped me enhance my professional skills and knowledge. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Koul (Abala mi and la novidina me with this                                                                                                                                                         |
| the timit. This intemplie has helped me anhance                                                                                                                                                     |
| I hale final stills and knowledge.                                                                                                                                                                  |
| my profession source and source of                                                                                                                                                                  |
| 1 total this internation or a complete beginner and at                                                                                                                                              |
| that time the team members really helped me. I am thankful to each and everyone from Manovuddhi Kend team for their kind support and for always quiding me through the journey.                     |
| thankful to each and everyone from Manoruddhi Kend                                                                                                                                                  |
| team the their kind support and for always quiding                                                                                                                                                  |
| me through the journey.                                                                                                                                                                             |
|                                                                                                                                                                                                     |
| I also want to thank my college, St. Paul Institute of                                                                                                                                              |
| Professional Studies for gisting me this amazing apportunity to lake this interneting. Special thanks to are professor.                                                                             |
| to lake this internoting. Special thanks to an professor.                                                                                                                                           |
| Mr. Japan Fandit who supported and encouraged in throughou                                                                                                                                          |
| the work on this internship. Nour I am ready with                                                                                                                                                   |
| the work on this internship.  Now, I am ready with  academic and practical learnings to shape my cases for the future                                                                               |
| academic and practical learnings to shape my cases                                                                                                                                                  |
| for the future!                                                                                                                                                                                     |
|                                                                                                                                                                                                     |
|                                                                                                                                                                                                     |
|                                                                                                                                                                                                     |
|                                                                                                                                                                                                     |
|                                                                                                                                                                                                     |
| Place: Manovuddhi Kundi Sign. of the Student                                                                                                                                                        |
| 10:11 11 11 11 11 11                                                                                                                                                                                |
| Date: 31 Jan 24 Name: Muhkat. Palama. Noon. I kan                                                                                                                                                   |
| Class: B.A. I year                                                                                                                                                                                  |
| Roll No. 34                                                                                                                                                                                         |
| C No williams                                                                                                                                                                                       |

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INDORE



## MANOVRUDDHI SAMITI

4-A, Sch. No. 71, C, Near Footh! Koth! Circle, INDORE Ph.: 0731-2381661 email: manovruddhikendra@gmail.com | Mob.: 98269-41815

This is to certify that Mr./Ms. Mishkot Falema Noori Klan
of St. Paul Institute of Professional Studies, Indore, has successfully
completed the Internship Training from 16/12/2023 to 02/01/2024
in our organisation.

His / Her work and behaviour during this period was good. We wish him/her a bright future.

| Signatur  | e: Gilerch                               |
|-----------|------------------------------------------|
| Name of t | he Org: Manavauddh, Sann                 |
| Head/Del  | egate: Giterely kan Chhaba               |
| Stamp:    | Manovruddhi Kendra<br>4-A, Sch. No. 71-C |

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## Certification by Internship Guide

| This is       | to certify that Mr./M   | 1s. Mishfut Interna Noo | ri Khan         | _ of <u><b>B.A.</b></u> |
|---------------|-------------------------|-------------------------|-----------------|-------------------------|
| I Year        | has carried ou          | t the Internship Trai   | ning under my   | guidance                |
| and supervi   | sion in partial fulfil  | ment of the degree I    | Bachelor of art | s, offered              |
| by the Devi   | Ahilya Vishwavidya      | laya, Indore (MP).      | 3.60            |                         |
| The ab        | ove work is done in     | Manowruddhi             | Kendra          | from                    |
| 16 /12 / 2023 | to <u>2 /01</u> / 2024. | <b>6</b> %              |                 |                         |

I wish him / her all the success in the future endeavours.

Signature:

Name of the Guide: Prof. Tapan Pandit

Designation: Assistant Professor

S- Africe Thomas

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INDORE

#### Declaration by the Student

I hereby declare that the Internship Training Report submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of Professor Paul (Assistant Professor), and this report is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of Arts. The analysis/results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

Place: Manovuddhi Kendra

Date: 31 Jan 24

Signaturė:

Name: Midfit takens Mori Han

Class: B.A. I year

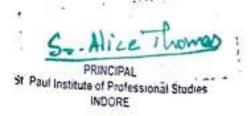
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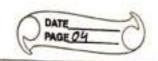
S. Alice Thomas

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Overall, Manoruddhi Kendra Indore is a trusted and reliable resource for individuals seeking support for the mental health needs. Their to improving the well-being of their dients sets them apart as a valuable to the community

Tervices Provided

- Student's assessment Jelf- Help shills
- Special education
- Parental Counselling
- Speech Therapy Occupational Therapy

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The individuals who could perform daily life activities were also helping us to bring & distribute the food. so fun to watch them playing, running, enjoying etc. According to me, they all were not same but they all were not same but they acted in the same they way with each other. While questioning to the teachers about the children, as not wanted to know that why some of them were seperating their sentences, why some children looked alike why some of them were so quite and some very active, why some of them looked completely normal and why some of the children were not able to do anything, so the teachers explained us that the sludents in the sentre had various mental disabilities or disorders. Some children were hyperactive also and some did not had proper speech and vision. Overall, it was a day filled with fun, happiness and adventure find it was also a day to remind myself that how lucky and gratiful I am. Si Alice Thomas : Paul Institute of Professional Studies



Later, in the case group, I also came to know about a boy who looked so much normal, but he was a case of chilepsy & incountered seizures of fits, due to which he acted prograntly sometimes and was hyperactive most of the time.

One of the major thing I noticed about these individuals is that, they need attention. They want people's attention toward themselves and they also want others to case for them and to lave them.

As it is just basic human tendency to crave for love and case but we can hide the craving and control any behaviour, but they are not able to do the same. These children are also very senutive and constinus it becomes very hard to handle them

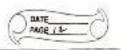
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These students have book memory due to which they mostly forget about the new topics or question on any subject explained to them. But some of the thing, they still remember.

These children can even fight on they can sometimes even beat other children too when they get angry. They sometimes even fight and become aggressive too, and it become very difficult for the teacher to control them, so the teachers also have to be a little harsh sometimes.





As the days passed, I went in the pre-vocational stars also, here the specially abled shildren can be form various activities, and their motor shills are also fine.

They can do different actions, can carry out daily life activities, some of them who are not suffering from levelual Paley (CP) can also walk properly, they can exercise and can also play efficiently.

They are able to understand excepting we say and can even upoch and talk. These shildren also listen

to our instructions carefully. But on the other hand, sometimes they can be morely also and should be harrolled with case.

Students in this group can write if read, solve puzzles, which increases their concentration, And through these games and puzzles they get better at their skills and learn to focus as well.

lister to four as well.

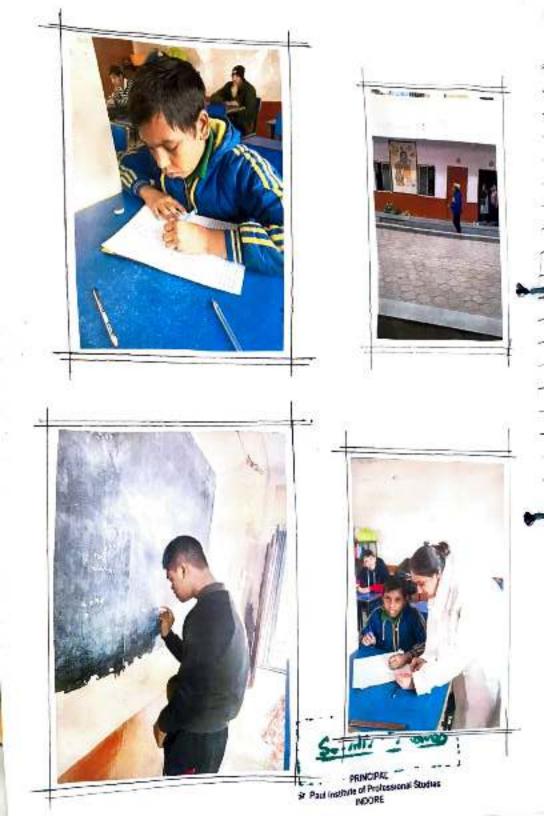
They can also remember the date, day and month along with their spellings. They also reals parms in the class and they she known about animals, movies, food, histhology etc. They can also help in specialismal work.

S. Mice Thompsonthy these children

ore very chill and energetic. They are happy souls
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S. Paw Institute of Professional Studies

WIDDER









S. Hice Theres

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All the students in Manovsuddhi Kendra had a yoga or exercise session everyday for I year, which hept them active.

I also went in the vocational group where the students were having mild-moderate retardation.

These students were above

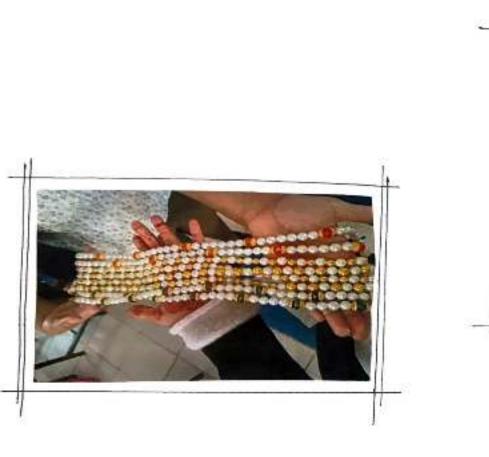
20 years of age, and can also perform various vocational tasks like diga decoration, bag making, bag decoration and necklass making as well.

These individuals can easily perform daily life activities without much difficulty. These students were academically boor and can study only till the level of 1st and 2 and standard. These shildren are easy to control as they are mild or moderate cases and listen to the instructions carefully.

Some of them had poor speech, but most of them had moderate to good speech.

I also got to know about a girl who was very much interested in studies, who loved to read. to solve mathematical questions, to write and to explose more in the field of education.

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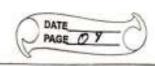






So. Alice Thomas

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On the next days, I first chose the class of care group on the class of severe retarded cases. My other friends were in different classes which handled the mild Ef moderate group children.

At first, when I went to each Efevery one of them and greeted them, some of them were a little while some greeted me with great enthusiasm and energy and were so happy to shake their hands with me.

Care group contained children with severe or profound setardation who had been suffering from various disorders or syndromes. For example, Attention Deficit Hyperactivity Disorder (ADHB), Donen Syndrome, Autism, Spileppy.

Some of the children in this group were able to solve easy puzzles, recite alphabets, some can also recite from and learn one-word question and answers also. Some of them also had general knowledge like information about the Prime Minister of India, their favourite songs & many more.

I also observed that most of the children were able to understand what we were saying, but they were unable to reply or react properly.

Some children in case group had poor to no vision while some had poor to no speech.

There were also some children who had poor speech but still; they were strong of performed various of PRINCIPAL.

SI Paul institute of Professional Strongs.





As it was the first day of our life's first intenship, we were so excited about what's going to happen and how are we going to make this internship a very knowledging and memorable one too.

Actually, it was my 2" experience with the specially abled children. First time was when our school invited them on children's day.

To be honest, I feel so grateful everyday. But on that day, specially after watching those children, I neither felt lucky nor luckies but THE LUCKIEST!

Those children inspired me as how we should fows not on the deficits or shortfalls rather we should fow on, how to live our life in our own way.

The when our intenship started was the pienic or trip day of the students. We went to a farmhouse where we got to know a little bit about the students and a little rapport was also built between the children and us.

more thing, that how those children were so caring towards each other. Some of them were older who were feeding the younger ones and even the ones who were on the while chair; they were also helping them to more.

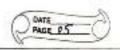




#### S. Alize

Paul institute of Pros. INDORE





Importance & Details of

the Work Done

Our internship was from 16th December, 2023 to 2" January 2024. It was the first internship of my life The centre or school had 6 classes where 4 of the

The centre or school had 6 classes where 4 of the classes undertook the differently extanded students.

Such class contained students

which had different ranges of intellectually disabled children And the other two classes worked an giving Speech Therapy & Occupational Therapy.

Nach and every moment spent with those children was memorable, lively and obviously unforgettable. We not only gained knowledge and experience but also a more to live habbilly along with heiner

also a way to live happily along with being grateful with whatever we have in our life.

S. Alize Thomas

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NOORE



## Details of the Organisation

Manorrudthi Kendre is an organisation under Manorrudthi Samile which is a society of 11 members. The organisation started in 2005 and was registered in 2006.

It is a Non-Government Organisation (NGO) and ar Non-Profit Organisation (N PO) certified under 12 A certification:

Manoruddhi frencha is an educational and care sentre for the intellectually disabled.

The organisation is committed to providing quality care and support to individuals struggling with various mental health issued at a very affordable price. The team at Manovedhi Kendra Indore is comprised of experienced and dedicated mental health professionals who are passionate about majory a paritive impact in the lives of intellectually disabled industiquels.

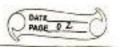
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In Manoruddhi Kendra, we got to know more about Intellectual Disability, and how much importance it carries in the life of a child as well as his /her loved ones and how it can affect them both.

We also learn't to deal with intellectually disabled children along with the way by which we can help them grow and face the hardships, instead of feeling hapeless and helpless.

This interretion also taught us the importance of love, care and attention in one; s life and how it can change a person s life. We even got more knowledge and skills in the field of tryphology.

S-Alice Thomas

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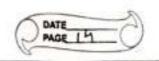
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IN URE



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As we know that these intellectually disabled children or individuals face many difficulties in every day if it is some of them face problems in each and every activity they perform.

So, to help them in performing these activities efficiently, to carry out daily life activities easily. Manovuddhi Kendr provides speech therepy as well as alcupational therapy.

They have therapy sersions for 40-45 minutes for each

speech therapy helps the child to improve the speech by trying various therapies, exercises and

Teachers ask the child to do exercise like air blowings candle blowing, to itrengthen muscles which are weak, mostly of throat. They try to make the proper tongue movement by the children and also ask the student to pronounce different words.

Occupational Therapy works to utilize the energy of

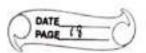
which can increase a child's balance, concentration. sensation, activeness, movement, sense of taste, smell it Therefore, OT is also considered as one of the most important pillar of Clinical Neychology

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Methods

\* Spread awareness about intellectual disability by educating their parents and other people in the society or community.

\* Advocating for change within systems that impact the lives of those with intellectually disability or other disorders.

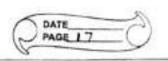
\* Developing awareness and sensitivity towards people who suffer from various syndromes or disorders or retardation.

\* Learning to sympathise with the intellectually disabled individuals and trying to provide the special education and training, they need for carrying out daily life activities.

\* Gaining fractical experience through direct practice by observing professional, trained if experienced facilitators.

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## Objectives

\* To gain knowledge about intellectual disability and also how it tells us to deal with intellectually disabled people or the individuals having disabled like futism, hyperactivity or even down syndrome.

\* Manouruddhi Kendra was a location which gave us a practical space to acquire practical knowledge and understanding of the life of specially-abled individuals.

\* In Manorruddhi Kendra we also understood the importance of observation, as we discovered many new things while observing the children and the teachers.

\* Manoveddhi Kendra creates a cofe if non-judgemental environment, where we students, can learn fully without any force or judgements.

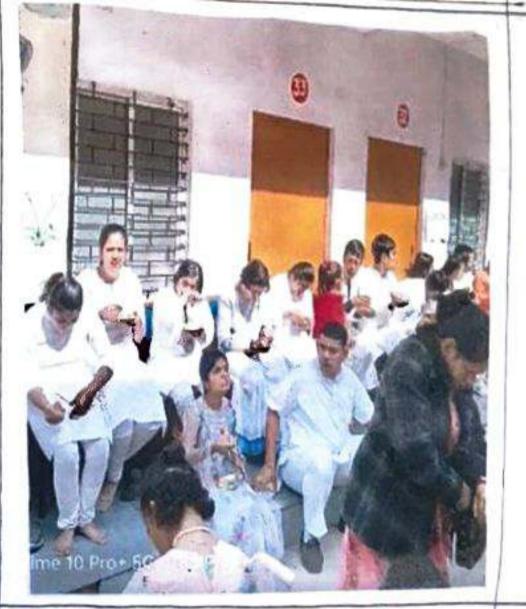
\* Manorruddhi Kendra along with all its members and staff is aimed at transforming the society by shaping the lives of the specially abled children, and also helping

providing a great opportunity and platform to young students like us who are beginners and seek experienced, calm and co-operative trainers to trainers.

DOWNER / MOWE



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### Sallice Thomas

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# Intended Outcome

At I always wanted to pursue my cases in psychology, so, I grabbed the opportunity of doing an intenship in psychology.

in psychology.

And moreover, this interesting provided us with the knowledge about the specially abled children which is a vast discipline in itself.

to gain a deeper understanding of the unique needs and challenges found by this population.

\* The internship intended to develop effective strategies for broviding support of intervention and to enhance our skills and gain knowledge and experience in assessment, treatment planning and therapeutic techniques toilored to individuals with intellectual disabilities.

+ Rven I also wanted to sympathise as well as sompathise and understand the defects of these individuals,

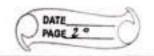
wanted to know more about the way these individuals carry out their daily life activities.

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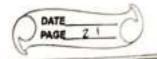
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I intended to find the therapus or counselling which can help these children to improve the quality of life and well - being of intellectually disabled individuals through competent and comparisonate

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## Achieved Outcome

In my internship, I encountered one of the most beautiful experience and moments of my life.

I learn't countless new things, which gratified my knowledge and experience as well. Also, there were a let and lots of things about which I was not aware of and it came into my knowledge after this great internship.

During this intenship, we learn't various interventions. activities and therapies which are successful in helping there individuals develop important life skills, increase their independence and enhance their social interactions.

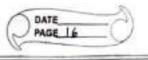
Through this internship, I understood the importance of communication, case, hard work and being grateful.

During this internship, I also learnt how important yoga Ef exercise are for our heart and minds and also what difference it can bring in the lives of these specially abled children also.

I also learnt to sympathin and sometimes to empathine as well and also understood the problems faced by them in carrying out their daily life activities.

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| <u>£3</u> | 67 | 13 | 97 | 93  |
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| 60        | 20 | 80 | 30 | 100 |



To overall, above all. type of experience which not only gave knowledge which was ordinary, but the knowledge and experience it gave me, it reached and touched my

This interrebig taught me too love myself the way I am, to decept myself the same way I am. And above all, being GRATEFUL!

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As, I have also mentioned about the daily yoga and exercise sessions in the centre, I got to learn by our yoga trainer that these children need time to learn. They require patience to learn anothing.

leach them something new, they will not be able to follow our instructions and me should not force them in the starting only.

Firstly, we have to leave them and then later, we have to cope up with their learning sapabilities.

As we know, that every child is different so likewise, every child has different behaviour or different learning capabilities; like some need more pampering, some are slow learners, some are visually impulsive or some are over reactive, so you have to push them sometimes.

So, he taught us that, we should blan before we are going to execute and even if the child is unable to express, we should know how to understand them through their body language.

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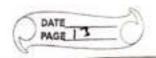


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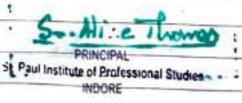
In the primary group, the children were a little shy, they also had poor speech. Some of them had a little clearer speech by which we can understand what they are trying to say.

Children in this group can write, perform activities, but even if they know how to write, they still copy of write because most of them are intellectually disabled and forget easily due to poor memory, so they copy of write.

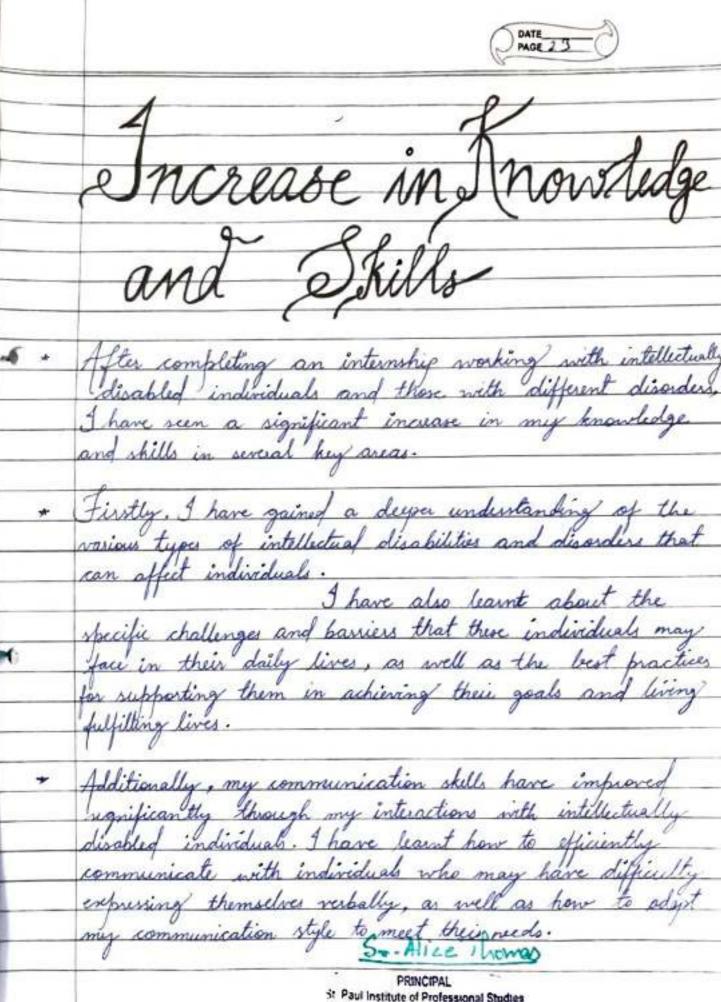
When I was in the Primary Group, one day during the lunch time, a little girl from primary group suddenly came to us, took our books or diaries from our hands and started taking rounds along with singing "hing-a-ring-a-Rosles".

This was the thing which I admired the most for the whole day. These children carry love within themselves and ultimately love everyone

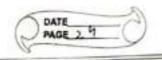
It shows how loving and caring these children are and they spread love and happiness.







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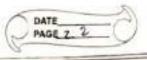
Furthermore, my empathy and patience have grown as a result of working with intellectually disabled individuals. I have developed a greater appreciation for the unique strengths and abilities that each individual passeurs, and I am more committed to advocating for their rights and promoting inclusivity in all aspects of society.

Merall, my internship experience has been incredibly ratuable in helping me divelop the knowledge and skills needed to support specially abled children or individuals effectively. I am very grateful for the opportunity to learn from these individuals and contribute to their well-being in a meaningful way.

S- Alice / Lowas

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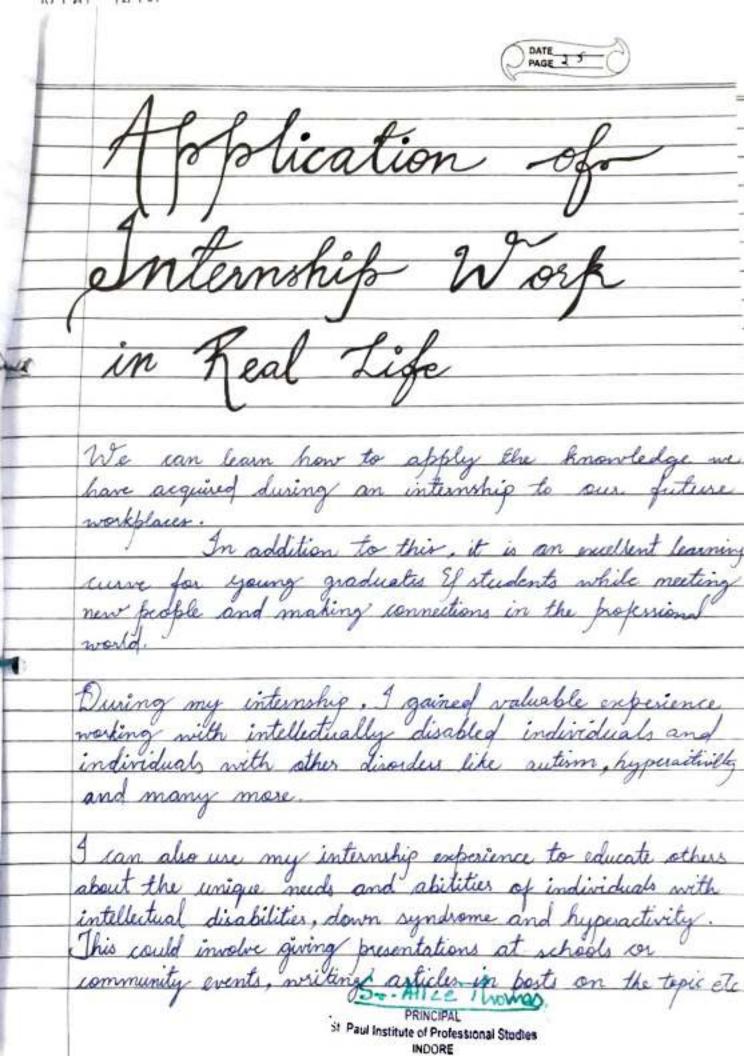
One more thing, which inspired me on a great extent was the patience of the teachers or the staff members, how patiently and calmly they have to deal with them. They have to give 100.1. of their energy and still they have to stay calm of compared. I literally admire all the staff members there.

Jeachers literally get enhausted at the end of the clay, but still they wear a beautiful smile on their faces.

No matter how tired and exhausted they feel, they still looked at us and smiled. And even though they were older than us they still looked less lired. The biggest thing which I learn't during this internship is that I realised that how much patience does this field require.

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As an intern, it is very crucial for us to be observant, as well as to be empathetic towards other individuals. Their empathetic, makes us feel lucky as well as it also builds a trustful relation between the children and

Even if the internship has ended but I would still stay informed about the best practices in supporting individuals with disabilities.

or I would consider pursuing further education or training in special education, psychology or related fields to dupa my understanding of these populations.

Grerall, applying my internship work in real life involves using my knowledge and experiences to make a positive impact on the lives of individuals with disabilities and advocating for greater inclusion and support within society.

S. Alize Thomas

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# Conclusion 3 Hanning for future

CONCLUSION :-

Intellectual Disability should never ever be considered as a bane in someone's life, and instead of focusing on the shortfalls, we should focus on the hope, that carries out our lives.

Just because these children walk on a different path. it simply doesn't mean that they can't walk along with us.

Instead, we have also seen some of these children who had excelled more than us in various fields. We even have the example of the child from Manaviddhi Kendra, who was relected in National Level Marethon of specially abled children.

So, we should always remember that there is no limit of opportunities for those who seek them.

S- Alice Thomas

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|    | FUTURE PLANNING:                                                                                                                                                                                                                                                                                                           |
|    | In my future I would like to                                                                                                                                                                                                                                                                                               |
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| 1  | a better way.                                                                                                                                                                                                                                                                                                              |
| +  | It also teacher us to accept ourselves                                                                                                                                                                                                                                                                                     |
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| 1  | And this same thing, I have leave                                                                                                                                                                                                                                                                                          |
| 7  | he way we are. And this same thing, I have learn hom this internship, that is to ACCEPT OURSELVES                                                                                                                                                                                                                          |
| Ŧ  | S-Alice Thomas                                                                                                                                                                                                                                                                                                             |
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### St. Paul Institute of

Professional Studies, Indore



B. Com (Hons) II 'A' Year (2023-24)

#### **Project Report**

#### RS BIOPLASTICS INDUSTRY

| S.No. | Name of Students  | Class             | Roll Number |
|-------|-------------------|-------------------|-------------|
| 1     | Yawar Khan        | B.Com II Year 'A' | 52          |
| 2     | Umar Zaid         | B.Com II Year 'A' | 47          |
| 3     | Helena Kindo      | B.Com II Year 'A' | 21          |
| 4     | Vaishnavi Chandel | B.Com II Year 'A' | 49          |
| 5     | Nikita Yadav      | B.Com II Year 'A' | 39          |
| 6     | Mahek Hinduja     | B.Com II Year 'A' | 34          |

Guided by:

de/

Prof. Mathew M Joseph Assistant Professor SPIPS, Indore Sr.

Authorized By:

Principal

: Dr. Sr. Alice Thomas

Date

Stamp

St Paul Institute of Professional Studies

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled"RS BIOPLASTICS INDUSTRY" submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of Prof. Mathew M Joseph(Assistant Professor), and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of Commerce. The Analysis/Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

| Name of Students  | Class             | Roll Number | Signature(with Date) |
|-------------------|-------------------|-------------|----------------------|
| Yawar Khan        | B.Com II Year 'A' | 52          | Achan                |
| Umar Zaid         | B.Com II Year 'A' | 47          | "his                 |
| Helena Kindo      | B.Com II Year 'A' | 21          | ( sole               |
| Vaishnavi Chandel | B.Com II Year 'A' | 49          | aun'                 |
| Nikita Yadav      | B.Com II Year 'A' | 39          | Dileitayadam.        |
| Mahek Hinduja     | R.Com II Year 'A' | 34          | (u) shell            |

S. Alize Thomas

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### Certification by Project Guide

| This is to certify that Mr. Yawar Khan, Mr. Umar Zaid, Miss. Helend        |
|----------------------------------------------------------------------------|
| Kindo, Miss Vaishnavi Chandel, Miss Nikita Yadav, Miss Mahek               |
| Hinduja of Class B.Com II Year 'A' Roll No has carried                     |
| out the Project / Internship Training under my guidance and supervision in |
| partial fulfillment of the degree B. Com, offered by                       |
| the Devi Ahilya Vishwavidyalaya, Indore (MP).                              |

The above work is done in RS BIOPLASTICS INDUSTRY from 03

JAN 2024 to 18 JAN 2024

I wish him / her all the success in the future endeavors.

Signature:

Name of the Guide: Prof. Mathew M Joseph

Designation: Assistant Professor

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## Certification by the RS BioPlastic Industry on Company Letter Head

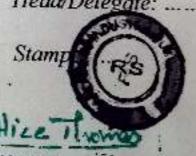
This is to certify that Mr. Yawar Khan, Mr. Umar Zaid, Miss Helena Kindo, Miss Vaishnavi Chandel, Miss Nikita Yadav, Miss Mahek Hinduja of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project work from 3 Jan 2024 to 18 Jan 2024 in our organization.

His / Her work and behavior during this period was good. We wish him/her a bright future.

Signature:

Name of the Org: RS. BIOPLastic In

Head/Delegate: .



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#### Acknowledgements

INTERPREDENTIC INDUSTRY ". Dubmitted to

"RS BIOPLASTIC INDUSTRY". Dubmitted to

St. Paul institute of Professional Studies, Indore.

is a record of an ariginal work done by us under the guidance of Brof. Mathew M Joseph (Assistant Professor), and this Project work is Submitted in the paulial fulfillement of the requirement.

| Name of Student   | Class             | Roll No. | Sign with Date |
|-------------------|-------------------|----------|----------------|
| Yawar Khau        | B.Com II Year 'A' | 52       | Albert         |
| Umar Zaid         | B.Com II Year 'A' | 47       | 100-           |
| Helena Kindo      | B.Com II Year 'A' | 21       | Rivate.        |
| Vaishnavi Chaudel | B.Com II Year 'A' | 49       | Duni           |
| Nikita Yadav      | B.Com II Year 'A' | 39       |                |
| Mahek Hinduja     | B.Com II Year 'A' | 34       | ( Dahek        |

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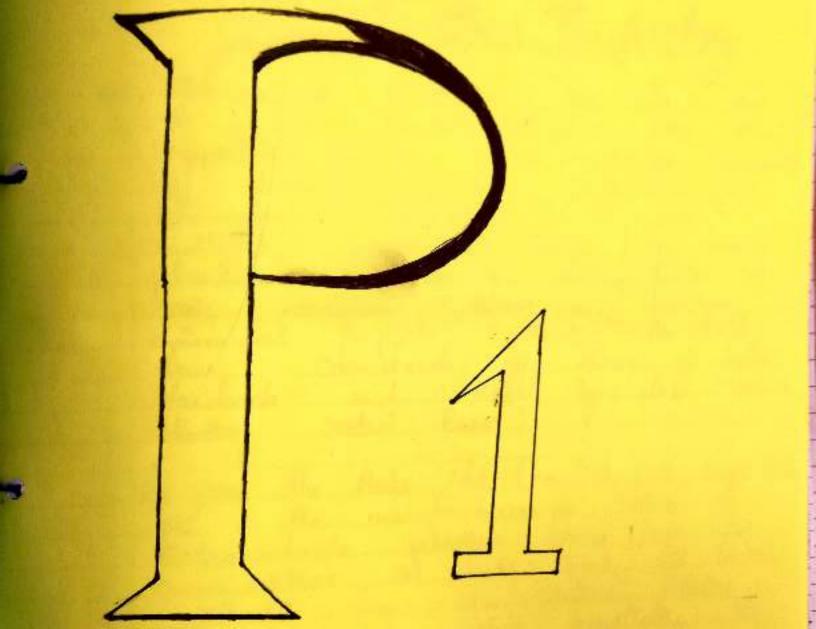
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S-- Alice Thomas



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### Introduction of RS Bioplastics Industry

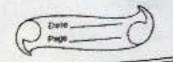
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# Distribution of Work

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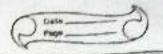


### Infroduction of the RS Bioplastic Inclustry/WorkPlace

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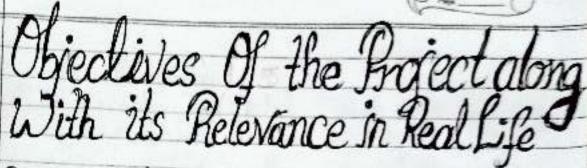
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| Despita these benefits, Challenger possist, Such as cost - effectiveners and Scalebidity of production. Organiza sussearch transcers of Chhancing the performance and dissolity of Bioplantics, essuring they goet Stringest Industrial Stevelarder to global estanti Intensity to combat plantic pollution, bioplatics emerge as a promisiva Saledions, Tostering a sustainable future from the planet. |
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Sa. Alize Thomas

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L'Environmental Surtainability:

Bio-plantics aun et statue departere en traditional plantics derived from facil fuels, promoting a more surtainable and extenditional attemptive.

2. Resewable Resources:

utilizing bio-based materials like cam starch

er Sugarcoure, bio-pleutics aim to

decrease suli once on firste resources,

contributing its a circles economy.

3. Relluced Carbon Godprint:
The Production of 60 - plantics of ten involve bues greenhouse J gas emissions Compared its conventional plantics. within in the global effort to combact climate change.

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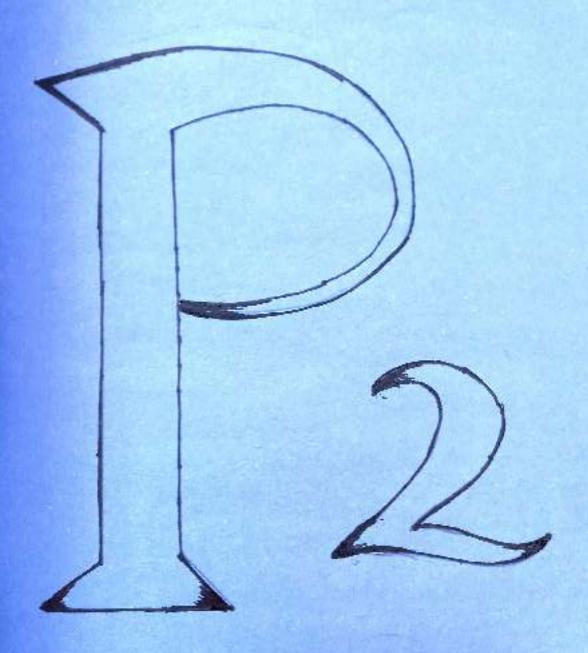
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5. PRINCIPAL 31 Paul Institute of Professional Studies INDORE



Sollie Thomas

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## Work flow of Bioplastics

Bioplastics, devined from venewable venour ch like plants, follow a distinct wouldlow. Initially war materials duch as dranch, dugarcan e dubsequently these fredstocks are practised to obtain biopolymens through methods like fermentation or chemical dynthesis once the biopolymens are produced, they undergo polymenication to form the final bioplastic material.

The next step involved shaping the bioplastic winto desired products through processess like injection molding of extrusion. I family actures then untegrate otherse simplastic products unto various undustries asuch as packaging, agriculture or consumer goods.

Effective Waste management and vecycling winfrastructure play a crucial wife in closing the Loop for pioplastics. As technology advances the windustry continually explores more sustainable practices.

S. Alice Thomas

of Paul Institute of Professional Studies



Field Work & Methods

Process of Dala

Collection

To vinustigate bioplastics, filldwark involue
dusternation data collection vising shrings must

To investigate bioplastics, filldwork involues

Justematic data collection using shrings methods

Justematic data collection using shrings methods

Justematic data conduct literature

Justematic its understand existing knowledge.

Justequantly, field during and employed to

John primary data examing Courses and

Itypes of bioplastics used in different industries.

Laboratury experiments play a churial wale allow ing for the circles of bioplastic properties, deproduction water, and environmental impart. Thereviews with expert in the field provide valuable insights into emerging itends and challenger.

In little observations of bioplastics applications in weal would setting enhances the understand ling of practical we and performance.

Compling methods unushes collecting bioplastice damples from properties

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management sites, and natural environments to assess their distribution and persistence.

By employing a multi faceted approach neseaver her can dismprehensively explores the life lycke and impact of bioplastics contributing to a more informed and I ustainable future.

### Literature Review

The literature on bioplastics is extensive and covers Various aspects duch as material development, environmental umpact and undust rial applications. Research commonly addresses the need for oustainable attendatives to functional plastics, emphasing the potential of bioplastics to mitigate equironmental concerns.

Audies delus into the chemical composition of bioplastics, exploring materials desired from venewable versurces like storch, cululose, and various biopolymens. The mechanical and thermal properties of these bioplastics are thermal properties of these bioplastics are thermally examined to assen their duitability for diverse applications, from packaging to medical deutes.

5. Alice Thomas

St. Paul Institute of Professional Studies

Environmental umpacts, including biodiguadability are focal points in the Literature. Researched evaluate the degradation of processes of peoplastics under different conditions, aiming to understand their lifecycle and minimize ecological harm. ndividual Work Progress Of Each Student as per Work alloted We distributed our work to our following team members:

Youran Uman

Helina

Vaishnaui

Nikita.

Mahek

Was done by Yaway Which urcludes :=

St. Paul Institute of Professional Studies ..

Introduction of our project Our project work Plan Distribution of work Totaluction of organization, and objectuies of the project along with its Relevance FORMAT P2: Was done by more which work flow of the Project field work | collection of data and Methods/ literature review, and, Individual work progress of each Audent FORMAT P3: Was done by Helena and Vaisha In Which Individual work done by Helena and Oblident



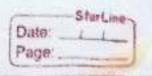
Statistical Analysis data was done by And Methods of Analysis / Applied technology.

werelt analysis along with its compartision.

With expected visually, and challenges faced in filled work Project work along with Solution are done by Vaishnous. FORMAT P4: Was done by Makek and Nikita. In which field work, engaged in hands on activities or vesseauch crutated to bioplastics, possibly experiments, data collection and on dita observation. process and manufacturing process and compiled comprehensive overiew of Bioplas ties was done by Makek, and Planning of Bioplasties Backgeound

Backgebund S- Alize Inomes.

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## Statistical Analysis of Data

Bioplastics are a group of polymers devined from renewable blomass Sources, offering a promising alternative to traditional petrolum based plastics. Thus evo federally materials aim to mitigate envousplastic pollution and fossil ful from plants like com. Suguerexhibit ranging deques of biodegradability and compostability The analysis of bloplastics inwhites assessing their rechanical properties, thounal stability, and queiall performance Trompared to Reseauches explane factors such as tensile strugth, flexibility and decomposition water to determine their suitability for diverse applications. Additionally. life cycle assessments evaluate the enviseSundiestalinginpact of

Date \_\_\_\_\_Page: \_\_\_\_\_

Bioplastics, considering factory like suspense consumption and cambon emissions throughout their production and disposal. While bioplasties offere advantages in reducing carebon footpulet and dependence on non- renewable susources, challenges vernous, including scabbility,

lost - effectiveness, and addressing

potential competition with food

puroduction. As the industry delyoned, ongoing meseauch burd technological innovalions will play a villetal line optimizing the sustainability and functionality of bioplastics for a more environmentally conscious future Statical Analysis of bio-plastics alota reveals a growing treed in three production and setilization. One key metric is the global bioplastics market size, Which has shown a steady increase in second years.

So Alice Thomas; 3 Paul Inetitute of Professional Studies

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| shift towards   | Concurs    | ane | /      |
| materials.      | co - weno  | lly |        |

furthermore, segional analysis highlights variations in bioplastics adoption.

Developed regions often exhibithigher manage due to advanced and

In conclusion, statical analysis of bio - plastics data paints a prioriting picture of an industry on the risk. As global aware - mus of emissionmental issued increases, bio plastics are poised to play a pivotal vole in Shaping a move sustainable

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Date: / /
Page:

# Individual Work Report By Each Student

DISTRIBUTION OF WORK

He distributed our block to our following team members -:

11 Yawar

(ii) Thurs.

Will Helena.

UV Vaishnavi

W Alikita

wis Mahck.

FORMAT PI was done by Yaware Which includes -:

is Introduction of our project

(i) Our project black blan

iii) Distribution of blank Hice Thomas:

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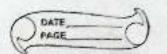
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| Liv) | Introduction of Organization, and                                       |
| 19)  | Objectives of the project along with its                                |
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| (ii) | Titerature recien and,                                                  |
|      | Individual Monk progress of each.<br>Shedent as per Monk allobed.       |
|      | FORMAT PILL was done by Helewa and                                      |
| (1)  | Individual work Report by each.<br>Student and                          |
| (ii) | Statistical Analysis data.                                              |
| -    | And S-Alice Thomas  PRINCIPAL  SI Paul Instrute of Professional Studies |

Trans

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Roult analysis along with the
Companison with expected roully, and thallenges faced in fill black I pubject black along with solutions one done by warshnows FORMAT PIV was done by Makek and Mikita In klllich (1) Feildwark . Engaged in hands on activities are receased substed to bioplastics, possibly involving expeniments, data collection and on site observation yathering information on lypes manufacturing process and complication comprishers in the survey of Biophasties was done by maket, And (i) Planning of Bioplastics (ii) Backguound (ii) Reviews and (w) taugets was done by wikite S. Alice Thomas

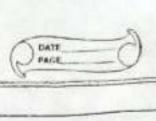
Methods of Analysis Applied Technology AND Results of Bio Plastics: he analysis of the Plasties Envolves this properties runw ronmental Empart, and performance compared to traditional Whe Informed (18) spectroscopy and magnetic ixesonance (nime) spectroscopy. rese techniques help in indensipping the themseal composition and be plantite scrubal you understanding they properties and behavioure Another approach Enclues thermal analysis such as defferential scanning calconetry (OSC) and themogram mets analysis 1 (TUA). These methods detromine the thermal Stobsisty, meloing behaviour and degradation temperatures of 600 phases, and applications S. Alice Thomas:

Mechanical besting us also wited, employing behing us alter trail testing, yleans all testing, That tests enabled the disting testing, That tests enabled the distrements, stippness and toughters of bio pleases a guiding their and distributions and substitutely yet specific applications and substitutes. of withermore a environmental graty's is ching to asses the ecological foot point of bio plastic a hite cycle assessment (ICA) helps in quantifying the environmental smpatt association, conventional plantics Regarding susuits bioplantes have shown promising automes in terms of Wiedgrodisility renewable sourcing and reduced carbon footporto Spectroscopic analysis confirms their composition, after destued y rom consumble espaires where plant based materials or mirusial fermentation products. Thermal analysis sieveals faccomble propostion such as deant thermal stability and melting behaviour, Indicating potential you processing Sato Unison poodifetso mechanical testing exten demonstrates to truditional planter; though sometimens with unitagional planter though sometimens formulation Processional Studies ... what Done



Enistanmental analysis frequently the suchused environmental bur Wahlights a particularly terms of reliance on LIDOUTCED O the multifaceted analysis - Wo plastics yields naturale Broughts Inde helr composition , properties and environn Impact, showcasing their potential Sustainable afternatives to conventiona Brasqhas Inde as sustainable a plantico

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from Unousledgeable Staffo 40 Communication Barriers & It you're not terminally and concepts used in bioplastic production commencating with employees or engineers at the year City night be challenging o 50 Time Constraints: Depending on the company's schedule and prostoes you may have ilmited time to observe or disuss specific appeals of the manufacturing processo Overcoming these challenges may evenire some solution elle ask yor samplified eoplanations during the four and clarify and unartal notice. Stey within dealgnated wilter awas to minimize epiposure topotential haxardso members une can provide guilded explanations tak questions to clarify any bolyslyngs toouguest somplified demonstrations of Key Processo of necessary suggest translation services or communications 5-Alice Thomas

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S. Alice Thomas

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### INTRODUCTION

Biodegradable plastics as per Rule 3

(ac) of PWIM Rules is "plastics, other than Compostable plastics, which undergoes degradation by biological processes under ambient enuironment (terretal ax in mater) Conditions, without leaving any micro plastics, any without leaving any micro plastics, any without toxic yesidue, which has adverse enuironment impacts, adhering to laid down standards of Bureau of Indian standards and Certified by the Central pollution control Board".

Bio - plastics are innovation materially derived from Henewable resources, such as Comstarch, Sugarcane, are algae, providing a Sustainable alternative to traditional petroleum - based plastics. Introduced in response to environmental Concerns, bio-plastics aim to mitigate the ecological impact of plastic pollution. Unlike Conventional plastics, which can persist for Centuries, bio-plastics are designed to be biodegradable or Compostable, breaking down mare Sefficiently with particular down mare Sefficiently with proposessional studies.

These eco-friendly materials have gained traction in various including packaging, agriculture, and Consumer goods. Companies wandowase are embracing him plastics to yeduce their Canton footprint and promote a circular economy. The production of his plastics often emits fewer greenhouse, gases, Contributing to a marte enwironmentally friendly manufacture, process. While challenges remain, Such as cost—effectiveners and Scalability, the Continuous development and adoption of termands a marte businesses are plastics mark a positive step termands a marte sustainable and responsible approach to plastic usage in the Ast Century.

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# Background liferature yeures

The background liferature an bioplasticy reveals a growing interest in Sustainable alternature In Sustainable alternature In Sustainable petroleum-based plasticy. Including the perphistence of plastic waste in Ecosystems and its Contribution to elimate change, have spumped research into biooleguadable and Compostable materials. Bioplastics, devived from renewable resources like Starch, Celluluse, and polylactic acid (PLA), offey potential Solutions.

Studies highlight the diverse applications of bioplastics, spanning packaging, agenculture, and medical fields.

The emphasis is on reducing reliance on fossil fuels and mitigating environmental impacts. Research also deluces into the life (eyele assertment of bioplastics, Comparing their environmental footprint to Conventional plastics solonung factors.

Conventional plastics solonung factors.

Like resource Microschemenay Consumption,

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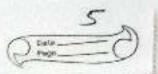


and end- of-life disposal is curial fast a comprehensive understanding

Challenger, Such as cost Competitioners.
and Scalability, acknowledged in the
literature. Researchers explore ways to
enhance the mechanical and thermal properties of bioplostics for broader. industrial adoption furthermore, altention is given to public perceptions, policy frameworks, and market dynamics Shaping the triajectary of bioplostics in global context. The literature underscores the multidisciplinary nature of bioplastice research, involving chemistry, enginewing, enginewing, enginewing, enricy and policy Studies to address the Complex Eustainable naturals transitioning.

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Planning of bio Plastics Relevance

The planning of bio-plastic involves a astrategic approach to addyes both Environment Concerns and Economic west in their potential to affer a sustainable actumative to the fraditional plastice, aligning with genoming — Consumer and regulations, demands

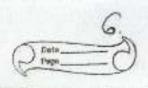
-> Key Considerations in planning

Regulatary Compliance

Market Demand.

Research and Innovation
Collaborations and Partneyship

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### E Environmental impact

Conducting a through life Cycle analysis to understand, and minimize the Environmental footprent of hio-plastics. This includes assessing row material Sourcing, production processes, and end-of-life disposal.

Regulatory Campliance

Staying abyeast of evoluing
Encuronmental regulations and
Standards related to plastice.
Ensuring bia - plastice meet or
exceed these requirements is
crucial for market acceptances
and tong - term Success.

Market Demand

Identifying touget markets and Industries where bio-plastic can make a significant impact.

preference and fortening amareness
of the environmental benefit are
exentials Harrimaniket penetration

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### Research And Innovation

Investing in research and development to improve the penfarmance of Cost - effectiveness, and Scalability of bio - plastice Continuous (nouvalian is vital for staying Competitive and addressing challenges associated with these materials.

### Collaborations and Partnership

farming Collaborations with stakeholders across the dupply chain, including your material Suppliers, Manufacture and end-users. Building a network Can help Streamline production.

processes and enhance market

Heach

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### Tonget Retwin: -

Fronomic violity -> Achieving Cost

with traditional plastics through.

efficient productive methods, Economics
of Scale, and advancements is

technology.

(Market Penetration) -> Capturing a

Significant Sharpe

(Market Penetration) -> Capturing a significant Shape of the tonget market by providing bio - plantics that meet or exceed performance expectations and requirements.

(Brand Reputation) - Estabilishing a positive brand. Image as an enwironmentally Conscious and responsible Company Consumed perception plays a ciwelal role in the success of bio-plastics in the market.

Long-term Sustainability of Insuring
the Longterm Sustainability of bio-plastics by
Continously improving processes,
Explaining new feed stocks, and
adopting to explaining mantel-

dynamics . Si Facil Institute of Professional St



# Hork Place RS Bioplastics Detsils

Date / High No.

Biodegradable plastice as per kule 3(ac) of PML Rulu in "plastice other than than Compositable, plastice which undergous degradation by siglogical processes under ambient encirchment of terretural or in which plastics for Visible, or distribution le or items any micro plastics for Visible, or distribution le or items of the has adurent environment impacts, adhering to laid duon Standards of Bureau of Indian Standards and Centified by the Central Pallution Control Board.

Determination of the degree of degradability and degree of disintegration of plastic.

Omaterial shall be as pre the protocole of Indian Standards listed in Schedule.

Work: Thermofroming glasses and Super

5+ - Hill Thomas

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## Collection of Details

Julimatical hisplastics fieldwork involves Synthmatical data collection wing Various methods frutly researches may conduct literature residence to understand existing knowledge. Dubsequantly, field Durwy and employed to gather prinary data, examing approach and types of bisplastics used in different industries.

Laboratory experiments play a Crucial wake allowing for the analysis of bioplastics purposition degradation water and environme atal impacts Tateruisuus with experts in the field provide Valuable insights with energing trunch and whollenges.

To observations of bioplasties applications in noterable wind althing enhances the understand losses and perfect properties and perfect involves collection bioplantics of management of the management of the and natival environments of a partition of the peristance of the peristance

Sa-Alles Thomas

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Analysis of the Conclu-Sion & Result Of Bioplastics

The Conclusion and viesults of a study on bioplastics typically highlight the lindings and simplications of the viensearch. To a one might emphasize by points duch as the effectiveness of pioplastics as a dustainable alternative to traditional plastics, the degree of biodiguadability and any limitalians or challings identified in the Study.

Summary of Results: Stort by Summarising
the main results presented an the conclusion

Interpretation sof Resulte: Discuss how the usualte align with the study's objection and hypotheses.

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### Challenges In RS Biopla Stic Industry

de a Visitor of RS Bioplastic Industry we encounter desiral Challinges including:

Sofety Precontions: Ilm to the nature of many activing processes and handling of shemicals, you'll likely rud its strict Safety protocols which as weaking protective glows and following designated pathways.

understanding technical Processes: Bioplatics
manufactioning vinuplies Complex processes
and equipments which may be difficult of
understand utilizent prior knowledge or
explanation from knowledge Staff.

Communications Banniers: If you're not familian with the tenninology and concept, used in proposess or enginess at the facility of might be challenging.

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### Recommendations Based On Conclusion Of Bioplastic

Bioplastice offen a promising alternature to broditional plastics, but atheir equisonmental profits depend on Various factors like disposal production methods, and end-of-life disposal.

about bioplastics benefits and finitations among consumers, businesses and polymakers to encourage their responsible use and supposals.

Research and Innovation: Support research and development exerts to improve the exploiency approachability and start anability of bioplastic production processes.

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Regulations and Standards: Establish clear regulations and standards for bioblastics broduction, labeling, and End of life management to easiere street envisonment of benefits are realized. Bibliography/Reference list of RS Bioplastics Wackett Laurunce P. "Bio based and biodegradable plastics." Microbial Biotechnology 12, no .6 (October 20, 2019) htpp://www.intentek.com/terms Plastics Industry Association (n.d.).
"Bioplastics." (Website J. Available at: https://www. Plastice industry. org Sustainabili

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B.Com CA II Year (2023-24)

#### Project Report

#### BUSINESS ANALYSIS OF MCDONALD'S

| S. No | Name of Students    | Class         | Roll Number |
|-------|---------------------|---------------|-------------|
| 1     | ALVIN JAMES DAMASUS | BCOM CA II YR | 03          |
| 2     | ANJALI JAISWAL      | BCOM CA II YR | 06          |
| 3     | BERNADETTE JOSEPH   | BCOM CA II YR | 12          |
| 4     | RONAK PARMAR        | BCOM CA II YR | 44          |
| 5     | SIMRAN CHHABRA      | BCOM CA II YR | 54          |
| 6     | VIKAS PATEL         | BCOM CA II YR | 60          |

| 1 | ALVIN JAMES DAMASUS | BCOM CA II YR | 03 |
|---|---------------------|---------------|----|
| 2 | ANJALI JAISWAL      | BCOM CA II YR | 06 |
| 3 | BERNADETTE JOSEPH   | BCOM CA II YR | 12 |
| 4 | RONAK PARMAR        | BCOM CA JI YR | 44 |
| 5 | SIMRAN CHHABRA      | BCOM CA II YR | 54 |
| 6 | VIKAS PATEL         | BCOM CA II YR | 60 |

Guided by:

Name of Faculty: PROF. SONALI SOLANKI SHARMA

Authorized By:

Principal: DR. SR ALICE THOMAS

SPIPS, Indore

Date:

Stamp:

St. Paul Institute of Professional Studies

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "Business Analysis of McDonald's" submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of Prof. Sonali Solanki Sharma (Class Teacher), and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of bachelor of commerce. The embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

p

| NAME OF STUDENTS    | CLASS         | ROLL NO. | SIGNATURE<br>(WJTH DATE) |
|---------------------|---------------|----------|--------------------------|
| ALVIN JAMES DAMASUS | BCOM CA II YR | 03       | Wat 2724                 |
| ANJALI JAISWAL      | BCOM CA II YR | 06       | 3/1/2/24                 |
| BERNADETTE JOSEPH   | BCOM CA II YR | 12       | Biorophy                 |
| RONAK PARMAR        | BCOM CA II YR | 44       | 108mile                  |
| SIMRAN CHHABRA      | BCOM CA II YR | 53       | Q1/2/24                  |
| VIKAS PATEL         | BCOM CA II YR | 60       | Ph 12/24                 |



#### Certification by Project Guide

This is to certify that we, Alvin James Damasus, Anjali Jaiswal, Bernadette joseph, Ronak Parmar, Simran Chhabra and Vikas Patel of Class B. Com CA II Year, have carried out the Project under my guidance and supervision in partial fulfillment of the degree in Bachelor of Commerce, offered by the Devi Ahilya Vishwavidyalaya, Indore (MP).

The above work is done at McDonald's from 17,December 2023 to January 2024.

I wish them all the success in the future endeavors.

Signature: Schaul

Name of the Guide: Pxxl Social

Designation: DSM- 1903.



#### Acknowledgements

We wish to extend our heartfelt appreciation to Rev. Fr. Simon Raj, our esteemed director, and Dr. Sr. Alice Thomas, our dedicated principal, for granting me the invaluable opportunity to undertake this exceptional project. We are truly grateful for their support, which not only allowed us to contribute meaningfully but also facilitated significant personal growth and acquisition of new knowledge. We would also like to express our gratitude to Dr. Unmekha Tare, the college coordinator, and HODs Dr. Goldie Zaki and Prof. Sonali Solani Sharma. Their confidence in our abilities and guidance throughout this endeavor have been instrumental in broadening our understanding and honing our skills.

Furthermore, we extend our sincere thanks to our parents and friends for their encouragement and assistance have played a crucial role in the success of this project. We are genuinely thankful to all involved for the

golden opportunity and the wealth of knowledge we have acquired.

| NAME OF STUDENT     | CLASS           | ROLL NO. | SIGN WITH DATE |
|---------------------|-----------------|----------|----------------|
| ALVIN JAMES DAMASUS | BCOM CA II YEAR | 3        | Mary 2 24      |
| ANJALI JAISWAL      | BCOM CA II YEAR | 6        | St. 124        |
| BERNADETTE JOSEPH   | BCOM CA II YEAR | 12       | Blough         |
| RONAK PARMAR        | BCOM CA II YEAR | 44       | CPar 12.4      |
| SIMRAN CHHABRA      | BCOM CA II YEAR | 53       | Q1A<br>6/2/24  |
| VIKAS PATEL         | BCOM CA II YEAR | 60       | Jhan 12/24     |

Place: INDORE

Date: 06/02/2024

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## NTRODUCTION

The Judian Fact Food Harket food worket was predominantly dominat -ed by the traditional duabas, potential nestameants food market in the cuitom a fine star hotel. Having fast foods is e, burgers, pizzes etc, was
considered to be an aption for
eating out. It was not at all
synonymous with the American concept
of fast food as a quick lakerray
leite or a substitute for lunch. He Douald's Corporation is an American undistrational fast food chairs, founded in 1940 as a sustinant operated by San Bernardino, California, United States. They suchristened their businers as a hamburgue stand, be later twent the company into a franchise with the Golden Anches logo being introduced in 1953 at location in Elisaria Arizona Ba-NB-55 Jambary

Risco , a business margor Institute of grobbarbard suches Company



Lought out the Me Donald's. beauty headquartered in Oak Brook, Illinois, it moved to nearly Chicago un June 2018. He Donald's is also a real estate company through its ourselip of around to 1. of mestaurant buildings se 15% of the underlying land I which it leases to its franchises). Apart from fast food being available at the local colony sustainants and at some fine star restaurants, and at Some for Ninula's was the only fast food chain existing in the country with its restaurants expanding with envy passing dince its inciption. It has been almost 50 years now any one who doesn't know that Niverda's on exist. Noula's was the joint one to living fast food to India back in the 50's since them it has endued into an eating place with bremendous because equily be branch unaguition. It proved to be a perfect eating who wants to eat out at an affordable restarrant & would not what to go to

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Mc Lonald's is the world's largest fast food rusiament chain, drining over 69 million austoniers daily in own 100 countries in more than 40,000 best known for its hamburgers, their merce also includes other item like chicken, funt, fish a salads. Shive best - selling licensed them are their french fruis, followed by the franchisees, as well as sales in company operated restaurants. He Donald's is the world's swould largest private employer with 1.7 million emp--loyers ( lectained walmost with 2-3 million employees), the majority of whom more in the settaments quanchises At of 2022. He Donald's has the sinth argest broand water global brand valuation. Mr. Donald's has been subject to exitision over the health effects of its products, its breatment of employees, a its support to the I duali Defence forces in the fice food during the 2023 Asigal Marias war , for which is it currently under boyests



# HISTORY & BACKGRO-

fu 1955, Ray knoc, a 52-year old calisman of milkshake mining machines became interested in a string of seven restaurant owned by Richard Re Maurice Mc Louald. These two founded the quick service sustainant industry when they convoted their barbicus dine in with care hops into the world's first M.C Smald's limited ment, selfdernice drine-in in 1968, in California. Knee liked their fact food sustamant concept and bought the chain Dick and Mac Donald moved to California to seek new opportunities they felt un--available in New England, failing in present successful in operating drive - in - restaurants. In 1948 they lask their operations by streamtury. - reducing their Speeder Source dystern featuring 15 cent hamburgues. -amount success led the prother to begin franchising their concept San Bernarding pertawant. At the

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tions



Mac He Donald projected thire Speeder Sensice System featuring a limited ment including fifteen cent hamburgure, whats and fines. The brother sold 14 franchises of which 10 became ap resting sustained with including their original location in San Burnardino

Ray know visited the Mc Donald butther in 1954 which led to him becoming their franchise agent. In 1955, know opened the first Mc Donald's last of the Hississippi suisese.

hest known global food survive testailer.

Its global market policial is informed desing the number of metaurants it has a bu any day Mc Donald's surves has a bu any day Mc Donald's surves his than one percent of the World's food recognition. At some of the most recognition. (It is one of the most recognition. (It is one of the most recognitived brand all own the mortel, corperienced management, high quality food, site development of site development experienced, advanced operational deptems in unique global infrastructure helps to capitalize on global opportunities.

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He Souald's and Burger king started in the franchise food business in -1955 and 1954 respectively. Burgon king is an American multimational chain of hamburger just joed instance -ants - Knodgnartines in Minni Dade -County, Horida, the company was found - 1d in 1953 as Susto - Burger King, a Tocksonville, Glorida - leared mestaur-- aut chain. After Austa - Burger king ran ilto financial difficulties, its timo Hisrai - leased franchique's Land Edgerton (1927 - 2018) and James Mc Lamore /1926-1336) purchased the company in 1359 and renamed its "Burger king". Quer The next half century, the company changed bands four lines & its third Capital , of Burgil Bain Capital Re\_ Goldman Sache Capital Partium, took it public in 2022 The 19701 were the "Golden Age" of the company's advertising, but begin--ning in the wind - 1980s. Burgue King advertising began looking focus. A deries of his successful advertising campaigns consisted by the procusion of advortising mit is a quies of un

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condinents. The "Subway way" of assembling sandwiches in grant of customers emphasized preshness and customization.

Global Enpausion: Throughout the 1980: and 1990s, Subway expanded its footprint globally, opening sustaurants in numerous countries around the would. It's franchise model Bacilitated its growth and helped establish its powerce in diverse markets.

Healthier Image: Subway marketed littly as a healthier fast food option, focusing on fresh ingredients and lower-calous meny items. The chain became known for its advertising compaigns promoting healthier eating choices

Menu Evolution: While earndwiches remain the core of Rubway's meny, the chain has periodically introduced new items such as salade wrops, breakfast sondwiches, and healthier ingredient ontions to carer to changing eus tomer - pruferances.

Challenges and Changes: In sucent years, Pubway has principal principal consumer trends, (P-70)

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invulated conjetition, and franchisee-related issues. The company has responded by revamping its menu, modernizing stores, and adapting its strategies to meet evolving consumer demands.

Over the years, Subway has grown to become one of the largest past food chains globally, known for its fresh ingredients customization, and healthier image within the fast-food industry.



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## BURGER KING'S

Burger king's tageine quision have evolved over time, nyturing the Brand's values of goals.

ragine: - Burger king's rag line has changed poribal carry, & inventry, as of my last update, their ragline is "raste as king". This rag line emphasizes me Brand's commitment to providing desictions of flavorial food, highlighting the importance of rapte in their menu offerings.

vision: - Burger King's vision, often neglected in its million statements, revolues around being suragnized as the best quality quick-remices Hestawant globally they aim to achieve this by offering nigh quality, queat rasting, and apportable good while continuously inner innovating of adapting to meet austomer prejetiences. meir vision emphasizes continual improvement a adapting to changing consumer media & preferences.

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## OBJECTIVES OF STUDY

→ The customer societaction in fact food societa industry prevailing in He bonards :-

of Hodonalds in the rustomen satisfaction finding out the deficiencies.

-> customen satisfaction in fast good sumice andustry of other players vistavis uchona-

comparing the services quality of Hebonald's along with that of Burger king, subway.

- area of improvement ",-

no find out the ways by which McDonald's can improve upon its motometro ratifaction in fast food curice manstry of Bring more ratifaction to moremens of the add value to its

So. Hice Thomas

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# LITERATURE

REVIEW





## LITERATURE REVIEW

McDonald's, a global powerhouse in the fast food industry, has been a subject of extensive analysis and scrutiny in both academic and business circles. Within the vast body of literature surrounding McDonard's several recurring themes emerge shedding light on the company's strategies, challenges, and impact on the fast food landscape. One prominent area on the fast food landscape. One prominent area of focus has been McDonald's brand identity and market positioning. Scholars have employed the factors behind McDonald's enduring brand sucognition and market leadership, emphasizing the company's commitment to consistency affordability, and convenience Moreover McDonald's global expansion efforts have drawn considerable attention. with researchers examining its entry Strategies into new markets and adaptations to local perferences. Menu innovation and product \_ development - Prove \_also been entensively studed Nilworklighting McDonald's efforts to divertify principal afferings and

## STRENGTHS

1. - Chlobal Brand Recongnition: Mc Donald's is - one of the most globally reconfinized - larund - providing a Competitive edge.

2. - Operational Efficiency & Structuralized processes
- and a well - established Supply
- Chain Contribute to Operational efficiency.

Diverse Product Offering: A varied menu Caters to appealing to a broad customen base.

4.

Franchise Model: The franchise madel\_ allows for rapid expansion with lower Capital investment.

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## WEAKNESSES

- s. Health Concouns a Controlson Par Officing anticalth money thems thems has led to concoun about the Impact on Joublic health.
- 2. Dependency on Franchises: Reliance on Franchises can lead to verictions is Service quality and brand representation.
  - 3. Kulnerability to External factors:

    Econcernic fluctuations and geopolifical

    po events can impact sales

    And projettibility.
  - 4. Limited Annovation & Slow adaptetion to Changing Consumer perferences and trends in the Jood industry.
  - Negative Public Perception: Issues related

    To labour practices and onuinonmental
    impact have generalized negative

    publicity.



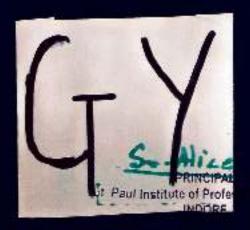


## OPPORTUNITIES

| _ | J  | Healtheir Mence Options & Responding to the                                                                                                               |
|---|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |    | Healtheir Menu Cliptions & Responding to the growing demand for healthill food. Choices can attract health Conscious.                                     |
| ) | ર  | Digital Transformation is Leveraging techno-<br>logy for antine arobring, delivery<br>beredices, and loyalty programs<br>can enhance automens experience. |
|   |    | Can enhana automors lacperisma.                                                                                                                           |
|   |    | Empansion in Emerging Markets:  Limbapped markets in claudoping.  Countries present apparaturates for  grouth.                                            |
|   | 4. | Sustainability Initiatives:  Implementing emissionmentally friendly  practices can appeal to eco-conscious  Consumers.                                    |
|   | 5, | Partnerships and Collaborations's  Pormong Structegic allicances with other locands on entering new markets  Through partnerships.                        |
| + | -  | St Paul Institute of Professional Studies  INDOSE                                                                                                         |

# RESEARCH

METHODOLO:





#### RESEARCH METHODOLOGY

The Historich process is naturited out according to a accignated service of steps, which are required to be taken in a shronological order.

fundamental to the luciess of any Herearch project is sound research design. It is the branework or plan for a strudy mat quides the couldien of analysis of plata.

is emprovatory in mature. The major emphasis is on the discourty of ideas. The enprovatory study is also used to inverse the analyst jaminiarity with the problem under investigation.

sample besign :-

ranger population are those who have negularly willted in the fast-pood

sampling unit: -Indone market is breated as sampling unit.



sample unit:-

para collection:-

Primary para
Primary para
has been rollited
through swireyed
to the consumer.

swondary sata swondary sata has been rollerted from the

company's information brothwise and interest.

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DATA

ANALYSIS

INTERPRE-

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Mice Thomas

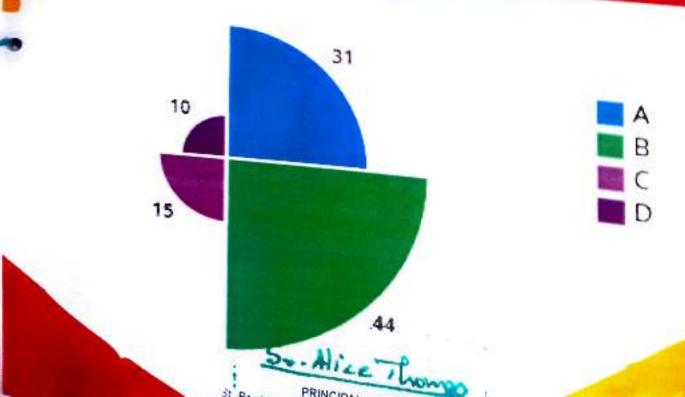
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ST. PAUL INSTITUTE OF PROFESSIONAL STUDIES



HOW FREQUENTLY DO YOU GO TO RESTAURANTS?

- A. HOLIDAYS
- B. SPECIAL OCCASIONS
- C. WEEKENDS
- D. EVERYDAY





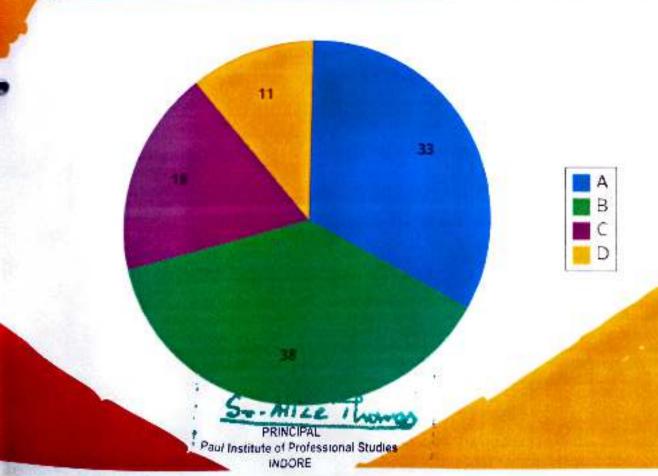
#### WHICH RESTAURANTS DO YOU GO IN?

A. MCDONALD'S

B. DOMINO'S PIZZA

C. PIZZA HUT

D. TACO BELL





WHAT IS YOUR VIEW ABOUT THE

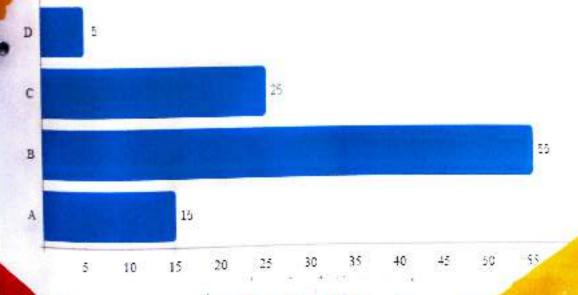
HOSPITALITY PROVIDED BY THIS RESTAURANTS ?

A. AVERAGE

B. 6000

C. VERY GOOD

D. EXCELLENT



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must why do you fruger McDonald's?

There can be vorious reasons ushy people like one porticular restaurant

A coording to the answers given by the respondents to this question, majority of people, that being 37/, prefer - McDonald's because of the price range, i.e. affordability of the food items. 26/ of the people go available food, while 20/, for the product variety. The remaining 17/.

are attracted to the fast-food joint because of the source.

S- Hice Thomas

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ambience?

Instal Ambience surgers to the chanceren and atmosphere of a place. It is a characteratick that plays a luge role in a customer's opinion of the particular place

According to the enewers given by the suspendents, 31% people prefer McDonalds for the ambience, while Taco Bell follows with a close 27%. Domino's Pizza also is a big competitor with 29%.

Votes in terms of Ambience. Then comes Pizza that with 13% votes.

S- Hize Thomas

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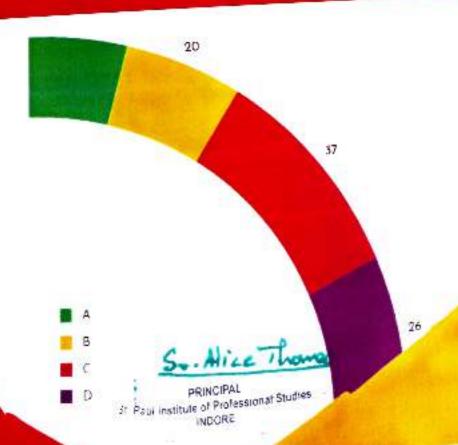
WHICH RESTAURANT IS HAVING THE BEST FOOD MENU?

A. PIZZA HUT

8. TACO BELL

C. MCDONALD'S

D. DOMINO'S PIZZA





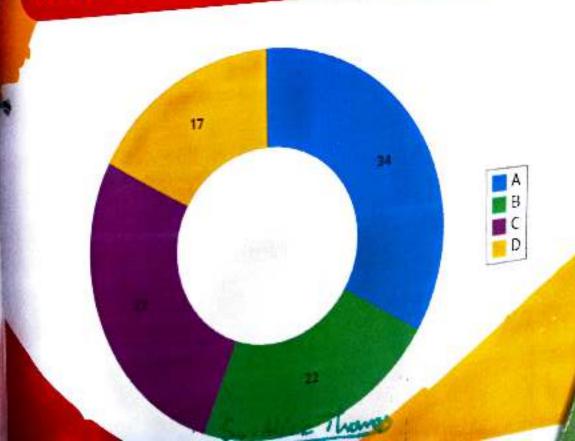
WHICH RESTAURANT IS BEST IN TERMS OF SPACE MANAGEMENT?

A. PIZZA HUT

S. TACO BELL

C. MCDONALD'S

D. DOMINO'S PIZZA



space management?

Effective space management is vital for a restaurant! success as it directly impacts customer satisfaction, operational efficiency, and profitability. Strategic layout planning pailitates smooth traffic flow, minimizes congestion, and reduces wait times enhancing the overall diving experience for the customers.

As per the suspenses of the survey.

Pizza that and McDonald's & one the
best in turns of space management,

with 34% of 27% votes respectively.

Taro Bell comes next with 22% votes,

followed by Domino's Pizza with 17%.

S. Alice Thomas

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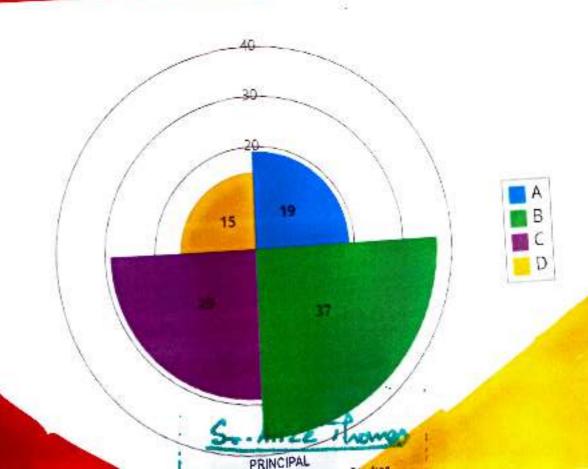
MCDONALD'S
WHICH RESTAURANT IS HAVING BEST
EMPLOYEE BEHAVIOR TOWARDS
CUSTOMERS?

A. PIZZA HUT

B. TACO BELL

C. MCDONALD'S

D. DOMINO'S PIZZA



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| Imth. Ev- twodp 1 zv - no 1 zv 1 mos . Eblanaban . WMM 12 2 agth.                                          |
| 261 MINIM . bailtannisca . Com I topic / Mc Donalds                                                        |
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#### Questionnaire

- O1) How Frequently do you go to Restaurants?
  - a Holidays
  - b Special Occasions
  - Weekends
  - d. Everyday
- (1) Which Restaurant do you go to?
  - a McDonald's
  - b. Domino's Pizza
  - c. Pizza Hut
  - d. Taco Bell
- (3) What Drives you to go to this Restaurant?
  - a. Quality
  - b. Service
  - c. Homely Atmosphere
  - d. None
- Q4) What is your view about the Hospitality provided by the restaurants?
  - a. Average
  - b. Good
  - Very Good
  - d. Excellent
- 35) Why do You Prefer McDonald's?
  - a. Service
  - b. Product
  - c. Price
  - d. Quality



#### Q6J Which Restaurant is Having best Ambience?

- a. Pizza Hut
- b. Taco Bell
- c. McDonald's
- d. Domino's Pizza

#### Q7) Which Restaurant is cleaner?

- a. Pizza Hut
- b. Taco Bell
- c. McDonald's
- d. Domino's Pizza

#### Q8) Which Restaurant is Having the best food Menu?

- a. Pizza Hut
- b. Taco Bell
- c. McDonald's
- d. Domino's Pizza

#### Q9] Which Restaurant is best in terms of Space Management?

- a. Pizza Hut
- b. Taco Bell
- c. McDonald's
- d. Domino's Pizza

#### Q10) Which Restaurant is having best Employee Behavior Towards Customers?

- ). Pizza Hut
- b. Taco Bell
- c. McDonald's
- d. Domino's Pizza

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#### St. Paul Institute of

**Professional Studies, Indore** 



B. Com. 1Year (B) (2023-24)

#### **Project Report**

"Exploring user preferences: A comparative analysis of different payment apps"

| S.No. | Name of Students | Class            | Roll Number |
|-------|------------------|------------------|-------------|
| 1     | Avni jain        | B.com 1 year (B) |             |
| 2     | Harshita Gehlod  | B.com 1 year (B) |             |
| 3     | Bhuwan chouhan   | B.com 1 year (B) |             |
| 4     | Hashim Mansuri   | B.com 1 year (B) |             |
| 5     | Poorab Siya      | B.com 1 year (B) |             |
| 6     | Arwa             | B.com 1 year (B) |             |

Guided by:

Danish (02/24.

Authorized By:

Name of the Faculty - Dr. Danish Khan

Principal

: Dr. Sr. Alice Thomas

Designation Asst. Professor

Date

. Alize Thomas

SPIPS, Indore

1000 312h

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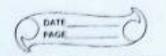
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So- Hice Thomas

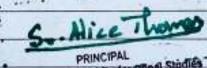
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| expection of the organizations Illock Place | 7-8                                                                                                                                             |
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|                                             | coduction of braject<br>ect work Clans<br>ubution of Work (Student Wise)<br>coduction of the organisations/Work Clace<br>ectives of the braject |



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Introduction

Project

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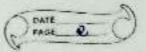
Recent years have seen is technological, revolution in the government in India Government survives have been slowly and steadily brought on board and today; we avoid survive survives with click of mouse in seconds or in just few tops on our mabile even. Movement, Digital layments transactions have been consistently increasing under the strategy of government of India to digitalise financial sector and economy.

Before UPI, India was predominantly as cash economy with 98% of all its economic transactions done in cash. However, All of these changed after demonitisation took place in year 2016. Demonetisation acted as a catalyst to adaption to digital payments there were also other incidents which surged payment system while which will be further explained in the final support.

Tru a way, This lead to the national layments conforation of India (NPCI) to Jaunch unified layments Interface (UPI) on 25th of August, 2016.

OPI became the most advanced system of digital payment in India, which is a system that allows users to link more Than

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one bank account in a single emartishones app and wake make fund thousers without having to brounde IFSC code or account number, system where funds are credited instantly on real time basis. As a customer, it is very easy to start using UPI payments system by following these steps: Install any UPI app 195P from play store Open App and enter your phone number. that is linked to your bank Account. The App will now set for necessary permissions, allow them secondingly. Now, wait for the OTP & top on mext. det UPI PIN. Add Bank account by selecting your bank. By entering UPI fin you will get UPI ID.

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8. Now whenever you want to make any payments, you just need to enter UPI ID.

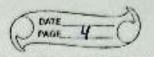
In this study, the main intention was know about UPI and digital payment system in India. It was done through comparing different payment apps, their winterface, facilities they provide, benefits to their user, user-freindly, etc.

Fina The main purpose of the study is to investigate the benefits of using online payments applications and to analyze the various online fayment applications in India.

The main agendar of this study is to find out the impact of paytin, goods fay and thousele and find out that using these appears as a payment method has helped the customers or not.

The objective of this study is to know the customer preference, level of satisfaction towards the UPI scheme and to study the problems faced by customers in using UPI schemes.

S-Alice Thomas
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# PROJECT WORK PLAN)

In order to make a descriptive and through report on the topic Exploring user preprenes: A comparative analysis of different fayment apps.

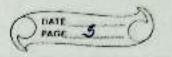
All the data and information has been collected through the wage of different research methodology in which both buimary and secondary data is used by different members of the group.

From 29 Howenber 2022 to 26 Hovember 2023, the members of group, decided that we will make profit project on. "The st Exploring were preferences: A comparative analysis of different payment offs."

Then after that the members started sollecting information about the topic and written roughly.

Then, we all do the convection of the project and our else class tracher brokers Dr. Danish Khan guided us, what convection should be done and in what manner. He have to make the braject fair work.

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Finally, we all have submitted our beautiful

Primary Data

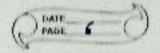
The primary is defined as the data, which is calleted for the first time and fresh in nature, and lappens to be original in character through hild survey. The data collection method which is used in this research is questionnaire. Here the data are externatically recorded from the respondents. Questionnaire helps in rollect functioning, relevancy and satisfaction of the apps.

Secondary Data

The suondary data are those whosewhich have already collected by someone the and have been passed through statistical process. The main sources of secondary data are websites, articles, journals. Severally data has been collected through different sources of information like books, preticle, etc.

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### DIVISION OF WORK

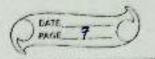
We alloted the project work to the group members accordingly:

- · duni Jain was alloted four report writting introduction of the project.
- · Harshita brehold was alloted for field survey and data collection.
- · Dewa was alloted for doing the study on literature review.
- loorab was alloted to analyse the data collected and interpretation.
- Hashim Mansuri was alloted to work on the challenges faced in the project
  - Bhuwan Cholehan was alloted for the conclusion and suggestion.

It is a way of ten dividing up tasks so that everyone contributes toward the project.

all members of the group are responsible for the timely and efficient completion of the project work.

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### INTRODUCTION OF THE WORK

### PLACE,

Collection of the data and information has been done through usiness sorticles, feedback of the customers, etc.

The primary data was collected through questionnaires, field survey, etc. The data was based and the preference and perspective of general consumers about some reputed farment apps.

#### PAYTH

Payton is an Indian multinational pinancial technology company, that specialises in digital payments and financial services based in Norda.

It was founded by tiny thekhar Sharma in 2010 under One 97 communication. It's headquaters are situated in Naida, Uttar bradesh, India

· Parton provides such services suche as:

· Richarge & Bill payment. Recharge including mobile. DTH etc. . Paytra can be used to book movie tickets, train tickets, etc

In 2014, company launored layton Wallet', India's

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largest mobile payment service phalform with over

In 2017 Payton has launched a new bank marker layton layments bank limited (PPBL).

. Google Pay

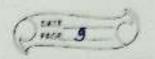
Google by is a mobile payment survice developed by google to power in app, and in person contactles furchase an mobile devices, enabling vers to make payments with android phones, tablets, or watches. Usurs can authenticate via a PIN, passeds, or biometrics such as 30 face scanning on fingusprint recognition. Inintial revose - Hoy ve, voll

Phone Be

It is an Indian layments and financial technology company, headquatered in Bengalurus, Karenataka, Tradia. Phone le was founded to in December 2015, by sameer Nigam, Rahul Charie and Burgin Engineer Chone le App is based on the Unified payment Interface (UPI), went live on in duguet 2016.

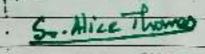
It is owned by Filipkant, a subsidiary of walmort.

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### OBJECTIVES

- 1. Investigate the factors that influence user preferences when choosing a payment off.
- a Compare and contrast the features and over experiences
- 3. Inalyze the advantages and disduantages of using different payment apper for various transactions
- 4. To canalyze the consumer satisfaction towards online payment apps.
- 5. To examine the impact of online payment apps by analyzing the issues faced by untomers.



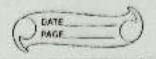
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Mogness report

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## WORK FLOW

#### INTRODUCTION OF THE PROJECT / PLANNIAGO

The mainbox of the group planned to collect the Information and data from different sources It was also planned to make a questionnaire of the survey done by the team members

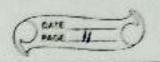
#### LITERATURE REVEIW

Soon after we also studied muiew of different persons from different published articles and journals on the topic we have chosen.

#### CREATING A QUESTIONNAIRE

The questionnaire was prepared as planned at included demographic profile like age, gender, income, level, etc. It was prepared keeping in wind the objectives of the project.

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#### DATA COLLECTION

The data was collected was using prumary as well as secondary sources. The primary sources includes questionnaire, field survey. The secondary sources includes various auticles, journals websites, etc.

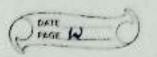
PRESENTANG THE PROJECT TO THE PROJECT GOZDE AND RECEIVING GOLDANCE ON I MPROVEMENT

We presented the Hough droft of the project to our project quide and he checked and suggested the connection that should be made in our project.

There are two methods of rollecting data

(i) Buimary data

(ii) Secondary data



#### PRIMARY DATA

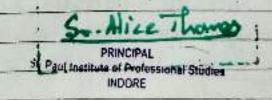
personal experience on evidence pouticularly

of data was collected for the by conducting a field swway through questionnaire. The questionnaire was prepared perping in mind the objectives of the study.

#### SECONDARY DATA

The secondary sources of data referes
to the data which is not original or
first hand. It is the data which
abready published 4 is available on
various platforms

In this project the secondary data was collected the ough various articles websites, etc which helped in completing the newiew of viterature



#### RESEARCH METHODOLOGY

The present study is statistical in nature and the study examines the customer insight dollareds UPI. The study uses phimary as well as secondary data Due to the special nature of study the qualifative data has been used in the study.

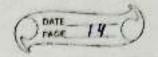
#### METHOD OF SAMPLING

Sampling is a process used in statiscal analysis in which ex predetermined number of observation are taken from a longer population in which a every member of the population has an equal chance.

#### STRUCTURE OF QUESTIONNAIRE

The first section covers the dimographic profile consisting age, gender, education, qualification, income level, frequencies etc.

The second section studies the factors that influence user preferences when choosing a payment appearances when choosing a payment appearance of professional Studies



### LITERATURE REVIEW

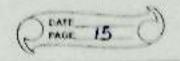
This study is about the online payment apps in India with reference to Phonepay, google pay and paytim. It reflects the impact of online payment apps on austomers. It also shows the advantages and disadvantages of all the above apps.

The objectives of this study was to investigate the factors that influence user preferences; analyzing the advantages and disadvantages of using different payments apps for various transactions.

This study was conducted in Indore region. The survey was collected through a structured of apertionnaire.

A description study was conducted through which 100 responses was collected.



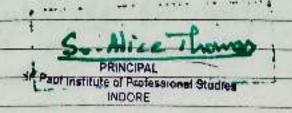


#### Batica and Kalva (2016)

"Are digital wallets the new currency"

The result indicate that that there exists a huge un tapped marks for digital wallets both in terms of increasing awareness as well as its usage. Time saving and ease of usage were found to be the main reasons for using wallets her investigations let us know in a ferriod of digitalization the examination intends to contemplate the client recognition, utilization design inclinations and fulfilment level with respect to advanced wallet in view of an investigation of 50 respondent it additionally recognises the hindreances and difficulties.

The outcomes demonstrate that there exists a tremendous undiscowed market for computerized wallets both regarding expanding mindfulness and also its uses.



#### Vally and Divya (2018)

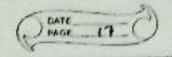
Digital payment in India with purpetive of consumer adaption. Studied on the adaption of Digital payments in India. Findings of study was to weify the customer puription on Digital payment with the consumer of Digital banking in our country. The main abjectives of this study was to verify the restorators to suggest that appropriate measures should be taken to create awareness about warious technology and security of the wage of digital payments in India.

#### Khane and Jain (vais)

This research titled "A study on Usage of E-bayments for sustainable Executing and the problems saced by the one the frequency and the problems saced by consumus while using online bayment methods. The researchers also examined the effect of e-bayments contribution towards the sustainability of the business growth in India, these were the anains objectives of this research babes. The findings of this research babes. The findings of this research suggested that they were of e-bayments have increased and it has become popular and that majority.

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MODRE



Bigim Philip (2019).

By Unified Rayment Interface Impact of UPI in customer satisfaction UPI introduced by the national payment corporation of India (NCPI) is one of the most excellent, modernized and cost effective innovation that is rapable of making a remarkable mark upon Indian economy which has already taken its strides in the morathon towards digitalization.

Radhika Arora (2020),

Radhika brova in his research poper titled "A study on Customer Conception towards UPI and its browing influence in the Realty of digitals layments: Any Emperical Study?" studied that the lass decade has seen trementers growth in use of Internet and mobile Chone in India. UPI has been a trendsetter in our country which is moving towards a digital and a cashless economy especially after the demonstraption initiated by our brime minister in 2016.

S. Alice Thomas

LSL Paul Institute of Professional Studies

# INDIVIDUAL WORK PROGRESS

. Anni Jain - Anni has done introduction of praject, project work flaw, distribution of work, literature reuteur, work place and organisational details, objection of the project and conclusion.

fild work, process of data collections. He has also done planning of the project, relevance and target retiren.

Roushila buhald - Harshita has done Introduction of the organ inigation / Work place along with individual work progress of each student.

Machin Manswir - Hashim hasdone work flow of the project , collection of details, and challenges in project work

Powerab diga - He was has done method of analysis and progress report 1.

and port of progress report is.

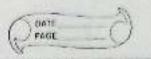
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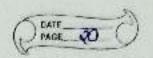
# P3 - INDEX

| o.No | DESCRIPTION                                                      | PAGE NO |
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| ₫.   | Statistical Analysis of data                                     | 90      |
| 3.   | Methods of Analysis Labblied Technology Result analysis          | 21-30   |
|      | along with it comparision with exact result.                     |         |
| 4    | Challinges food in fill work bragiet work & along with dolution. | 31      |

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# INDIVIDUAL WORK REPORT

- Auni Jain Auni has done introduction of project work plans, distribution of work, literature reviews, work place and organisational details, objectives of the project and conclusion, method of analysis, result analysis along with its companion with expected results.
- e. Bhuvan Cha han-Bhuwan has done data collection, field, process of data collection. He has also done planning of the project, relevance and target veturn, statistical analysis of data.
- Harshita brehold- Harshita has done Introduction of the organisation/ Work place along with Individual work brogress of each student. The has also done individual work by each student.
- 4. Hashim Manswir Hashim has done work flaw of the braject , collection of details, and challenges in project work and challenges faced in fill to work.
- 5 Poorab Sign- He has done method of analysis and fragers report 1. S. Alipriminal Studies



# STATISTICAL ANALYSIS OF DATA

to describe the bource Scalures of the data to a study they provide simple summaries about the sample and the measures, Tegether with simple graphics dralysis they form the basis of Virtually every quantitatic analysis of data Description Statistics one simply derouting what is or what the data shows Descriptive statistics are used to present qualitative descipline in a manageable form to are we may have sok of romances, statistics bulgs to simplify large amount of data is a sensible way tach during almoniphine static medium lets of data that into a limples Summuy. Descriptive statistics in the term given in to the analysis of data is meaning ful way discriptive statics do not however allows making Conclusion regarding any hopethise. resight have much. way to ducines our data, Descriptive statistical med to disvise the chanacteristica

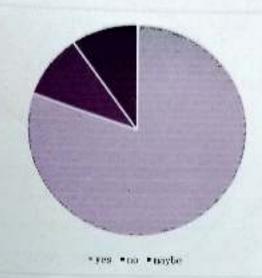
Reportures of the study is that mostly businessmen uses should and tribay and mostly students & childrens uses faythm.

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lethords of Analysis Applied Techiques\_ PRINCIPAL Buil Institute of Professional Studies

INJURE

Do you use UPI ?



Out of 100 respondents 80 respondents uses UPI, 10 users cure so UPI sometime. And 10 users do unot ase UPI.

It shows that mostly people prefere to use digital payment.

|   | Porticulars | No affespondents | Percentage |  |
|---|-------------|------------------|------------|--|
| - | Yes         | 80               | 80%        |  |
|   | No          | (0               | (0%        |  |
| 1 | Maybe       | (0               | 10%        |  |
|   | TOTAL       | 100              | 100%       |  |

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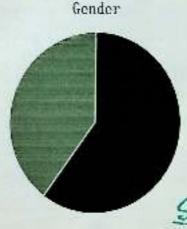


Table showing the gender of the respondents

| Particulary | No. of Respondents | lexantage |
|-------------|--------------------|-----------|
| Male        | 60                 | 60%       |
| Female      | 40                 | 40 %      |
| Total       | 100                | 100%      |

From the table it is clear that out of 100 respondents, 60% are made and 40% of them are female.

Figure showing gender of the respondent.



\*male \*femile

S. Alize Thomas

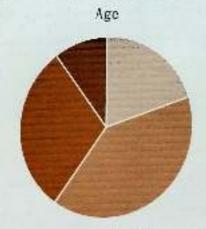
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Table showing the age of the respondents

| Particulare                                                 | No. Of Respondents | levantage. |
|-------------------------------------------------------------|--------------------|------------|
| Below 18 years                                              | 90                 | 90%        |
| 19-25 years                                                 | 40                 | 40%        |
| 26 - 46 years                                               | 30                 | 30%        |
| Below 18 years<br>19-25 years<br>26-46 years<br>46-55 years | 10                 | 10%        |
| TOTAL                                                       | 100                | 100%       |

respondents are from age of below to belong the age group of below 18 years, 40% of the respondents belong to the age group of age group of 19-25 years, 30% belong to age group of 26-46 years, and 10% of the respondents belong to the

group of 15-55 years.

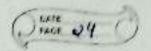


-Below 18 - 19 - 25 years - 26 - 46 years - 46 - 5% years

Figure showing the age of respondent. So this Thomas

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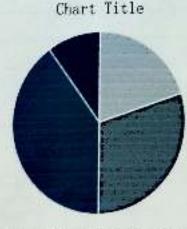


#### Table showing the education of the suspandents

| Carticulars   | No. of Respondents | Breentage |
|---------------|--------------------|-----------|
| 55C           | 90                 | 90%       |
| Intermediate  | 30                 | 30%       |
| Guaduate      | 40                 | 40%       |
| lost braduate | 10                 | 10%       |
| TOTAL         | 100                | 100%      |

toputation: The above table shows that out of 100 respondents
40% are graduate, 30% are intermediate, 20% are
550 and 10% are post graduate.

Figure showing education of the respondents

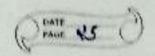


-5% \* (ntermediate \* Graduate \* Post graduate

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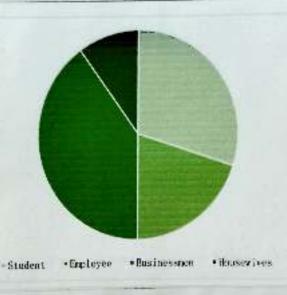


#### Table showing occupation of the supondente

| larticulars | No. of Repondents | lencentage |
|-------------|-------------------|------------|
| Student     | 30                | 30%        |
| Embloyee    | 90                | do %       |
| Employer    | 40                | 40%        |
| Kommins     | 10                | 10%        |
| TOTAL       | 100               | 100%       |

terpretation: From the above table, student is 30%, 20% are employee, 40% are businessmen, and 10% are housewives

Figure showing occupation of the suspendent

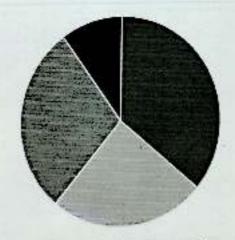


#### Table showing UPI application used by surpondents

| Particularis                   | No. of suspandeds | lexantage    |
|--------------------------------|-------------------|--------------|
| Chancile                       | 95                | 25%          |
|                                | 36                | ર્ક%<br>કેઠ% |
| layton                         | 99                | ₹9 %         |
| broogle lay<br>laytm<br>Others | 10                | 10 %         |
| TOTAL                          | 100               | 100%         |

From the table it is clear that out of 100 respondents v5% of the above respondents was phonepe, 36% of the above are googlepay, e3% of the of above are fayther and 10% of the above rathers.

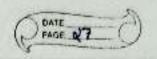
Figure showing show UPI application used by respondents



. Sougle pay . PhonoPe . Payto . Others

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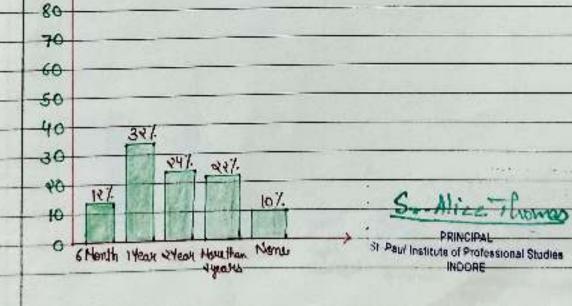


| Table showing | the duration | of using | UPI |
|---------------|--------------|----------|-----|
| / /           |              |          |     |

| - |                       |                  | U           |   |
|---|-----------------------|------------------|-------------|---|
|   | Particulars           | No. of Repondent | loccentage. | 1 |
|   | 6 Months              | 12               | 12%         | - |
| _ | 1 Year                | 32               | 32%         |   |
|   |                       | 24               | 24%         | 1 |
|   | eyears<br>more than e | 99               | 22%         |   |
|   | None                  | 10               | 10%         | 1 |
|   | TOTAL                 | 100              | 100%        | 1 |

From the table it is clear that out of 100 respondents majority of the respondents are using the UPI for years 12% are using UPI for 6 months, 24% are using it for eyears so 22% are using for more than a years and 10% are not using UPI.

Figure shaving duration of using UPI



#### Table stranging problems forest while using UPI

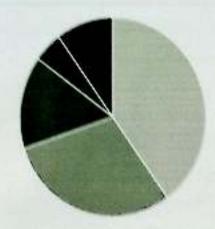
| Phyliculans        | No of Rependent | Arantage. |
|--------------------|-----------------|-----------|
| Network Rabbem     | 40              | 40%       |
| Anding Transaction | 30              | 36%       |
| eleverity thablem  | 15              | 15%       |
| Othurs             | 6               | 5%        |
| None               | 10              | 10%       |
| TOTAL              | 100             | 100%      |

whiling The about table shows that out of 100 respondents, 40%.

Of the respondents face network plablem while using UPI.

30% of the respondent face pending traction transaction as a problem, 15% are their receipt problems while using UPI, 5% face some about problems don't are UPI that's very they face mone don't face any problems.

Figure showing problem faced while using UPI.



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<sup>·</sup> Network problem

<sup>·</sup> Problem Transaction · Security problem

<sup>·</sup> Chharm

<sup>\*</sup> Name



### RESULT OF ANALYSIS

|   |                                                                                              | -        |
|---|----------------------------------------------------------------------------------------------|----------|
|   | Majority (36%) of the respondents uses gargle pay as their UPI application.                  |          |
| • | Mostly the were one under the age group of 19-25 years and are mostly tourintement graduate. | 7g 28    |
| • | 40% of the xespondents using UPI sue businessment                                            |          |
| • | Majority (40%) of the respondents face network problems while sixing UPI                     | ne<br>+  |
| • | Majority (39%) of the respondents one satisfied towards the princey provided by UPI opps     | t de     |
| • | Mostly were overwing UPI rapps for a year.                                                   | PI       |
| • | Majority (60%) of respondents are male.                                                      | <i>t</i> |
|   | S- Alice Thomas                                                                              | y        |

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# CHALLENGES FACED IN

Some experts worky that UPI wan't be able to maintain itself over the long term without levying to pay for the infrastructure Right now the justomes nox the mexchant pay on additional fee

Even though with transaction have become loss common price the introduction of UPI, they are still important. Due to the tax terrorism threat and cash greater acceptance as a payment method, people still for wing it.

· It is still very difficult to conduct UPI transaction because is still a significant percentage of the population without access to the internet or smootphones.

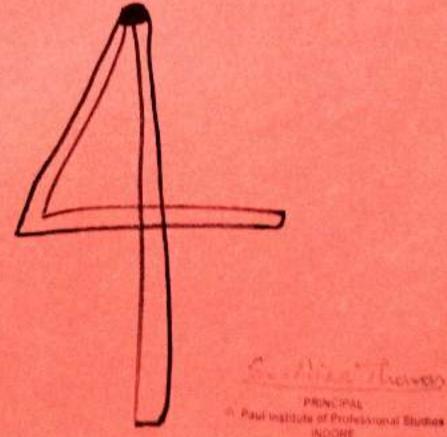
· Most of the people lack digital literary.

They are unable to use the UPI system.

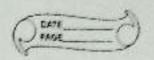
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|      |                                                                  | n ===                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| .No. | DESCRIPTION                                                      | PACIE. NO.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| I    | Declaration By Candidate                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ī    | Certification By Project Gruide                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|      | Centification By Organisation                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 1-1  | Background / Literature Review                                   | 39-41                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1.5  | Clanning of the braject, Relevance & Target Return               | A STATE OF THE PARTY OF THE PAR |
| 1.3  | Work Place. Organisation Details.                                | 42-46                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|      | Analysis of the Conclusion & Resulte                             | 58-50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 3.1  | Shallinges in braject Work  Recommendations based, on Conclusion | 63                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|      | Bibliography Peperence lists - Mize Thomas                       | 67                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|      | PRINCIPAL                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|      | 57 Paul Institute of Professional Studies                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

INDORE

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "Exploring user preferences: A comparative analysis of different payment apps " submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of Dr. Danish Khan, and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of Commerce. The Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

| Name of Students   | Class          | Roll Number | Signature(with Date) |
|--------------------|----------------|-------------|----------------------|
| 1. Avni Jain       | B.com 1 year B |             | Shristan             |
| 2. Harshita Gehlod | B.com 1 year B |             | Sujoites             |
| 3. Bhuwan Chouhan  | B.com 1 year B |             | Philudic<br>Extenses |
| 4. Hashim Mansuri  | B.com 1 year B |             | Thiotea              |
| 5. Poorab Siya     | B.com 1 year B |             | Texaler              |
| 6. Arwa            | B.com 1 year B |             | Associated           |

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#### Certification by Project Guide

| This is to certify that Mr. / Ms. Avni jain, Harshita Gehlod, Bhuwan   |
|------------------------------------------------------------------------|
| Chouhan , Hashim Mansuri , Poorab Siya , Arwa , of Class B.com I year  |
| (B),RollNo                                                             |
| , has carried out the Project                                          |
| under my guidance and supervision in partial fulfillment of the degree |
| Bachelor of commerce, offered by the Devi Ahilya Vishwavidyalaya       |
| Indore (MP).                                                           |
| The above work is done on Exploring user preferences: A                |
| comparative analysis of different payment apps, from 11 12 23 to       |
| સ્ <u>વીભારય</u> .                                                     |
| I wish him / her all the success in the future endeavors.              |
| Signature:                                                             |

Name of the Guide: Dr. Danish Khanu

Designation: Ast Brafesson

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#### Acknowledgements

Eintly, I wish to explain any own simens, gentitude to own fortion director.

Per Existing Raj and own belowed principle On to this thomas for providing us an appointment to our field pright who included to express own duport some of qualitated to our relies considered to express own duport some of qualitated to our relies considered on increase Tour and to the loadie 70khi HOD, Department of commerce, spies and class animator on Carrier know for quicking an knowledgeout this puled for unlit was a wright expenience to study and was a great chance of Jeandary & profilesional development finally, we would like to thank our families, friends, and courages for their unionwering support & encouragement throughout project

| Name of Student    | Class          | Roll No.    | Sign with Date |
|--------------------|----------------|-------------|----------------|
| 1. Avni Jain       | B.com 1 year B |             | Amin 174       |
| 2. Harshita Gehold | B.com 1 year B |             | Chathala       |
| 3. Bhuwan Chouhan  | B.com 1 year B |             | Rhund          |
| 4. Hashim Mansuri  | B.com 1 year B |             | Fumley         |
| 5. Poorab Siya     | B.com I year B | V2-10001223 | Tentin         |
| 6. Arwa            | B.com I year B |             | Assistant      |

S. Mic Tumo

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ntroduction Trea

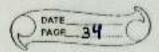
We all are used to the payment apps like phone be, broade lay, layton etc. These apps have become a crucial cent une fa strag

The transaction on these apps takes place by UPI-The Unified Comment Interface is a single interface bayment system, developed by the National Cayment Corporation of India (NPCI).

Occording to the NPCI "Unified payments Interface (UPI) is a system that purchases pawers or multiple bank accounts, into a single mobile application, menging several banking features, seamless filled xauting and merchant payments linto one haad. UPI's averall importance comes from the intense desire and effort made by the RBI and the government to create a lost effective, simple and safe digital payment system that will be used for the large population of the country. The RBI along with the NPCI has made commen -dable efforts to spread digital fayments culture

sciouding to the RBI, a digital payments blotform should be simple, efficient while carrying out payments.

Various criteria about an ideal fayment system was brought out by RBI in its a digital transaction Economy 5 Mice homes



It also caters to the "leve to pur" collecte request which can be scheduled and paid as per up in menical and convenience. Following are the steps required to enable registration in different payment apps . User downloads the UPI application from the App store / Clay store / Banks website. User creates his/here profile by entering details like mame, intual ID/layment address), Bank Acount" option and link the bank and occount number with wintered ID. \* Generating UPI-PIN User selects the bank account from which he I she wants to initiate the transaction Use Mick one of the option. broduct A. Financial Transaction - UPI supports following financial transactions. S. Alize Thomas

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### (1) Pay Request A pay request is a transaction where the initialing customer is pushing funds to the intended hardiciary layment address include makine mumbers and MMID, Account numbers & IFEC and virtual ID. Sollect Request (11) A callect request is a transaction where the customer is fulling funds from the intensed intensed for retter by ving virtual ID. Non-Financial Transactions - UPI will support following types of more financial transactions on any PSP Aff. B. Mobile Banking Registration. (i) Generate One Time lassword (OTP). ciis

Roise Dispute / Raise Overy. S- Alize Thomas

Check Transaction Status

Let I shange PIN

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## BACKGROUND AND LITERATURE REVIEW

In this study researchers aims to identify the customers preparence, functioning of UPI through different payment apps.

The researchers find out the below review of literature which is relevant for this study.

#### RATHORE (2016),

He stated that digital payment using wallet was highly convenient for consumers in purchasing products through online payment without physical movement scross places.

#### ASHISH DAS, RAKHI AGRAWAL (2010),

In their article "Carless Payments system in India A-roadmap" lash as a method of an installment is a castly suggestions for the gout. The Nation to more for away from money based towards, a carrier (electronic) installment framework. This will felp disninish money administrations cost, track

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exchanges, which charge evan evasion I misinterpretation and and for farth, supprade budgelary consideration and incorporate the parallel economy with the standard.

RADHIKA BAS BAPPADITYA MUKHOPADHAY (4016),

He studied cashless payments in India. He developed a theoretical model by fayment decisions made by consumers and sellers. He founds that the consumers of cashless transactions weighed against the temptation to evade taxes.

#### RAHUL GOGHWAL (2017),

He has done research on the advancement in fayment system through unified byment Interface and found that UPI is the most advanced fayment system in the world as it includes low transaction cost and instant settlement as there are no intermediates involved.

UPI has allowed different banks to communicate with each other and has enabled intersperability between disparate bank payment systems.

#### SPANCHAL and M BALACHANDRAN (2018),

UPI's success is proof that India is moving mountain is to ushow in a less. But the scape of BHIM must be widened. BHIM should add more categories to payment application for user

amning Project, Relevance and larget Retwen

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In this final support, the project is planned throughly and carrordingly to the project support made by the different uses earches.

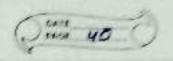
In the final support the thaples I fix written by Anaigh Paya chaples 2. by could the thaples 3 han, chapter 3 by Ritesh Rangeri and Hold. Tougeer Nagori

The final report is based on the data collected in the proposess responds which is further elaborated and studied in final Report.

#### RELEVANCE

The main question accesses is why do people people UPI? It is because of simplicity, a centualised facility that does not depend on a single bank and a rebust improstructure built on the back of a secure and priover IMPS system make UPF a morning success among digital payment gateways

S- Mizz Thomas
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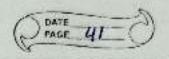
With UPE, users bank account son be used as a wallet with a simplified two factor authentication which diminates the need to store funds in any other wallet use of virtual ID makes it more secure since share oredentials

Across the country, morchants, service providers, small companies, and traders have already made UPI a part of their dally life.

The number of banks that one fire on URD has gone up to ## 216 from 15-3 in April 2020 from when the platform began operations in April 2016, there were only 21 bank on board.

So-Hize Thomas

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Tauget Returns

In this study the main target return was to act achieve now UPI function and how all the payment app helps to facilitate the wage of UPI

In the data analysis we were able to accurate the most med and easy to me app for the Consumer.

This study helped to know the vast difference that (ame in India with the introduction of UPI, It not only changed the market lost also affected the Consumer It is stated that lay being that easy to pay (oncurred started to pay and spend more.

S- Alice Thomas

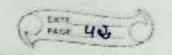
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Work place and Oxganisation Details Conclusion

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This research has been done in the preprise of St. Paul Institute of properional studies under the guidance of Brokeror Danish Khan. Researching was done through research on functioning of UPI through different payment apps like Chine le, layton, croogle lay, etc.

Payton

inaugusted in 2010, owned by one of communication. Customers can add money into their wallets with the UPI-ID. Along with other payment aftions such as alebit!

Oredit cord, net Banking etc. UPI is also among them. Customers can initiate money collect requests through payton with UPI. It is a platform numed by morey than 4 millian users.

Phonele

This is one of the most popular payment apps that allows user to transact using the UPI interface. It was founded in December 2015, by samuer migam, rahul chari and Bursin Engineer. It went live share and Bursin Engineer. It went live in year 2016. It is awared by flipkant

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and bowered by Yes Bank. It is Kesdquations in Bengalum, Karnataka (India).

This is considered to be one among the most preferred apps for UPI

Croogle Pay

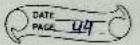
It is a mobile service developed by google and released on as May 2011. It provides contactless purchases on mobile devices enabling users to make payment with phones, tablets are usatches. Users can authenticate via PIN, passcade are biometrics or fingerprint scanning also.

BHIM Abo

It is the UPI based Indian mobile bayment app developed by National payments corporation by India (NP(I), launched on 30th lecember 2016. It is intended to facilitate e-payments directly through banks and encourage cashless transactions. It was named after Dalit leader. Dr. Bhimuas Ambedkare. The payment interface ornes with all the essential features and it is known for good wer experience.

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Apple for various transaction of Different Cayment in PHONE PE ROYANTAGES . It is very easy to use. It has a user-friendly interface, making it convenient to maxigate and completioness! It has various payment options like UPI, wedit & debit cards and wallets for users. Chancle afters various types of earthack and remards making their users to save money while transacting DISADVANTAGES It has very limited acceptance outside of India. It dome times there can be technical glitches while making digital bayment through phone pe. It can cause trouble for the user. Chancle depends an internet connection. If the internet transaction may not be faulty.

So Alice Ilmos ST. Alice Thomas

#### A GOOGLE PAY

ADJEST PARTS

George lay in almost and ar accepted by narious chapterper tothe in affine functions as well as orline functions. It makes google fay a suitable made of making formating

because transactions with a simple tap.

goegle lay flowlessly integrates with other google structed, making it the manage payments within the google ecosystem.

DIRECTRALIBLE

range for may not be available in every country or right, thich thrule its advantages for international transactions.

e. It is necessary to how a geogle account to use geogle fax those who want to have a geogle durint.

3. It you're using google fay it means sharing the formand data with google swhich executes concerns for

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#### PAYTM

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#### MOVANTAGES

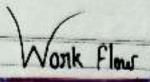
- 1. Payton is very popular in India. It is used and accepted by various users in India making it easy for within country transaction.
- 2. It affers various types of schemes like costbacks & discounts making were attracted towards it.
- 3. In layton there is morned for you to go to any bank or shop. You can kicing and pay by a single stap on your mabile screen while sitting at home.

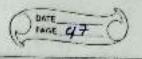
#### DISADVANTAGES

- 1. It also have limited acceptance outside India, restricting international transaction
- 2. layton have transaction limits for certain activities like sending money or making large payments.

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| (1)                                                                                                                                                                                                                                                                                   |
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| eciding the topic of study                                                                                                                                                                                                                                                            |
| The Topic of Study                                                                                                                                                                                                                                                                    |
| The first and foremost step was to alreade a topic for the project. After alsomeris with approval all othe team members bound with approval of own project quicle we aleciabed to Study on the topic.  I Exploring user preference: A comparative analysis of aliferent payment apps. |
| Janes Con the Control Step was to checke a                                                                                                                                                                                                                                            |
| Topic for one project. They constitute the                                                                                                                                                                                                                                            |
| all are ream members and approval                                                                                                                                                                                                                                                     |
| of Our Project quicle we exected to                                                                                                                                                                                                                                                   |
| Study on the topic.                                                                                                                                                                                                                                                                   |
| Explosing User preterence: A Companditue                                                                                                                                                                                                                                              |
| analysis of different payment apps                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                       |
| mented a list of Jobs to be done -                                                                                                                                                                                                                                                    |
| Created a list of Jobs to be done The next step of the project was to create  a list of indistual task that own teams meads to complete to successfully finish                                                                                                                        |
| a 19st of indistrial lask that our teams                                                                                                                                                                                                                                              |
| meanly to complete to Success/fully Prish                                                                                                                                                                                                                                             |
| the project.                                                                                                                                                                                                                                                                          |
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| Planten                                                                                                                                                                                                                                                                               |
| Then all the members to collect the fortent and clots from clifferunt                                                                                                                                                                                                                 |
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| a questionnable of the Survey clone -                                                                                                                                                                                                                                                 |
| by deam member                                                                                                                                                                                                                                                                        |
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| S-Alice Thomas -                                                                                                                                                                                                                                                                      |

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Literature greviue
Boon after we also Studies greview of cliffswart pensons on topic we have Executeon Execution

We altered to implement the plans that

We made for the project we used

siesaurce like books, internet, audicles

etc to collect the information and

communicated to all the member group. Presenting the project to the project quide and receiving the project of the project of the project of the project of any project quide and he checked and the contraction that should be made in our project.

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Details.

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Unified fragment interface (UPI) is one of the fastest growing Digital payment

System through which a user can

both send and recoine money through

Mistual payment Addsorss (UpA)

uniqueness of UPI ar other oligital

payment methods like 24 X7 and

Payment methods like 24 X7 and

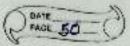
Concretel to Secure gate way

Altrads the Contament of Secure Sector.

The unified payment is interface is a great time payment dustern It is a great aliesigned to emable been to peer.

Single click, Two factors authentication click process the interface authentication englished by the interface authenti- is greated by the sussessure bank of india (RBI), India's Centeral Bank of india (RBI), India's Centeral Bank of work by Fransferring mosery by the purchase along the first work by processed along.

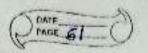
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eature of UPI UPI enable person mobile to be Used as a paimary cleurice for all payment to person. Using UPI user can seamlessly tacke or sequest payment with case and Decurity to form friends, Merchants
On pay their bills etc. without the
norch to Shown bank conclentials user a single UPI app which makes or request payments with care make of good user exprience for The payment can be Initiated both by sender (payer) and succivere (payer) this enables a personal mobile to be used to pay UPI allows user to create their unique crituel payment aclobrase without the penabling user to provide sonsitive details like bank accounts number or credentals on third party application or the websits the payment can be done using multiple identifiers like.

Wantual address address which this man har account

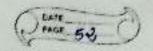
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PI provide a Standard of apps anable tomasactions of upi Thus enabling a fully system across all banks institution and Payment Institution and Payment heering silvs and closed these minimalistic and fu paymen apps Innovation Providers. To Buil Costonized paymoni for business and function mobile for business and without haring to change core API Structure. lon safe and secure payment t takes

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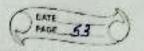
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Inends in listing UPI Enemactions made using the unified payment interface Scaled a new pear in December 2021 Suppassing the previous succoural set in October when I 100 billion for the first time according to Data from the national payment coxpositions worth chart Rs 8-27 Chare upt Work conclucted last month that compares with 422 CHORE transactions worth about lath conon in adober and 230 Crave CHONE frangaction worth of 4.31 lakh Charle last Danuary In all of 2021 more Than, 3,800 crosse Upy tomorphism amounting to tokh chare were conclud NPCT expects the UPI platform to Whit 100 CHORE Inampaction per along after the neserve Bank of income emples the use of Upi waters of low valere of

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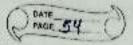


Tulure growth of UPI

Fransaction volves in loss have growth by 103 percent. When the unified payment interface (IPI) was launched in 2016 (Ittle Sid anyone know that it would account for over so percent of relat payments in India in Dust five years.

While India tooked towards Digital payment modes Jught after the Demonstisation of soo and

In 2016, If was the parabonic In 2020
that brought a largest chunk
of now users anto digital
platform amial the nationalwide
consolium in 2021 the second year
of the extre pandenic with the
2nd wave of covid-19 way
Worse then anything india had
Som earlive people hegan swithching
to aligital transactions more then
were before youthy UpI transaction
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I a lake conor make in august 2020.
Barely 14 Month laker The algebrate
that number.

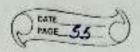


double and crossed Ite habit set in No Jangers establishment even year UPI dransaction Crose some a week that 100 billion dallers

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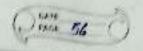
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Method of analysis

Applied Techniques

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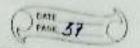
Significance of Study Due to various Iteason Online payment have become have become orn small of transactions in trade. The His importative that to find. The various Saurce of Onlien Ecource towards money transaction.

By this Study we are toward to find the various method of Onlience Payment term.

The method of Onlience Payment term. This Study is to analyze the amorness to and Satisfaction level of costomer in UpI and the Security and applying Concerns influenting consumers in UpI and the Setucty apalyze the consumer perception and peroblems to identify the variance between UpI Souther anal problems applying the variance between UpI

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# STUDY

The objectives of this study was:

To Investigate the factors that influence user preprence when were choosing a payment app.

compare and contrast the features and were experiences of popular payment apps

To analyze the advantages and disadvantages of using different payment apps for various transactions.

## RESEARCH METHODOLOGY

The present study is statistical in nature and the present study examines the customore insight towards UPI. The study uses primary as well as secondary data. Due to special mature of study the questionnaire qualitative data has been used in the study.

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#### CONCLUSION



OPI developed the M-Payment technology by facilitating mobile phone to be used as a main payment device for giving and occepting payment in Conduct to all of toyment system it can be say that voll is that most advanced payment system.

In the Wayld UPI payment system allows money bransfer between any two banks account to different merchants hoth online and offline without the hossle of typing Godit Coud details. This Code are Not Benking, Password it aims to simplify and provide a single interface to money transfers sary, quick and hassle free. These fortures of UPI motivates the respondent of levice section to adopt the tool and the above study revealed that there also a significant difference found between the gender towards the adoption of UPI.

The use of smout phones, The availability of an online everifiable identity.

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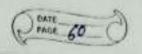
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Universal access to banking and introduction of biometric sensors in schones will proactively encourage UPI transaction and findings reveled that respondent have positive attitude towards the UPI transactions for ushering in a cash less so viety in india.

Despite all the claims of government the most frequenced amode of fragment remains cash and cards on an average although wage cligital payment have in all age groups, but more awareness needs to be speed is pscially in field of UPT the frequency of digital payment is trighest in the age groups of 20-35 and least in the age groups of 20-35 and least in above to peoples are although aware of UPT, but are mot as inclined towards it as they are to mobile wallets and delit (andit cards the new technology faces challenges that needs to be address and taken cars of in order to promote

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In Case of UPI the front and plat form
is to be designed by the banks
if banks fails to work effectively
en this then consumer adopting the
UPI will be difficult more likely
because private mobile flums have sincre,
invested in creating merchant network
to ensure smooth and failure free
payment process. Moreover they have
also included cashbacks and discounts
to attract customers atteast but for
a trial usage.

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| 9 | Face w 61                                                                                                                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Challenges in                                                                                                                                    |
| - | Project work                                                                                                                                     |
|   | These were many challenges in their Project, because it is all depended on the fundence, Co-Oddination, creativity, mentality of Knowledges etc. |
| _ | The main challenges in the project with the team upok It is the hardest and difficult task to perform by the fundance and co-operation.          |
|   | with the help of the members of the group and friends with all had so-operated and with joy we had made the project report.                      |
|   | PRINCIPAL PROPERTY OF Professional Shutlies                                                                                                      |

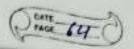
Town Work :-Team work is a ability of the to work together Team work happens the people work together toward a month or personal you can work as a more a work up, a flight of stains, launch a work project, as

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#### S. Alize Thomas

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#### St. Paul Institute of Professional studies, Indore

| me-Mond. Alham                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------|
| nte - 17-01-24 Sign - After                                                                                                                |
| jestions:                                                                                                                                  |
| 1. Do you use UPI ? Yes (**) No. ( ) Maybe. ( )                                                                                            |
| 2 Gender                                                                                                                                   |
| Male (v) Female ( )                                                                                                                        |
| 2. AGE                                                                                                                                     |
| Below 18 ( ) 19 Years- 25 Years ( 🗸 ) 26 Years - 46 Years ( ) 46 Years - 55 Years                                                          |
| 3. Education                                                                                                                               |
| SSC ( ) Intermediate ( ) Graduate ( ) Post graduate ( )                                                                                    |
| 4. Occupation Student (✓) Employee ( ) Businessmen ( ) Housewives ( )                                                                      |
| 5. Which UPI apps do you prefer? Google pay ( ) Phone Pe ( ) Paytm ( ) Others ( )                                                          |
| 6. How long are you using the UPI apps 6 month. ( ) 1 year ( ) 2 years ( ) more than 2 years ( )                                           |
| <ol> <li>Level of satisfaction towards UPI</li> <li>Satisfied ( ) Highly satisfied ( ) Dissatisfied ( ) Highly dissatisfied ( )</li> </ol> |
| What are the problems you have faced while using UPI for transactions.                                                                     |
| Network problem ( ) Pending transaction ( ) Security problems ( ) Others ( )                                                               |

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#### St. Paul Institute of Professional studies, Indore Name - Nupur Soni Date - 17-01-24 Sign - Nubur Questions: 1. Do you use UPI ? No. ( ) Maybe, ( ) Yes (V) 2 Gender Male ( ) Female ( V ) 2 AGE Below 18 ( ) 19 Years - 25 Years ( V ) 26 Years - 46 Years ( ) 46 Years - 55 Years 3. Education SSC ( ) Intermediate ( ) Graduate ( ) Post graduate ( ) 4. Occupation Student ( Employee ( ) Businessmen ( ) Housewives ( ) 5. Which UPI apps do you prefer? Google pay ( ) Phone Pe ( V ) Paytm . ( ) Others ( ) 6. How long are you using the UPI apps 6 month. ( )1 year ( )2 years ( ) more than 2 years ( ) 7. Level of satisfaction towards UPI Satisfied ( ) Highly satisfied ( V ) Dissatisfied ( ) Highly dissatisfied ( )

8. What are the problems you have faced while using UPI for transactions.

Others ( )

Network problem ( ) Pending transaction ( ) Security problems ( )

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#### St. Paul Institute of Professional studies, Indore

| mr. Palat Jadau Sign - Palate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| me · Mar · Palar · Pal |
| t Do you use UPI ?  No. ( ) Maybe. ( )  Yes ( )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 2 AGE<br>Below 18 (*) 19 Years- 25 Years ( ) 26 Years – 46 Years ( ) 46<br>Years - 55 Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3. Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| ssc ( ) Intermediate ( ) Graduate ( ) Post graduate ( )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4 Occupation Student ( ) Employee ( ) Businessmen ( ) Housewives ( )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 6. How long are you using the UPI apps 6 month. ( ) 1 year ( ) 2 years ( ) more than 2 years ( )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7. Level of satisfaction towards UPI Satisfied ( ) Highly satisfied ( ) Dissatisfied ( ) Highly dissatisfied ( )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Network problem ( ) Pending transaction ( ) Security problems ( ) Others ( )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| oate - <u>Arris</u> Sign - <u>Arris</u>                                      |                                                                  |
| 1. Do you use UPI 7 Yes ( ) No. ( 2 Gender                                   | Maybe. ( )                                                       |
| Male ( ) Female ( 🗸 )                                                        |                                                                  |
| Below 18 ( ) 19 Years- 25 Ye<br>Years - 55 Years                             | ars ( 🗸 ) 26 Years - 46 Years ( ) 46                             |
|                                                                              |                                                                  |
| ( ) Employee (                                                               | Graduate ( ) Post graduate ( ) ) Businessmen ( ) Housewives ( ~) |
| <ol> <li>Which UPI apps do you prefer<br/>Google pay ( ) Phone P.</li> </ol> | e ( ) Paytm. ( ) Others (~)                                      |
|                                                                              |                                                                  |
| Level of satisfaction towards to                                             | lapps ) 2 years ( ) more than 2 years ( )                        |
| Satisfied ( ) Highly satisfied ( ) None (                                    | eri ( Anti-Line)                                                 |
|                                                                              | ve faced while using UPI for transactions                        |
| Network problem ( ) Pen<br>Others ( X ) None ( /)                            | ding transaction ( ) Security problems ( )                       |
|                                                                              |                                                                  |

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### St. Paul Institute

of Professional Studies, Indore



B.Com Plain I Year (2023-24)

### **Project Training Report**

Undertaken At

#### SHIVAM GROUP

| 5. No. | Name of Students     | Roll Number | Signature |
|--------|----------------------|-------------|-----------|
| 1      | Palak Jashnani       |             | Antonia   |
| 2      | Dimple Joshi         |             | toolie    |
| 3      | Suryansh Yadav       |             | Offodors  |
| 4      | Alefiya Banglorewala |             | Deles     |
| 5      | Sharad Sivarajan     |             | (B)       |
| 6      | Kanak Kashyap        |             | Denak     |

Guided by:

Dr. Jyoti Bathra

Assistant Professor

SPIPS, Indore

47 gra 2011

Authorized By:

Dr. Sr. Alice Thomas

Principal

Date:

ie: Sa-Alice I home

Staren:

ute of Professional Stud

HIDONE

#### Declaration by the Student

I hereby declare that the Internship Training Report submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of Dr. Jyoti Bathra (Assistant Professor), and this report is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of Commerce. The analysis/results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

| S. No. | Name of Students     | Roll Number | Signature |
|--------|----------------------|-------------|-----------|
| 1      | Palak Jashnani       |             | did and   |
| 2      | Dimple Joshi         |             | -Haste    |
| 3      | Suryansh Yadav       |             | ayara     |
| 4      | Alefiya Banglorewala |             | Oh-       |
| 5      | Sharad Sivarajan     |             | and       |
| 6      | Kanak Kashyap        |             | Durak     |

Place: Indore

Date: 2324

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#### Certification by Guide

This is to certify that Following students of **B.Com Plain I year D** have carried out the Project Training under my guidance and supervision in partial fulfilment of the degree Bachelor of commerce, offered by the Devi Ahilya Vishwavidyalaya, Indore (MP).

| S. No. | Name of Students     | Roll Number | Signature |
|--------|----------------------|-------------|-----------|
| 1      | Palak Jashnani       |             | and a     |
| 2      | Dimple Joshi         |             | Hother    |
| 3      | Suryansh Yadav       |             | Dipodor   |
| 4      | Alefiya Banglorewala |             | Ors       |
| 5      | Sharad Sivarajan     |             | DVA       |
| 6      | Kanak Kashyap        |             | Buck.     |

The above work is done in Shinom Invally (Name of the organization) from 28/12/2023 to 13/01/2024.

I wish him / her all the success in the future endeavours.

Signature: Bal 24

Name of the Guide: Dr. Jyoti Bathra

Designation: Assistant Professor

I

S. Hice Thomas

#### Acknowledgement

| 9 would like to express my sinceres         |
|---------------------------------------------|
| ignatified to Demple Palak & Stolya Karok   |
| Surrand Surregues for Their Invallable      |
| Contribution and support during The         |
| equelapment of the project 9 and also       |
| Thankful To Typle man and our               |
| college principal for giving us opportunity |
| to do practical experience and also         |
| Imprave our communication skills -          |
| who has been very helpful In Completion of  |
| The project of successful express my        |
| Thanks I from Justin Justinible guiddincer  |
| Intellectual auggestion and constant help   |
| In a lat of Travious way during project.    |
|                                             |

| S. No. | Name of Students     | Roll Number | Signature |
|--------|----------------------|-------------|-----------|
| 1      | Palak Jashnani       |             | hadren .  |
| 2      | Dimple Joshi         |             | -Ye-      |
| 3      | Suryansh Yadav       |             | Dyader    |
| 4      | Alefiya Banglorewala |             | 0000      |
| 5      | Sharad Sivarajan     |             | alux      |
| 6      | Kanak Kashyap        |             | Qual      |

Place: Indore

Date: 2/3/24

S. Alice Thomas

St Paul Institute of Professional Studies
INDORE

## Performa-G2 Information and Consent Of The Organization

| Name and Registration of the Organization           |
|-----------------------------------------------------|
| Structure (Government/Semi Government/Private/other |
| Nature of work                                      |
| Total No. of Collaborators in the Organization      |
| Maximum No. of Students which you can guide         |
| Employment possibility after Training               |
| 7. Other important Information                      |

Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.

For SHIVAM GROUP

CORRETOR

Signature with date Head of the organization

S. Hice Thomas

#### Performa-G4

#### Feedback Form

| Name of Trainee Stu | dent: Dimple, Susymon, Alak, Ospya, Swood |
|---------------------|-------------------------------------------|
| College Name        | : St. Paul Institude                      |
| Class               | : 0.10m 101 ype '0'                       |
| Section and S.No.   | : O' Plain                                |

| S.No. | Basis of Valuation                    | Grade (A/B/C) | Remark    |
|-------|---------------------------------------|---------------|-----------|
| 1.    | Attendance                            | A             | Excellent |
| 2.    | Theoretical skills gained             | 6             | Gnad      |
| 3.    | Practical skills gained               | А             | Excutert  |
| 4.    | Sincerity& Interest towards<br>work   | A             | Excused   |
| 5.    | Attitude and behavior during training | A             | Excellent |
| 6.    | Coordination with working group       | В             | Good      |
| 7.    | Overall grade                         | A             | Excellent |

Date: Signature: .... Signature: ....

Place: Name of the Head: ... S. R. YARAY.....

vi '

Name of the Organization: SHIVAM CROUD

S. Alice Thomas

Paul Institute of Professional Studies
INDORE

#### SHIVAM GROUP

DIRECTOR : S.P YADAV

HOME LOAN, MORTGAGE LOAN, TAKEOVER LOAN, PROJECT LOAN, OD/C.C.LIMIT

328 314 FLOOR PHADNISH COMPLEX, NEAR KOTHARY MARKET, INDORE (M.P.) 452001

CONTACT NUMBER: 9907528531 Email ID: shivamgroup15@gmail.com (TIME 11 TO 6 P.M.)

This is to certify that that Following students of B.Com Plain I year D of St.

Paul Institute of Professional Studies, Indore, have successfully completed the Project Training from 28/12/2023 to 13/01/2024 in our organization.

| S. No. | Name of Students      | Roll Number | Signature |
|--------|-----------------------|-------------|-----------|
| 1      | Suryansh Yadav        |             | Depart    |
| 2      | Sharad Sivarajan      |             | Que       |
| 3      | Dimple joshi          |             | 1012      |
| 4      | Palak Jashnani        |             | W         |
| 5      | Alefiya Bangalorewala |             | die       |
| 6      | Kanak Kashyap         |             | Bre.      |

Their work and behavior during this period was good. We wish them for their bright future.

Signature: .... Byodav

Name of the Org: .. SHINAM MEOUR

Head/Delegate: ... S. L. Ya dov ....

For SHIVAM GROUP

Stamp: .....

PROPRIETOR

"Your partner in financial progress"

S. Hice Thomas

PRINCIPAL
SL Paul Institute of Professional Studies
INDORE

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| 3.     | Distribution of Work (Student Wise)     |
| 4.     | Introduction of the Organization        |
| 5.     | Objectives of the Project along         |
|        | with its Relevance in Real life         |
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| 3.     | Literature Review                       |
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|        | student as per work alloted 11:         |

St. Paul Institute of Profess

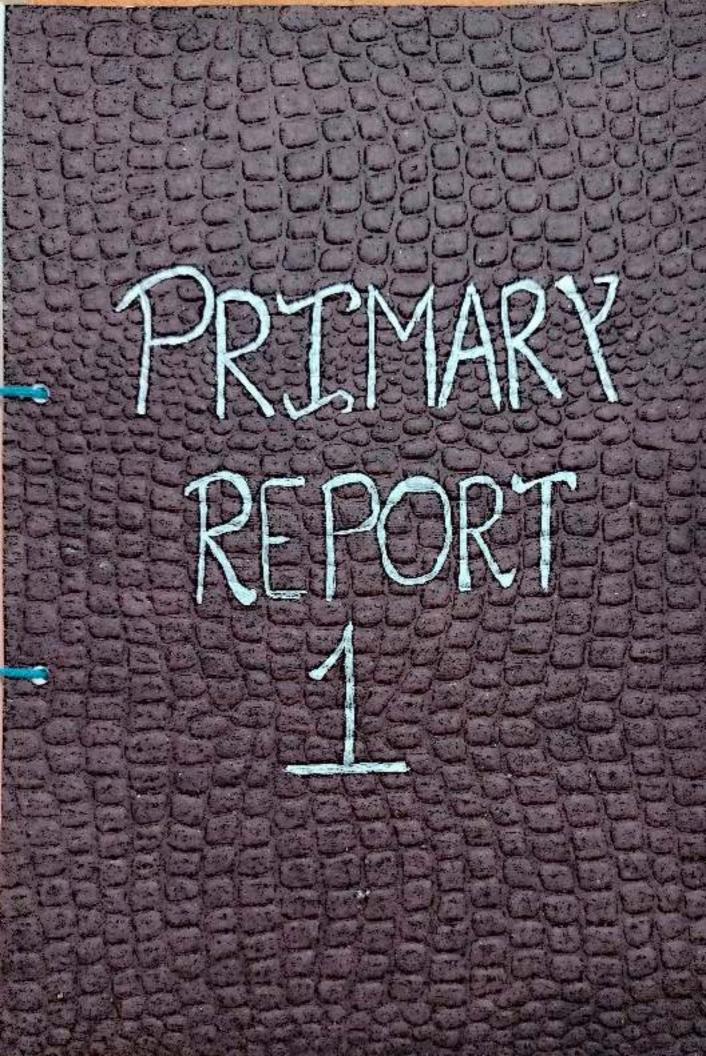
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### Chapter 1

|     | 1                                           |
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| 1.0 | Introduction / Anea of the Respect          |
| 1-1 | Background / Literature Review              |
| 1.2 | Planning of the Project, Reference & Jarget |
|     | Return                                      |
| 1.3 | Work Place / arganization's Details         |
| •   | Chapter 11                                  |
| 2.0 | Work Flow of the Peroject                   |
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|     | Chapter III                                 |
| 3.0 | Aralysis of the Conclusion s Results        |
| 3.1 | Challenges in Project Work                  |
| 2.2 | Recommendations Based on Conclusion         |
|     |                                             |

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## Introduction.

In this project work, we will be analyzing "SHIVAM GROUP OF ORGANISATION" and making the file Shimam Group of organization is well established from with the legacy of 20 years in the loan procedure insolvery. The company is specialized in providing various types of loan, including project, housing and mortgage loans.

Tet by enperienced propositor, Mr. SP Vadar, Shimam Group has built a strong reputation with hardwork and has gained reliability in the loan sector.



S-Alize homes

PRINCIPAL St Paul Institute of Professional Studies INDORE

# Project Work

In the planning of our project we selected Shirram group for our project. We initiated discussions with the properietor. Mr. S.P. Yadar to formalize our collaboration and establish the project's promework. Develop the meeting we outlined project sequirements, Negatiated time limes. Mr. S.P. Yadar infrared his commetment to ensuring the receipted completion of the project with in the agreed when parameters.

Subrequently, We distributed the allocated tacks among our tham members, considering their intrust and avability Fach member recived clear instructions and timelines to guide their work.

figular Communication channels were established to facilitate updates, address concerns and maintain alignment through out the project.



| TOPIC | DATE 3 |        |
|-------|--------|--------|
| TOPIC |        | ****** |

## Distribution of Plan.

Distribution in work is done in groups on each igraup There are Two students and there are total 3 Crosups for working in augmission.

There are Just merkers are there in group a. Dimple Joshi and Palak Jashnanii. They are idaing Dacumentation in Joan processing Unit at Shivan group are are generally Jaking on the documents Related to Joan process.

There are Two members are engage in group B. Alefija Cangalonewala and Kanak Kashup They are doing in Telecommunication Calling They generally giving Information, and create ausveness about arganisation giving bean

Three are Two members are There in group

C. Suryansh yaday and Sharad Shivajan

There are engage in fold survey and

going at Alfebert places and giving

Thermalian about survey.

PRINCIPAL

Organisation is Paul Institute of Processonal Studies.

|   | TOPIC                                                                                                                     |
|---|---------------------------------------------------------------------------------------------------------------------------|
| - | Introduction of the                                                                                                       |
|   | Organization                                                                                                              |
|   | Shiram Group is a well established                                                                                        |
|   | firm with a legacy of twenty years in the loan procedure industry.                                                        |
|   | in the loan procedure industry.  The Company specializes in prioriding many                                               |
|   | types of cloans including project loans, housing loans, maritgage cloans and takeonier cloans.                            |
|   | Led by the experienced proporietor, more                                                                                  |
| - | SP Yadar Shiram Group has built a strong preputation for its expertise and reliability in the loan sector.                |
|   | The Shirram Gray comprises of a                                                                                           |
|   | prosess extensive knowledge and experience in the Joan procedure industry.                                                |
|   | The team comprises of loan experts,                                                                                       |
|   | financial analysts, sustaner service<br>nepresentatives and support staff, all<br>working together to deliver exceptional |
|   | services to the elients                                                                                                   |
|   | 5 3'12 1hr as                                                                                                             |
|   | PRINCIPAL SI Paul Institute of Professional Studies INDORE                                                                |

|   | TOPIC                                                                                                                                                                                                    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Objective of thre Project along with it's Relevance in Real                                                                                                                                              |
| 0 | it's Relevance in Real                                                                                                                                                                                   |
|   | Life                                                                                                                                                                                                     |
|   | OBJECTIVE                                                                                                                                                                                                |
| ) | The company specializes in prioriding various types of loans, including project cloans,                                                                                                                  |
|   | housing loans, mortgage loans and takeover loans                                                                                                                                                         |
|   | Build a strong Reputation.  The company aims to build a strong reputation for its experitise and reliability in the loan sector.                                                                         |
|   | Empower Individuals and Businesses  The objective is to provide financial solutions  that empower individuals and businesses  to achieve their goals and asperiations.                                   |
|   | Development and Training of Jean Members  Another one of its objective is to invest in the continuous development and training of its team members to ensure they  stay updated with the latest industry |
|   | trends and best practices.  S-Alize Thomas.                                                                                                                                                              |
|   | SI Paul Institute of Professional Strokes* 3                                                                                                                                                             |

|   | TOPIG                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
|   | RELEVANCE IN REAL LIFE                                                                                                                        |
|   | Variety of Loans.  The company provides various types of loans which include project loans, housing loans, mortgage loans and takeover loans. |
| 0 | Customer - centric                                                                                                                            |
|   | The company prioritizes its customer's                                                                                                        |
|   | needs and strines to provide them with                                                                                                        |
|   | personalized, efficient and reliable loan                                                                                                     |
|   | Financial Solutions                                                                                                                           |
|   | They provide financial solutions to individuals and businesses to empower                                                                     |
|   | them and enable them to achieve                                                                                                               |
|   | their goals and aspirations.                                                                                                                  |
|   | Expertise and Reliability                                                                                                                     |
|   | This company is a well established firm                                                                                                       |
|   | with a legacy of so years in the loan                                                                                                         |
|   | procedure industry. Innovation and technology                                                                                                 |
|   | is embraced to enhance the delivery                                                                                                           |
|   | of their services to their customers and                                                                                                      |
|   | stay ahead in the dynamic doan                                                                                                                |
|   | industry. As a result, the dompany has                                                                                                        |
|   | built a istrong overutation for its                                                                                                           |
|   | expertise and reliability 5 the themas loan                                                                                                   |
|   | App to Professional Studies .                                                                                                                 |
|   | INOUAE .                                                                                                                                      |

PRIMIN REPORT 

 $\mathcal{L}(\mathcal{R})$ HOW

Selection of Company (SHIVAM GROUP)

In this step, the team searched and identified the company GHIVAM GROVE as the subject of their project. This was likely done through research and analysis of different companies in the industry to determine which one would the most suitable for project work.

Study of Company

Once the firm was selected, the team conducted a thorough analysis of shiram Guoup. This involved researching the company's history, products, services, market position, competitors and other relevant information. The team used the arrival reports of the firm and articles withen for comprehensive underst-anding of the company

Visit of the Company . S- Alize Thomas :

After analyzing the company, the team sisted shiring Grupup to gother information and to start our work. After visiting the form, we had the tour of the organization, interaction with the employees

Field Work, Data Collection

Methods/Process
None
Data Collection

From Evoup C. The students are coppared in Feild mark for collecting the datase and wratging we have collected data by idirectly equationing the stars margor general feutice, and equing in same comparates and conducting customer survey and daing Inat what what and conducting customer survey and daing Inte Information secondary and uniting the Information secondary to that Under Feild work up also condensated how to deal with supposition of deals with supposition of deals with supposition of deals with afferent people which also emprauma our communication skills which is holpful fan aux future jako as lie know communication is most Important in feit work and Telecommunication centre because in These we deals with different opinion of the people

we used gasque forms as a saal for data callections in feld survey and apthering Information about Consumer preference, alitudes and different behaviour for analysing.

FRINCIPAL

Joild work and collection of sola help

un to think realistic because at Contain

uncal world data and Droughts and help

to develop neighbourt attrategies and policy

thorough Field work S. Alize Thoron:

Liberature Review...

Sa- Alice Thomas

PRINCIPAL

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NDORE



Shiriam Exoup with the mission of empound individual and businesses to achieve their goals and asperation is a well-established firm with a legacy of 20 years in the lean procedure industry The company specializes in prisiding various types of loans, including project loan, howing loan, mortgage loans and takeout loans The form is led by the enperienced proprector Mr. SP Yadar, Shinam Group has built a strong repulation for it's empertise and reliability in the loan extor The vision of this firm is to become the leading provider of loan connices, recognized for our commutment to sustemer saturant innovations and official practices. The frim uphold some core values in their day to-day operations Integrity austomer-centric Encellence 4. Innovation 5. Jean work So-Alice Thomas

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INDORE

Individual Work Progress of -cach Student as per Work Allotted

ensure compliance with negulatory organizements

| TOPIC                    | DATE 12                                                                                                                                                                                          |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arretues<br>to de        | aried knowledge of loan lerms, legal and proper record keeping.  Effective communication and attention tail are crucial skills learned this work.                                                |
| wank.  and  cloans       | members of this Group, Sharad and sh , were assigned with field. They had to visit business firms explain about the various binds of provided by the Company and the and conditions of the same. |
| the<br>underst<br>bussin | tailor loan solutions to meet                                                                                                                                                                    |
|                          | PRINCIPAL Si Paul Institute of Professional Studies - 1                                                                                                                                          |

## PROERESS REPORT

sellings - 200

Individual OTK TOPO

| ī |      | DATE                                                                                                 |
|---|------|------------------------------------------------------------------------------------------------------|
| 1 | TOP  |                                                                                                      |
| 1 |      |                                                                                                      |
|   |      |                                                                                                      |
| 1 | C    | mraup & -                                                                                            |
| 1 |      | 1. 10 11/1/20                                                                                        |
| 1 | w    | money Things. It will help me and great work in future job.                                          |
| _ | 200  | money was a little 400                                                                               |
| 1 | 7    | e de great work in file documentation                                                                |
| 1 | 111  | o dannie                                                                                             |
| _ | - 5  | t Include comments to the function                                                                   |
|   | 4    | e methods Indude Information                                                                         |
|   | 0    | shout how each function contribute                                                                   |
| - | 10   | to the loon pracessing workflow.                                                                     |
| _ | 1    | to the loon processing wastage                                                                       |
|   | 1    | and arrange on the documentation                                                                     |
| - | 10   | et also que us senouledge about                                                                      |
| - | 1.   | utat are the things are Required                                                                     |
|   | 1    | for lon processing us gain the                                                                       |
|   | 1    | for lon processing. It me neccessary                                                                 |
|   | 1    | documents require in land processing                                                                 |
|   | 1    | Que enperione                                                                                        |
|   | 1    | is very nice.                                                                                        |
|   | 1    |                                                                                                      |
|   |      | PRINCIPAL                                                                                            |
|   | -    | St Paul Institute of Professional Studies                                                            |
|   | -1   | under This Organisation, aller are in Telecommunication sector, in which                             |
| _ | -    | we rearried two to connect with                                                                      |
| _ | -    | different apinious people How To                                                                     |
|   | -    | I III. III. III. III. III. III. III. I                                                               |
| - | 2012 | They Jak Jakma Jaan Through                                                                          |
|   |      | Than Jan Jaking Joan Through<br>Telling Them about The Important<br>of It Improves our Communication |
|   |      | of 2+ 2+ Improves our communication                                                                  |
| - |      |                                                                                                      |

skill which is very helpful for us. It help us To manage the The tree situation in life in proper way of communication. when To react of and current so wast in any organisation. It show to wark in any organisation. It surromment and cultural I tow does the Tele Communication unit wark in any of the arganisations what problems and challenges we are going to face It Teaches about that overall over the built our personality and our experience in Organisation is great

Group C

and This Chaganisation, are had done Fried arranged and It is planters enoperative four us as as are learn and how to deal in the deferent person and different opinion It also Improve own constraing power of provide us first hand data by counting Information directly from the source, ensuring accurate and releavance. Own charts help: To do pasify comparisons from the provide the provide

Stastistical Arralusis

1) Loan approval rate - The precentage of learns approved by firm.

Approved - 80%. Disapproved - 20%.

- 2) Averige Loan amount The average rise of booms
- 3) Proceeding time The total time taken to present a loan application ranges from 7 days to 20 days
- 4) brofit margin The Commission charged for the pracedure of the loan is between 2% to 7%.
- 5) Courtemer satisfaction Eudback from curtomers sugarding their satisfaction with loan proudwer

5 com the Scale of 5

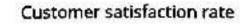
80% of courtemers reated 5

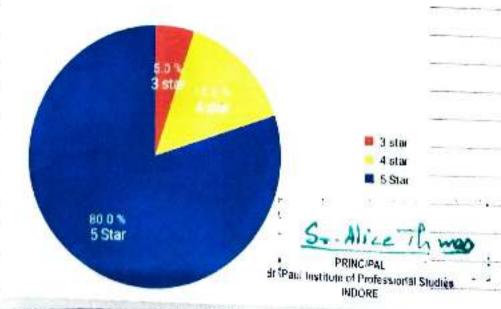
15% of Courtemous realed 4.

5% of Customers rested 3: S. Alice Thomas

SI Paul Institute of Professional Studies

- 6) Sowell Mediums of getting Courtomous / Clients:
  - 1) Reffrall Mouth to mouth Communication by the satisfied constamues.
  - 2) Marketing Through the means of ordine marketing, brint media.
  - 3) Pardmouships/colabrations Pardmouships and collab with other firms and institutions.
  - 4) Direct sales Employing sales team to directly reach potential (ourtomore





Methods of Amalysis/ Applied Technology Pesult amalysis along with it's comparision with RINCIPAL STATE OF PRINCIPAL MINORE MINORE

|    | TOPIC                                                                                                                                                       |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Method of Amalusis.                                                                                                                                         |
|    | The methods of analysis and applied techniques play a orusial role in derining meaningful insights from the data collected during our visit to a loan firm: |
| •  | While talking about analysis the percentage of loan approval is 80% where the amerage size of the loan is 80 lakes. The total time taken to process a loan  |
|    | application can be 7 to 20 days while<br>the commission charged is between<br>27 7%.                                                                        |
|    | After doing the Customer survey, we got<br>to know that the customer salifaction<br>with loan procedure.                                                    |
| カカ | 80%. Of customers rated 5<br>15%. Of customers rated 4<br>5%. A customers rated 3.                                                                          |
|    | we also analyzed the sources of getting customers / clients                                                                                                 |
| 1. | Reffralls - Moutes to Houtes communication by the satisfied sustomers                                                                                       |
| 2  | Brist media.  PRINCIPAL  St PAUL INSTRUCTION STUDIES                                                                                                        |
| -  | INDORE                                                                                                                                                      |

- 3 Partnership and collabrations Working union server institute, and from
- 4 Direct services who team directly securing # to the potential customers.

Jualitative Date Inalysis

hinds morking in three different departments we analyzed the techniques of morking, analyzed the content and the imployee morking methods. There was a very friendly environment and all the members were especiative as well.

he also analyzed through customer fidhacks and rating Employee suspense also played a major role during the analysis.

SWO Ambresis

strugti Waknes Threat

SEPAN METERS OF PROPERTY SECTION SECTION -

Challenges faced Field Work Broject Work along willy

| TOPIC                | DATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| -> yor               | Group involved in document processing  found found challenges such as:  remaining five authencity of submitted  ments speed a schallenge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| They<br>Trese<br>and | attempted to some meganding this challenge anching on net neganding this challenge consulting their cowarkers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| unas<br>uproc        | er challenging situation in this work  maintaining accuracy in document  essing. This problem was volued by doubt  essing the work after its done and  king they from their to warkers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| -> 94                | Group yourd such renaltenges during works                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Jan                  | municate bean terms and benefits usociety. order to overcome this problem the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                      | obers of this group listened to their                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| clie                 | nts and allempted to implement the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| sam                  | the and attempted to implement the S. Alice home.  PRINCIPAL  PRIN |

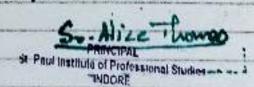
They told us about the possible questions that the client may ask and how to answer them in the best way possible

Different clients have different allitudes and imagenerisms. We tried to become glanishe according to the client in order to convey our points viegoridaing the loans.

The members of this group involved in field work faced the following khallenges:

Kack of experience in financial peroducts and therminology. To overcome this difficulty they observed show their fellow sco-warkers conversed with the protential chients in yressen.

Difficulty in numeroboung the terms and conditions of loans, Solution Remissing lerms and conditions before going for the field work



## PROGESS REPORT

FINAL REPORT)

Paul Institute of Polessianal Studies

Introduction Atrea of Project PRINCIPAL of Paul Institute of Professional Studies INDORE

|    | TOPIC DATE 2.                                                                                                                                                                                        |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Introduction.                                                                                                                                                                                        |
| *  | Through this project we will try to understand the working and functioning of the Shiram lyroup and how the managed to establish a preputation what are the characterized by reliability in liverily |
| •  | life will try to comprehend how this company manages to enude excellence in their operations, ensuring accuracy, efficiency and professionalism in all aspects of their work.                        |
|    | The company protectes narious types of loans and tailor theor according to the reed of the client so that the individuals and businesses can achieve their aims, dreams and aspirations.             |
|    | This sompany / project analyzed by the yollowing students:                                                                                                                                           |
| 2. | Palak  Salice Thomas  Alefiga  PRINCIPAL  Institute of Professional Studies                                                                                                                          |

0.0

| F    | TOPIC                                    |
|------|------------------------------------------|
| 1    |                                          |
| - 1  | Kanak                                    |
| - 11 | Sharad                                   |
| 6.   | Swigansh.                                |
|      | We did the yellowing activities in order |
|      | to better understand the functioning     |
|      | of the company:                          |
|      | mi + indicate and                        |
| -    | Making phone calls to individuals and    |
| -    | businesses who are potential clients     |
| 1    | and tell them about the narrows loans    |
| -1   | they can opt for & achieve their         |
| -    | geals.                                   |
|      | a i dien and little Reviews die          |
| 0    |                                          |
| +    |                                          |
| -    | loans.                                   |
| 0    | Collecting and compiling documents which |
| 1    | I buttony                                |
| +    | are organized as the state of            |
| +    | verify the credibility of the itelent.   |
| +    |                                          |
| +    |                                          |
| -    |                                          |
| +    |                                          |
| -    |                                          |
|      |                                          |
| -    | S. Alice Thomas                          |

iterature Review

enperience in financial domain. he has slevred the company through various wonomic landscapes, adapting to market dynamics and tregulatory PRINCIPAL
Paul Institute of Professional Studies thorngys

Commodable performance and restained growth.

Through brudent rick management practices and brudent stratigies the company has navigated through a consumer downtwent and market fluctuations.

It ability to adapt to changing consumer preference and emerging trunds undercorns its resilience and agility in Computations land scape.

Courtement satisfaction rumains a sance commissione of shivam group others. The company places a purnium an delinering per superior service and fransprumery in all its inter-actions (sustament fudback and testimonials reflects high level of statisfaction with shivam group which ships its committeement to environ and integrity in financial transactions.

In Cum lusion the literature services underscore shiram group's standing as a supertable firm in the lean procedure's sector, quided by the Visionory ladership of Mr. S.P Yadar. through its unwaverence can commitment to endence, regulatory compilance, and courtemer satisfaction, Stivam broup continues to set benchmarks for performance and innovation in the dynamic landscape of financial remiers.



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INDGRE

Planning of the

Poject...

S. Alice Thomas

PRINCIPAL

Paul Institute of Professional Studies

TOPIC .... .. DATE...... 3.4 Before starting the planning of the project, und plo werd in search of companie valuable information and time. He then met up with shuram Group an they were ready to work with for the same. shinam lyeaup is a substable organization that has been in the loan peroceditive for 20 years. It specializes in Offering a erange of loans, such as perget plans loan, howing loans. Under the of its seasoned owner, Mr SP Yadar, Shinan Crucup has established a solid reputation for competence and dependability in the lending industry our Objective for the visit was to work the working and analyzing the same. We were there to understand their operations, evaluating their sustames service and identifying collabration. After meeting and discussion we were assigned with the lasks. 1. File management Fild Survey 3. Telecalling. St. Paul Institute of Professional Studies

..... DATE..... Before planning, we also interacted with the customers who were already. marking with the firm. From doing these, we got to know the sustamer satisfaction and got to know about the firm After starting our work in the form. we were lengaged in our work. Through our tasks we got to know more about the foin and the employees Buing a loan promider company, it unsolves a high risk of low to the day passed, we learned more and more about how the files were how to interact and make new our call? How to field Survey and make new customers and aware about the same? Each department has its importance of providing effective loan services Our target for working in shiriam Geoup was to analyze and learn from day-today operations of the form of an all the students from the group their own learning and analysis which is put logether in their this project So. Alice Thomas PRINCIPAL St Paul Institute of Professional Studies

INDORE

rpanization details

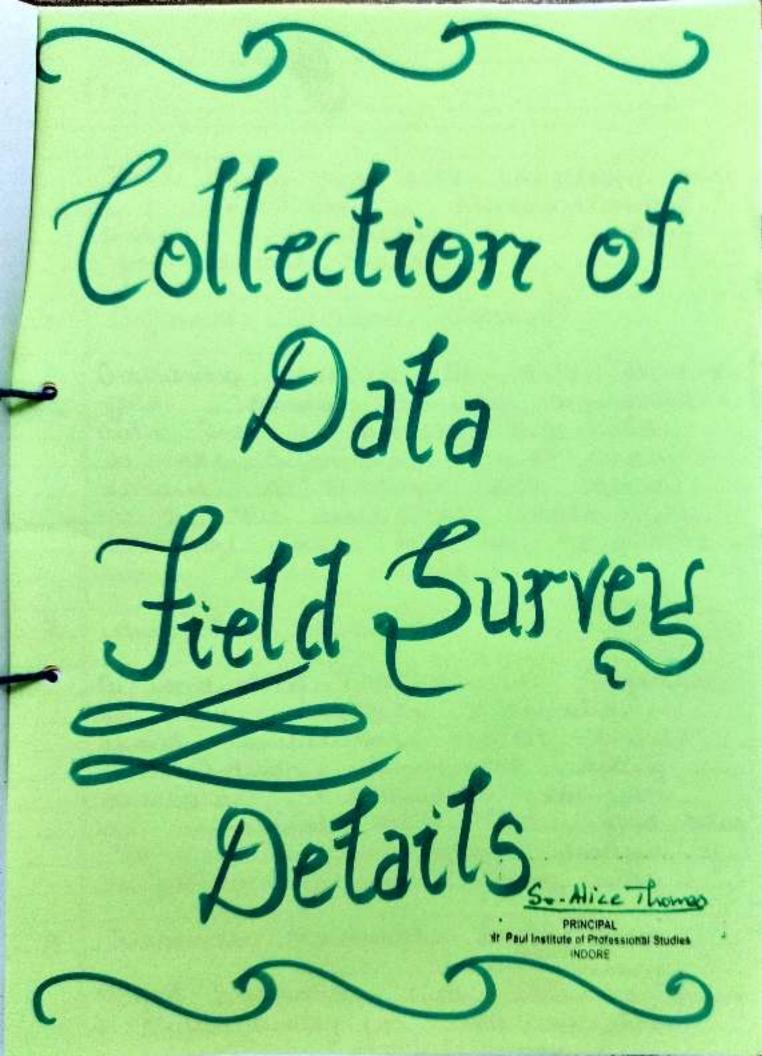
|   | TOPIC DATE 25                                                                                                                                                                                                                                                      |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                                                                                                                                                                                                                    |
|   | Organization Details                                                                                                                                                                                                                                               |
|   | Shivom froup is a Private firm established in 2003. It is a null-established firm with a legacy of 20 years in the loan produce that industry specializing in various types of loans, including project loans, housing loans, mortgage loans, and take over loans. |
|   | 00000 1000C 1700C 1700C                                                                                                                                                                                                                                            |
| _ | Their mission is "To Prove de lingueial delutions empruering individuals and business to achieve their yeals and aspirations."                                                                                                                                     |
|   | of is Jocated in Indore at 328 3rd Hoor, Fodrish Complex Near Kothary Market, Indore (M.P.) 452001.  Ind Contact details are Phone no. 9907528531  and their email id: shivamyroup 15 @gmail.com                                                                   |
|   |                                                                                                                                                                                                                                                                    |
|   | S. Hice Thomas:                                                                                                                                                                                                                                                    |
|   | PRINCIPAL SI Paul Institute of Professional Studies                                                                                                                                                                                                                |
| - | HOUSE                                                                                                                                                                                                                                                              |

| TOPIG DATE                                                                                                                |
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| The Director Towner S.P. Yadow C. Sharad Presad<br>yadow ) he leds and hold to his<br>expertise in Joan procedure         |
| Shivarn from how the ups with many fourt as well as private houser and a which helps them to bet down for their Criteria. |
| and as their tag live says  'your partner in financial progress'                                                          |
| PRINCIPAL Paul Institute of Professional Studies WEORE                                                                    |
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Work How ofthe 1) roject Sa- Hice Thomas PRINCIPAL it Paul Institute of Professional Studies

| 9  |                                                                                                                           |
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|    | TOPIC                                                                                                                     |
|    |                                                                                                                           |
|    |                                                                                                                           |
|    |                                                                                                                           |
| -  | broject Initiation: brother requirement's and objectives of the internship project from shivam                            |
|    | grown.                                                                                                                    |
| 6  | Assign roles and responsibilities to the interests.                                                                       |
| _1 |                                                                                                                           |
|    | breach farmation: broug mumbers Surgansh, Dimple<br>Balak, alefiya, Kanak, Sharad                                         |
|    | Dowmentation - (Dimple, Palak)                                                                                            |
|    | Field survey -> (Swyansh, Sharad)                                                                                         |
|    | Tally Calling - (Alifiya, kanak)                                                                                          |
| 7  | Regular meetings and Updates:                                                                                             |
| •  | Arrabyzze Lundust rugular meetings amoung the group to share progress updates discuss challengers and coordinate afforts. |
|    | Review and evaluate the quality of work produced by each group providing constructive judgack and support as needed.      |
|    | S. Alice Thomas                                                                                                           |
|    | \$1 Asul Institute of Professional-Studies                                                                                |

|        | TOPIC DATE 22                                                                                                                                                                                                                                      |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4      | Data analysis and interpretation:                                                                                                                                                                                                                  |
|        | Analyze the data (alleted from field swariff, tally calling, and other sources to identify trends, latterns and insights relevent to the present objectives.  Toterpret findings and draw Cunderions to report recommodations and decisions making |
| •      | processes.                                                                                                                                                                                                                                         |
| 2      | Report propriation and presentation:  (allabrate accress groups to integrate findings, analysis and documentation into coprehensive report.                                                                                                        |
|        | · Pripared key findings & recommendations and outcomes of internship report.                                                                                                                                                                       |
| _      | 1 Bioject irralisation and closure:  Conduct a final evaluation of the internship  project, reflecting on success, challenges and  lessons learned.                                                                                                |
|        | · Wrap up loose ends, submit final délicurables<br>and express gratitude to shivam group for the<br>apportunity to contribute.                                                                                                                     |
|        | S-Alize Thomas:                                                                                                                                                                                                                                    |
| 115504 | St :Paul Institute of Professional Studies 4 INDORE                                                                                                                                                                                                |



Feild survey and data callection play a crucial Rale in organizational process and decision making for several reason.

Informed Decision Making.

Crathering vient world data Through fild surveys provides organisations with The necessary Information To make Informed and Strategic decisions. As Through Feld survey we get the statistical data with accuracy which help us to make more better decisions.

2 Competitive snoypis.

By Conducting Feild survey Organisation on can I gather Information - about Competitors, market Trends ond Industry benchmark, aiding in obtatigic planning so we get numerical idata under feeld survey. It help to comparative whalipis of Competitor in more clear way.

3 Customer Feedback: S. Hize Thomas.

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\*\* Paul Institute of Professional Studies.

Direct Interaction with Childmens Throng of Field survey for Date Collection

provide valuable Food back, help the arganization garge customen totalist toom and layouty. In in Fold survey their is personal face to their communication with help to take proper customer Foldback, which help the arganization to know event their treatment resides and they can change it according to that

4 Quality Improvement -

Organisation can use field country to assess the quality of their services Dalentifying the Arian for the Deprovement and crowning histories cathefaction. As Feild survey tills in what areas we are lacking and help to Improve that for better for warring of an organisation.

5 Market Research - S. Hice Those

In business field survey Contribute to market viessanch, help engenisation understand Customer needs. Time preferences and Changing of the Dynamic encuranment because of Continueausly Changing of customer Demand. So by knowing the Taste and preference of Canal

et the organisation seconding to Important for any arguisation to understand word is going in the market sepecially on Finance related Organis ation. Organis ation.

## Risk Assessment:

Felld survey help organisation assess potential risk and challenges associated with project, operation of market entry, allowing for proodule ribk management.

Inough feild survey The arganisalion can also predict the visk and challenges union may an arganisation can face in future so at reduce short passi bility:

From Our group c, The students One Invalue on The Feild survey work. They used Questionear as a 1 Tool for Data Callection in feild survey and gettering Information about Consumers preference. alittude and different behavieler for accurate and southice thanks nature Data. JAN ANALYSIA . PRINCIPAL IN PAUL INSTRUCTOR STUDIOS

Arralzisis of Conclusion Results & Alice PRINCE OF Paul Institute of Paul



This Project helped us to understand how a loan providing firm works and operate its functions

Ohivan beautism a company rubo vouide financial esolution to empower individuals and business to achieve their books as they are try their best to become leading over 2 ctuo) decade.

They help individuals to get loan for principal amount.

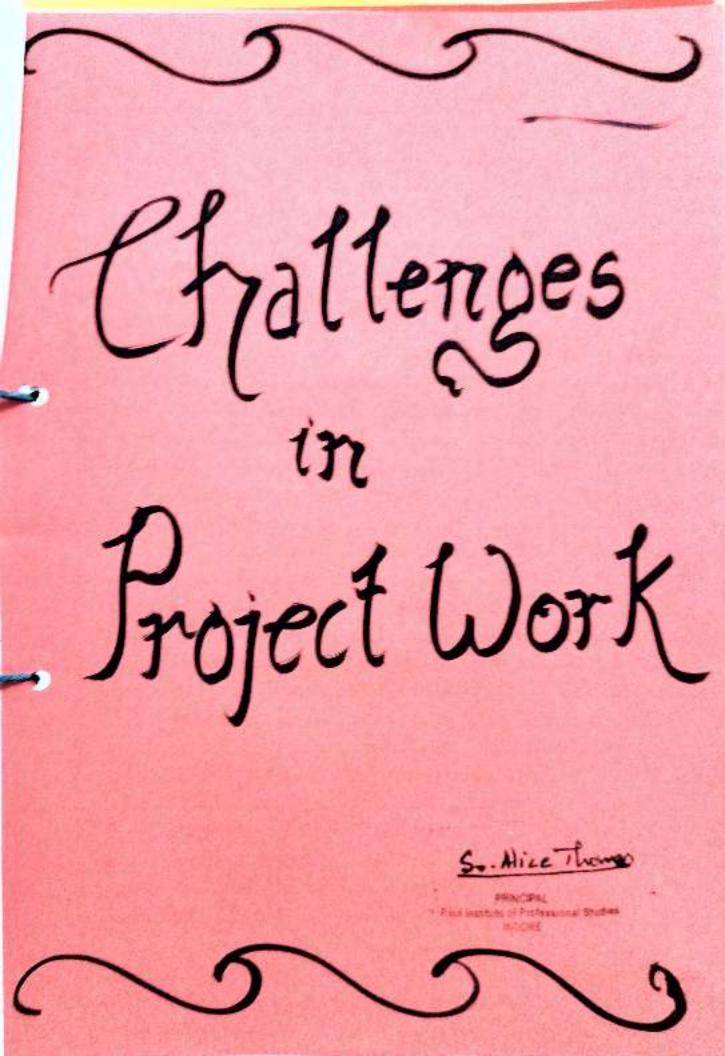
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do a Individual dimply and palake learned about the importance and vaildity of documents in Joan process. They also bearned from maintain the records of the clients.

ellifiga and florak librared about
the importance of the colling
as making out towned salls to I
potential sustamers, providing information
about loon series revises, ancuering queries, and potentially fenerating
Jeads on dates in other
words reaching out to those who
don't know I about the services.

Surgansh and estard learned about the importance of collecting or used valueable data and Jako coming across the attitude, behavior on environmental conditions and also telp them, to conduct little about your for the same.

S-Alice Thomas
PRINCIPAL
IT PAUL INSTITUTE OF Professioner Studies



| life faced certain challenges while working on this project.  Initially, there was lack of communication believen the members of the group of the project regarding the discussion of the project it was not an easy lask of choosing a firm which we would analyze comprehend and make three project work.  At the beginning, there was some confusion regarding how the project is to be made the first day of working in the company was not easy as we were not trained or habitual of doing the work of telecommunication was not easy as we were not project to he doing the work of the communication was not easy as we were not provided to be conveyed to the individuals and bewinceses who are potential clients.  Also, it look a white to understand and comprehend Southing to related to | F                                 |                                                  |                                           |                                              |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                   |                                  |     |
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| conveyed to the individuals and businesses who are potential chients.  Also it took a while to understand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | made the avere the Jhe easy       | sding The Som Not work work as                   | fion<br>feis<br>pany<br>tre<br>t          | t di the | pringe<br>by tot<br>or f         | t<br>  ww<br>  east<br>  abitual<br>  watien                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | s to thing as of                                  | une<br>doin                      | U   |
| Also it took a white to understand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | made the avere the Jhe easy to    | sding she shot work work as                      | how<br>finis<br>grany<br>tro<br>tro<br>me | t di<br>mas<br>wheel                         | ecommus  term                    | et  Leave each each end each each each each each each each each                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | tung<br>taking<br>tak<br>of<br>of<br>we           | une<br>doin<br>is no<br>ifficult | U   |
| Also it took a while to understand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | made the avere the Jhe eary fo    | sding The Jhe Annot work work as neme Joans      | how find yeary the of well more who       | t di<br>mas<br>whed<br>le a<br>the           | ecommus  it  term  needed  india | easy abitival was of iduals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | tung<br>thing<br>tas<br>of<br>we<br>di<br>earl    | une<br>doin<br>is no<br>fficult  | u   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | made the uere the gary fo         | sding The Jhe Annot work work as reme Joans eyed | how find yeary to the well more with      | t di t di t di the the the the the           | ecommus  it  term  needed  india | easy abitival was of iduals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | s to thing thing thing the as of the cond the and | une<br>doin<br>is no<br>flight   | U   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | made the uere the gary fo         | sding The Jhe Annot work work as reme Joans eyed | how find yeary to the well more with      | t di t di t di the the the the the           | e proje                          | et  Lasy  Lasy  Lasy  Lication  Log  Lo  Log  Lo  Lod  Log  Lo  Lo  Location  Loca | s to thing thing thing the as of the cond the and | une<br>doin<br>is no<br>flight   | U   |

MOCRE

It was challenging to get leads as it takes time to persuade and commince adopt to the elient's personality and Vituation. It proved challenging to converse with potential clients in person a well during the field work. It was difficult to suggest tailored loans right away to the ellent due to lack of knowledge of the services of loans. It thek time to understand and comprehend how the documents for loan processing are wollected, compiled and verified for its authenticity. The first day at the Company was a little overwhelming as the environment and the work assigned to us were unfamiliar, but with the help, support and motivation of the staff members are were able to overcome this challenge. dr Paul Institute of Professional Studies"

Recommendation based Conclusion

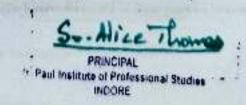
Concluding, at shown troup, they have a dedicated train of professional julio possess enteneme knoulledge and experience in the loan procedure industry The team comprises lean enperts, financial analysts, customer somice representatives, and support staff, all working together to deliver enceptional service to our their dients. They also invest in the continuous destelopment and raining of team members to ensure they stay stay updated until the latest treples and liest practices. After working with the team would recommend shircan for your your next loan Every for has it's weakness and and working on them would make the first more beneficial and strungetien its position in the market

## So. Alice Thomas

St Paul Institute of Professional Studies
INDORE

# Survey Regarding Loan Requirement

- 1.Are you looking for a loan?
  - o Yes
  - o No
  - o Maybe
- 2. Which kind of loan are you looking for?
  - o Home loan
  - o Project loan
  - o Mortgage loan
- 3.Do you have any active loan?
  - o Yes
  - o No



| 4.What is your | current | income | source? |
|----------------|---------|--------|---------|
|----------------|---------|--------|---------|

- o Business
- o Job
- o Other income

#### 5. Duration of loan repayment?

- o Short-term loan
- o Long-term loan

### 6.What's your current CIBIL score?

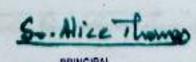
- o Below 300
- o Below 600
- o Below 900

### 7.Do you have all necessary documents?

- o Yes
- o No
- o Some of them

### 8.Do you have any collateral?

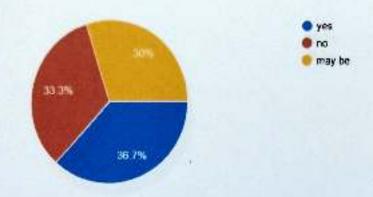
- o Yes
- o No



or Paul Institute of Professional Studies
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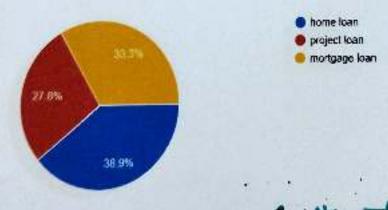
## **Analysis of the Data**

#### 1.Are you looking for a loan?



the found that out of thirty people only eleven people were willing to take a loan.

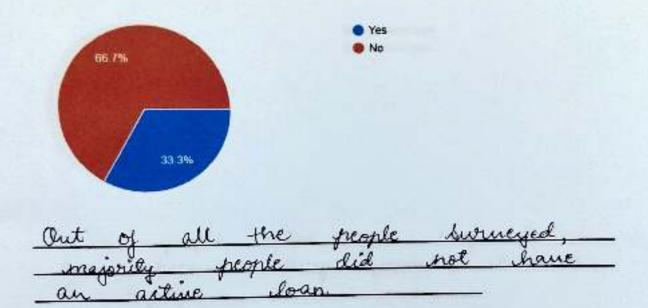
#### 2. Which kind of loan are you looking for?



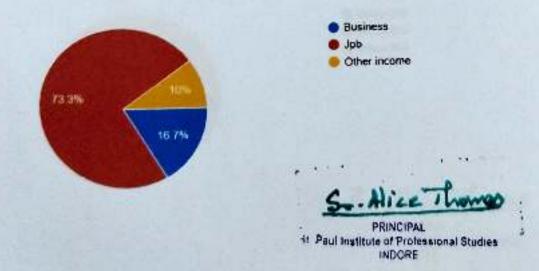
PRINCIPAL
St Paul Institute of Professional Studies
INDORE

Out of eighteen people, seven people uranted home loan. More people opted for home loan

#### 3.Do you have any active loan?

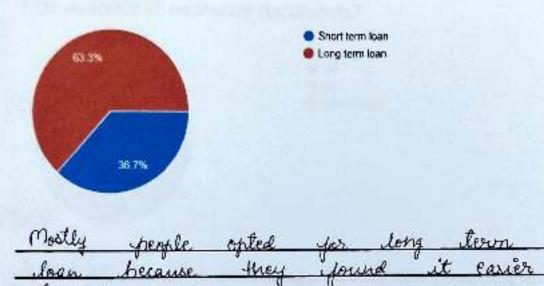


## 4. What is your current income source?

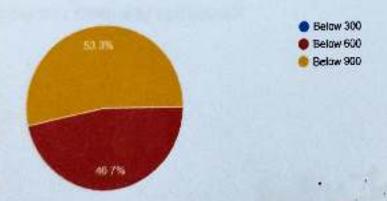


| The | , curren | ent inco | une            | Source  | of most |
|-----|----------|----------|----------------|---------|---------|
| ol  | the      | reonle   | ů              | through | John    |
| 0   |          | 1        | 11 11 19 11 12 | 7       | V       |

#### 5.Duration of loan repayment?



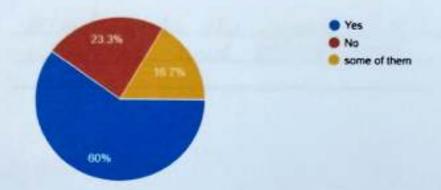
#### 6. What's your current CIBIL score?



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## 900 and 49% have below 600

#### 7.Do you have all necessary documents?



According to the survey, 60% have all the documents with that 23.3% doesn't have all and 16.7% have some of them.

8.Do you have any collateral?

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## St. Paul Institute of Professional Studies, Indore



Name of Student: Mala Pal

BBA/B. Com./B.A./B.Sc. Tr Year

(2023-24)

# Internship/Apprenticeship Training Report Undertaken At

Name of the Organization

| Thense of the C            | Zi Zumauson  | •                                                |
|----------------------------|--------------|--------------------------------------------------|
| Guided by: Dr. Goldle Zaki | Authorized . | By:                                              |
| Name of the Faculty Carle  | Principal    | : Dr. Se Alike thomas                            |
| Designation_HOD [Commorce] | Date         | St Paul Institute of Professional Studies INCORE |
| SPIPS Indore               | Stamp        | r                                                |

### Index

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| 9.    | Conclusion & Planning for Future            | 26-29    |

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#### Declaration by the Student

I Mahi pal hereby declare that the Internship Training Report submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of Dr. Goldie Zaki and this report is submitted in the partial fulfilment of the requirement for the award of the

degree of Bachelor of Commerce. The Analysis/ Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

Place: Indore

Date: 05 | Feb | 2024

Signature: ....

Name: Mahl Pal

Class: B. COM [HUNI] III '8'

Roll No ... 23 ....

PRINCIPAL
St Paul Institute of Professional Studies
INDORE

## Certification by Internship/Apprenticeship

This is to certify that Ms. Mahi pal of Class B.Com(hons)III B Roll
No. 23 has carried out the Internship Training under my guidance and
supervision in partial fulfillment of the degree Bachelor Of Commerce
offered by the Devi Ahilya Vishwavidyalaya, Indore (MP).

The above work is done in AP SOLAR WORKS from 05 January2024 to 25 January 2024.

I wish her all the success in the future endeavors.

Signature:

Name of the Guide: AKShay buy ta

Designation: AP 30/W WOLKS

PRINCIPAL PLANTAGE

St Payl Institute of Professional Studies

## Acknowledgements

I am very thunkful to my supervisor Akshuy gupta for providing me with this opportunity. This internship has haped me whene my professional shill and knowledge. I also want to thank my college for gruing me this amazing opportunity to take this Internation. Now I, am ready with academic and practical learnings to shape my carea for the

Place: Indor

Date: 5 3 cb 2024

Sign. of the Student: .....

Name: Make Pal

Class: B: LOH [HONS] TIL'B'

Roll No. 23 ...

S. Alice Thomas

St Paul Instalute of Professional Studies"

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S-Alize Thomas

▶ Payl Institute of Professional Studies
 NOORF

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Place: Indor

Date: 5 3 66 2024

Sign. of the Student:

Name: Make Pal

Class: B: LOH [MONI] TIL'B'

Roll No.23 ...

PRINCIPAL
ST Paul Institute of Professional Studies\*



S-113,114, Yashwant Plaza, Opp. Railway Station, Indore (M.P.) 452001 Ph. 0731-4959313. Email: apsolarworks@gmail.com, Web. www.apsolar.co.in

Ref. No: APS/23-24/INT/055

Date: 04/01/2024

To.

Ms. Mahi Pal.

35, Shiv Shakti Nagar, Indore (M.P.)

Sub.: Appointment Letter for Post of Intern Trainee

We are happy to inform you that you are selected to work in our organization as a result of the interview held on 03/01/2024. The company is therefore pleased to appoint you as an Intern Trainee on the following terms and conditions:-

1. (A) Your appointment will be initially on probation for a period of Six months. During the period of probation if your work is not found satisfactory, of which the company will be the sole judge, the company will have absolute discretion to extend the said period of probation for another term of six months or to terminate your probationary services at any time during the period of probation or extended period of probation without assigning any reasons and/or without any notice or pay/compensation in lieu of notice.

(B) In case your work is found satisfactory at the end of the period of your probation or extended period of your probation, you will be confirmed in the services of the company by an order in writing. Your salary take at the end of probation will depend upon your performance in the probation period.

(C) This appointment is made subject to production of evidence of your graduation certificates, identity proof, Address proof and of proof of age and qualification by producing certificate in original.

During the period probation or extended probation, your salary will be as follows:

#### On confirmation

1. Basic

2. Dearness Allowance

3. House Rent Allowance

4. Travelling Allowance

5. Performance Bonus

6. Attendance Incentive

Total

Rs. 2000.00 Nil Nil

Variable

Variable

Rs. 2000.00

(Rupees Two Thousand Per Month

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of Paul Institute of Professional Studies INDORE



S-113,114, Yashwant Plaza, Opp. Railway Station, Indore (M.P.) 452001 Ph. 0731-4959313, Email: apsolarworks@gmail.com, Web. www.apsolar.co.in

- 3. The Company will have the right to assess from time to time the work of individual employees and that your future prospects will be decided by the Company in accordance with such assessment of your work. This was told to you at the time of your interview and you had specifically agreed to this arrangement. You will be governed by the provisions of the respective Acts and Legislations.
- 4. Your working hours will be determined by the Company from time to time. It is, however, understood that you agree and undertake to work as per the working hours prescribed by the companies act
- 5. You will not be eligible to any type of leave during the probationary period. You will have the option to leave the company only after the first six months of your joining. You will have to serve a notice period of 1 month in case you decide to leave the organization.
- 6. You will have to wear such uniform / Formals as may be prescribed by the Company from time to time) in the Office during working hours which will be similar in all respect to the uniform/formals overall worn by other employees.
- 7. You will be responsible for the safe keeping and return in good condition and order of all our property such as tools equipment, instruments, books, shoes, which may be in your custody for use, care or charge. We shall have the right to deduct the money value of all such things from your dues and take such other action as we deem proper in the event of your failure to account for such property to our organization.
- 8. You will do any work that is entrusted to you and will carry out all the instructions given by our superiors faithfully and diligently.
- 9. You will have to work with the team of sales executives. You will be responsible for the sales of the company in Indore region. You will take the steps to strengthen the sale of company in the area. You will directly report to your immediate Area Sales Manager. Company holds the right to transfer or promote you in accordance with your performance.
- 10. You will be prepared and have to work in shifts whenever required to do so.
- You will keep us informed of any change in your residential address or civil status or family background.
- You will willingly submit yourself for a medical checkup at any time during your employment if so required by the company.
- 13. Any information regarding the processes and technology including drawings, designs, jigs, fixtures plans etc. and the policies of the Company that may come to your knowledge during your focuses not be divulged to any unauthorized persons / employee or an outsider.

DRINCIPAL

St. Paul Institute of Professional Studies. INDORE



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- 14. You are tiable to be transferred to any other Office/ Region belonging to the Company or branches or sister concern or associates in Indore or anywhere outside Indore or in any department of company.
- 15. You will obey at all time any lawful order of your superiors and you will conduct yourself in a manner which would be in the best interest for the company
- 16. You shall not take active part directly or indirectly in any political activity nor shall you participate in any political elections to any municipal or local bodies without obtaining the prior permission in writing from the company
- 17. While in the service of the Company you shall not carry on any studies or courses of study in any school, college or institutions without the prior permission of the Company.
- 18. You shall not engage yourself directly or indirectly in any other trade, business or service while in the employment of the Company.
- 19. Your activities will be governed by the policy formulated by the Company from time to time by the Standing Orders and Rules & Regulations of the Company farmed from time to time.
- 20. Your services shall be liable to be terminated forthwith in case any of the terms and conditions mentioned herein are not observed by you.
- 21. In case of your acceptance of the appointment you should report for duty at the Company Office, Indore of the Company on 05/01/2024 at 11:00 A.M. along with your letter of appointment, school leaving certificate and proof of age and educational qualifications and certificate in original
- 22. This is appointment memo is issued to you subject to your having read the standing orders, rules regulations and that you have understood and accepted them.
- 23. Please sign and return the duplicate copy of this letter of appointment as token of your acceptance of terms and conditions mentioned above.

Wishing you best of LUCK in our organisation

FOR AP SOLAR WORKS.

Yours Faithfully

I accept all the above terms & Conditions

Partner,

& Paul Institute of Professional Studie

WOORE

SCHATURE

Akea/Sabe Of Internship

What is internship?

persod of hands - an - work experience that allows professionals to develop their knowledge in a certain field. It is sommonly given to students are young people, but can be affered to singone suring can internship, you can work for a company and participate in projects, meetings, and gab schadowing apparting these. Internships are all about learning and gaining soulls in your chosen suderstry.

with plenty of time for reflection sund asking questions.

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This a good way to transition from
Studying to warring, as you can gain
Valuable contracts within your chosen
industry.

# Booke of internship

- Leurning and phill Development:
  Internship provide an apportunity to apply
  theoretical knowledge gashed in elamrooms,
  to real heard premarion.
- Nethworking and professional connections:

  Interuship always you to nethwork with professionals in your field.
  - · Building velationships with volleagues, mentors vand isupervisors den lead to jutime gab opportunities.
- Industry Exposure:
  - Internships expose you to the more dustrue

     and dynamics of a inpution industry.
  - you will understand the challenges and trends

31 Paul Institute of Professional Studies

INDORE

relevant to your choosen cover path - Roume enhancement: · Listing an internship on your resume elemonstrates practical experience and visionitment. Employers value candedates now hour applied their knowledge in real-mored viettings. -> Exploration and decision making: o Internships help you explore different violes hithin an industry you can when wether a particular curus path aligns with your interests and strengths. Potential gub offers: some internships may lead to jull-time The volope of internships extends beyond tasks
and projects - It's about pursual growth,
learning and preparing Alfor your future

SI Paul Institute of Professional Studies

INDORE

Bolar Works

Product and

See Alize Thomas
PRINCIPAL
51 Paul Institute at Professional Studies
INDORE
INDORE

Details Of the Organization

1P SOLAR WORKS

COMPANY PROFILE

AP 50102 WIXINS is a remembele energy and exantech intuitip based and of indore. It is one of the fartest energing infantzutions injured lantest emerging sarganizations engaged in designing somethancy and the siles of boles emergy of poles howe take this apparturity to introduce more to a some engaged in designing, somethancy, EEC and the of all types of poles power plants with their team of highly virilled and efficient professionals, latest technology, innovative and contestive approach they provide the best of the class probably approvide the best in class probably approved the best in class probably approved. company edos affers viewices suividing to the needs end consumptions of the elients. Owing to companies competent & expert staff, skilled labour, but quality and viewices, they even able to the contents. in a profesent manner of the circus above the competition with but in claim Solar solutions. The alm is to make enery individual self-sufficient in energy and cost effective solar volutions

# Best Solar Rooftop

# COMPCINY

The company have been awarded as the 16 BEST SOLAR ROOFTOR CUMPANT IN MADHYA PRADESH" by Renewable energy have Magazine molar Quarter. The company have abo been featured in Alational Media favanal yourstory and also been ruggerzed as Top 5 startups in India that are Innovativing in the field of soler energy.

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"Paul Institute of Professional Studies
"NOORE"

# Aim

To make everyone vill-dependent for their electricity usage by providing solution for electricity solution of electricity.

Vi551011

To make a global presence and be the global market leader in the field of solar energy by providing quality solar solutions.

11551011

To provide but in class and renewable energy solutions. and service to our clients at an effordable prices and make the murdal viciner, greener and a better place to live for the future generations to come.

Paul Institute of Professional Studies

# 9 GOLAR WORK PRODUCT

Solar Water heuter

on gred solver

S. Alice Thomas

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# Importance cind Cletails Of the Work Done

# Importance

histhaut an intenship no knowledge is partet A professional nucls practical knowledge to cope with the difficulties in the business emissonment.

John suportaince of intuiships I leaved

I learned to materialize the theoretical Isnowledge in the practical field.

The intensible is done in the practical
field 30 the knowledge about the
relationships between the eliperent divisions
or meetors can she acquired

Sr Paul Institute of Professional Studies

undustranding valus dynamics: As an intern, I know the inner workings of a valus team. I learned vabout lead generation, prospecting, negotiation valuating deals and post-sales factor up. This undustranding helps in appreciate the complexities of sales and prepares us for wimitar toles later.

Nethinsking opportunities: Being part of a value team expones to various professionals, including the sales head, colleagues, clients and industry contacts. Building relationships during an each lead to mentorship references, and potential fab offers.

solve development: under the guidance of a solve head, you it will develop emential shill such as communication, negotiation, time management, and problem solving. These shills our transferable and enhance your employability.

S-Alice Thomas

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INDORE

Resume Enhancement; Kisting van
internship under a

valus head on vroume demonstrate

commitment to learning end practical
exposure. It adds credibility and
mans us votand out to potential
employers.

Tridustry Insights: Interning under a sales

head allows you to

Observe market trends, customer

behaviour, and value vetrategies finthand

This knowledge is crucial for muning

informed decisions in the future sales

veoles.

Project contributions: As an intern, I

I shed to more on specific

projects on tubes. Successfully completing

these ensignments showcuse the contribution

to the team and nightight ability to

execute sales - related responsibilities.

S-Alice Thomas

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 INDORE

# WORK DONE

Bosically AP volor morns basically clear hith references on deerd. As an intern, my mork is under the value clepartment, under the value the value of process is to generate the least or references. Then the vaccond with is to visit of the volond which is to visit of the volond consumer and cheek the following three things:

No shadow blockage

Space for eenthing

And vouth direction should be clear.

Then explain the qualities and varities of plant. Then the third votep is to check electricity bill of the Wient and under the electricity bill check the maximum load limit of loan sanctioned, phase given and amount of bill.

According to the electricity bill, the next step is to recommended the installation of plant to the cleans.

S- Alice Thomas

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| 0720222  |                                                                                                                                                            |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | For example:                                                                                                                                               |
|          |                                                                                                                                                            |
|          | Electricity bill Kilw watt                                                                                                                                 |
|          | 7000 1-                                                                                                                                                    |
|          | 3000 /- 3 Willo watt plant                                                                                                                                 |
|          | Form 1-                                                                                                                                                    |
|          | - 5 Milo watt plant                                                                                                                                        |
|          | After all this, I suggested them the brand varieties of the panel.  Here are some of the top brands panel:  Adan't                                         |
|          | brand varieties of the panel.                                                                                                                              |
|          | Hu an some of me top brands pand:                                                                                                                          |
| 7.       | Adant /                                                                                                                                                    |
| 7.       | Mono half cut<br>Bejoulal [ which is recently launched]                                                                                                    |
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Ton national portal neytop syntem? through this it well get peasibility approval Instital burry of MPEB Installation of votructure, panel, Invertee and all other things. Fral survey of MPEB Here, solar power street working. After that company will apply for substdy on the behalf of consumer. It hill trun 15-20 days

1. bain Experience prefer vundêdates with educational 2. Identify were goals: An interpolicy can

give you an authentic

experience in a gob valle by providing

you with our introductory experience

to a cureer path, its duties and duily

operations. experience byone you wettally enter the

Sevelop new skills: Internships also often
action you to gain

yeedback from employers. Note mention who

& Paul Institute of Professional Studies

already have experience in your desired

Tob opportunities: Various businesses we interesting the surface of the second and these programs and human insoluces employees. To monitor an interest workplace behavious and productivity

· Punctuality:

to any particular industry.

projentional role. Internships provide processal

Identify scarce goals - Intenships always full viduals to explore a voperific caree para, understand its duties, and experience duity operations.

Sa-Alice Thomas

PRINCIPAL
ST Paul Institute of Professional Studies
INDORE

Methods to morn at AP bolar mouns:

positive attitude and soulle and thy to understand their requirements.

Russmend them the panels they might like Try to convince them with the pasiting, and anuse them about the quality.

Away all the queres of theirs about panels.

Always make a bill of pands you will bive the wiginal bill to altern and the land copy to yourself. It store at the end of the day, match the sales as per the the streeting of the day and try to bring wome initiatives and creative ideas for the cryanizations.

S-Alice Thomas

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INDORE

classmate

## Chievect Networking Enhanced 5KIIIS Communica Industry Knowledge - Hon SKILLS. Negotiating SKIIIS Time Active management Listening Taking Inittative Confidence boost up

S. Alice Thomas

PRINCIPAL

st Paul Institute of Professional Studies

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Classmate

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Gain Practical Expulence

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rusume

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Leven soft SKILLS

A55655 carcu

Boost considence

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Transition to Juli - Hme employment

S- Alice Thomas

St. Paul Institute of Professional Studies

# Increase in Knowledge Uncl 6KH16

Communication 5KIII5 - your ability
to communicate
the communicate
the communicate
the conveying information
and translating them among your
toworkers, supervisors, as circum,
buomes essential in any field.

2. Experience of Work - Experience of house him leauning more man you have ever known about nwekpeace follows and office relationships, hinch bungs in to our next while.

3. Teamwork Skills - Internships cue professional roles

where every team number must unow how together to accompate any trust.

So Alice Thomas

PRINCIPAL
Professional Studies
NOCKE

Internohips allow you to gain a

The impact of an internship exends beyond the duration of the exends professional professional formation and contributes significantly to your execution.

## S. Alice Thomas

PRINCIPAL

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INDORE

# Application of Intervahip Work in Real Life

Research
expersence

work experience

Resume enhancement

Elauly

Networking opportunities

Application of knowledge

S-Alize Thomas

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Paul Institute of Professional Studies
INDORE

Enhanced SKILLS Enhanced SKILLS: Intemships provide an oppurtuality to home specific usuits relevant to your field. Industry Knowledge: By hwaking in a professionals setting you gained insights into industry protesses, trends, and challenges. 3. Networking: During an intenship, you likely wonnected with with supervisors, and other profunitionals Communication: your ability to communicate
effectively by changing/
wonveying information and translating
ideas comong your wowners, supervisors
or clients, buomes enented in any field. Time management: Time management is the planning your fime

PRINCIPAL PROTESTIONAL STUDIES

The ever meny aspects of gaining experience in view up. Interestips committeent and committeent and competitives to other people. An intuuship is eure of the best ways to gain that all important jub experience Thermship provides exposure to Internship gives you a platform to establish critical networking wonnections. -> Internships allow your to learn more about yourself Internship equip you with more than

# CONCIUSION And

Planning ] Future

In the end, I would like to istute that this internship has been a way useful experience for me.

horking for an auganization as such amozing shills wind knowledge is the outcome. I had: Here I can safely way that my understanding by the job environment | protentional environment envisionment / projenional envisionment has increased gently and qually

However, I do think that there are some espects of the gob that I would have done better MOFK ON PRINCIPAL
SI Paul Institute of Professional Studies

The two main things, I learned after my experience in this votore are being uself-motivated and time management.

I have been engaged in the sales team and was advanced to the conviencing power and communication skills a person must have. I would like to believe that I added value to what they have been already during.

and skills for the betterment of auc

PLANNING FOR THE

1. Set clear Goals: Define your objectives for the future. Explore a different department and shows your S. F. Alice Thomas

PRINCIPAL
St Paul Institute of Professional Studios
INDORE

Network Inth V. sales: Reach and to the vice pustdent of sales. Request a meeting to dissum your intenship expurence expenses you intuest and seek advice

5 Seek Mentorship: Ask if V-sales

Would be milling

to mentor your Having a senior

leader gulde your reares can be

missing

4. Alway About sales strategres: Dire

Into sales strategres meant trends

Sond westomes behinder

5. Stay updated: Rup ein eye an

Industry news, competitor

analysis and emerging technologies

Knowledge is ponur in sales.

Paul institute of Professione Sugar

Projensional Development: ansider cutifications

Ryardlen of the relationships business or personal - usuical media
channel offer an executent opportunity
to connect directly and keep in
touch with others nowadays.

ST- ATICE Thomas

St. Paul Institute of Professional Studies



## Performa G-4 Feedback Form

Name of Trainee Student : Ms. Mahi Pal

College Name: St. Paul Institute of Professional studies

Class: B.com(Hons) III Year

Section and S.N.: B

| N. | Basis Of Valuation                    | Γ             |        |
|----|---------------------------------------|---------------|--------|
| 1. | Attendance                            | Grade(A/B/C)# | Remark |
| 2. | Theoretical skills gained             | A             |        |
| 3. | Practical skills gained               | A             |        |
| 4. | Sincarity 9                           | A             | -      |
|    | towards work                          | A             | -      |
| 5. | Attitude and behavior during training | A             | -      |
| 6  | Coordination with working group       | A             | -      |
| 7  | . Overall grade                       | A             | +      |

For AP SOLAR WORKS.

Signature with date

Head Authorized person of the organization

S. Alice Thomas

ht Paul Institute of Professional Studies

# St. Paul Institute of Professional Studies, Indore



Name of Student: Anamika Tigga
B. Com TAX III Year
(2023-24)

# Internship Training Report Undertaken At

Satprakashan Sanchar Kendra

| Guided by:                       | Authorized By:                                        |
|----------------------------------|-------------------------------------------------------|
| Dr. Mahesh Joshi                 | Principal : Dr. Sr. Alice Thomas PRINCIPAL            |
| Designation: Associate Professor | Paul Institute of Professional Studies  Date : INDDRE |
| SPIPS, Indore                    | Stamp :                                               |

# Internship/Apprenticeship Primary Report

(Handwritten, Min 500 Words)

- Area/Scope of Internship/Apprenticeship
- Proposed Work to be Done
- Need of Work
- Broad Area of Training
- 2. Work Description/Skills Required/Practical Work
- 3. Work Place/Organization Details (Where Work has to be Done)
- Details of Org/workplace
  - Details about Method of Working for Allotted Work/Task

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#### FORMAT A2

### (Hand Written, Min 2000 Words)

#### Index

| S.No. | Description                                 | Page No        |
|-------|---------------------------------------------|----------------|
| 1     | Declaration By Candidates                   |                |
| Н     | Certification by Internship Guide           |                |
| Ш     | Certification by Organization               | ш              |
| IV    | Acknowledgment                              | IV             |
| ٧     | Offer Letter                                | v              |
| 1.    | Area/Scope of Internship                    | 1-3            |
| 2.    | Details of the Organization/Firm/Person     | 4-5            |
| 3.    | Importance & Details of the Work Done       | 6-9            |
| 4.    | Objectives, Methods,                        | 10-13          |
| 5.    | Intended Outcomes                           |                |
| 6.    | Achieved Outcomes                           | 14-15          |
| 7.    | Increase in Knowledge & Skills              | 16-17<br>18-22 |
| 8.    | Application of Internship Work in Real Life | 23             |
| 9.    | Conclusion & Planning for Future            | 24             |

S- Alize Thomas

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INDORE

#### Declaration by the Student

I hereby declare that the Internship/Apprenticeship Training Report submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of Dr. Mahesh Joshi, Asst. Professor, and this report is submitted in the partial fulfilment of the requirement for the award of the degree of Bachelor of Commerce. The Analysis/ Results embodied in this report have not been submitted to any Cother University or Institute for the award of any degree or diploma.

Place: Indore

Date: 05/2/14

Signature: ...

Name: Anamika Tigga

Class: B.Com. Tax., III Year

Roll No 212859185

S- Alice Thomas

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Paul Institute of Professional-Studies -



## Satprakashan Sanchar Kendra

Khandwa Road, Near Bhanwarkus Police Station, P.O. Bex 507, INDORE - 452 001, M.P., INDIA.
 Phone: +91 (731) 236-37-33, 247-57-44, 408-56-92, Email: satprakashan@gmail.com

This is to certify that Ms. Anamika Tigga of Paul Institute of Professional Studies, Indore, has successfully completed the Project / Internship Training from 28 December 2023 to 12 January 2024 in our organization.

His / Her work and behavior during this period was good. We wish him/her a bright future.

Signature: Askly

Name of the Org: Satprakashan

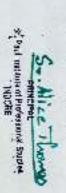
Head/Delegate: Asst. Director

Stamp: .

ASST. Director
July Prakashan Sanchar Kendre
Janwarkua Circle, Indore 452001

PRINCIPAL

Paul Institute of Professional Studies





#### RADIO VERITAS ASIA HINDI SERVICE

#### SATPRAKASHAN SANCHAR KENDRA INDORE



#### Satyaswar

Awards this certificate to <u>Anamika. Tiega</u>
for participating in the <u>Internatiff from 28 Sec. 2023</u> - 12 Jan 2029, at Satprakashan Sanchar Kendra, Indore.

Asst. Director Satprakashan Sancher Kendra

Phanwarkus Circle, Indore 452001

Programme Co-ordinator

13 · 01 · 2024

Director



## Satprakashan Sanchar Kendra

Khandwa Road, Near Bhanwarkua Police Station, P.O. Box 507, INDORE - 452 001, M.P., INDIA.
 Phone: +91 (731) 236 37 33, 247 57 44, 406 56 92, Email: satprakashan@gmail.com

Date: 07.02.2024

Ms. Anamika Tigga

Satprakashan Sanchar Kendra

Subject: Offer letter (Internship)

This is in response to your application for an internship with Satprakashan Sanchar Kendra. We would like to extend our heartiest congratulations on your selection for an internship with Satprakashan Sanchar Kendra based at Indore for 15 days.

Your internship will start on 5th January 2024 and will be complete on 20th January 2024, for 2 hours on a daily basis. You will be working under Satprakashan Sanchar Kendra. Our team at Satprakashan Sanchar Kendra is looking forward to having you work with us.

During your internship, the concentration will be on helping you understand the theoretical concepts with their practicality and implications to help you connect your classroom knowledge and on-field experience. We will be happy to train you to learn new skills which are extremely helpful in the professional setting.

Once again, congratulations to you on your selection and all the best.

Regards,

Satprakashan Sanchar Kendra

Asst. Director Satprakashan Sancher Kendra Shanwarkua Circle, Indore 453001

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St Paul Institute of Professional Studies



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S-Alice Thomas

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Roishree PRODUCT ! GATE PRINCIPAL
St Paul Institute of Professional Studies\* • MOORE



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Rojshran PAGE NO. OATE: PRINCIPAL St. Paul Institute of Professional Studies
INDORE

\* Need of Work: 1. This media House works first and forement for the transfermation of society through the use of Communications media Second to foster inter - religious calla bosation in communication retirities. Third, to publish and firemote humanitarian Print, for the use of all media i.e. frint, radio, T.V., I'T etc. for the integral 5. Fifth, to participate in the formation of Judic opinion on Social Cultural, professional and Spiritual issues. Siseth, to conduct, train and promote Modia Education for empowering proples expecially in Medling Badesh and Chilattingarhi training Leuters of Excellence issaile. Paul-Incalitute of Professional S



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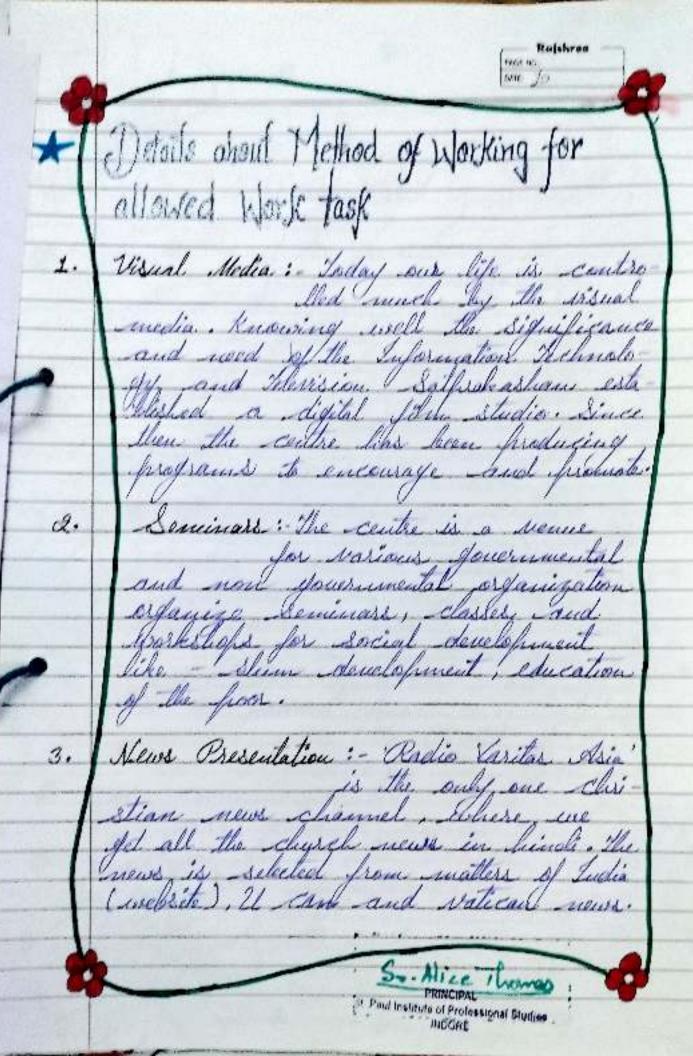
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Raishree 3. Work place PAGE NO. DATE \* Details of Organisation PRINCIPAL or Paul Institute of Professional Studios INDORE



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DATE, PAGE 3. Audio Cassettes: A Paul Institute of Professional Studies INDORE

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4) Objective) \* To produce ligh - quality videos for Permentaries, advertisements, and promotional content. To provide a platform and for the production and dissumnation of weekly Hindi News, beging the audi-Pand wood stories To fublish books and cassettes that Later that offers a wish range of books, cottsing to different genses To establish and maintain that cater to the interest and needs of the target audience, promoting, literary mil cultural enrichments. To sperate and wange Radio Veritas Asis, a Sadio station that broad casts informative and enterting content to A cide sudience. To organize and conduct media Baining Exactor Sofres excellance. er Paul Institute of Professional Studies

Publish and promote humaniterian and development literature. \* To Conduct training and Support media education for employering people expecially in Madhya Pradesh. \* Methods Video production and Editing: - Utilize videaes production equipments and soft-ware to create high quality videos. Collaberate will clients to understand their requirements and deliver videos.

that meet their expectations. Jollow as structured production for -cars, including fore-forduction filan-ning, filming and fost-forduction Lusure effective Communication and coordination among the production. Meekly Hind: News: - - Sattler news



S. Alize Thomas

Paul Institute of Brolessional Studies

and conduct through research to medibility -> - White news script, in Hindi , achesing o to fournalistic standards and and techniques to froduce and broadcast the news firegram. Stay updated with current events and adapt the news fontent to reflect the letst developments. 3. Publishing Books and Cassettes: Selentify potential authors and contents creaters to produce books and cassettes. guality and edit namescripts to ensure -> - Develop marketing strategies to promote and distribute the published materials. PRINCIPAL
SI Pauf Institute of Professional Studies 4. Book center: ->. Create a Juesse collection of books.

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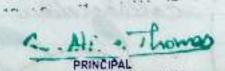
Intended Outcome Comparative Religious and social Communications and mea Audia - visuas Mun a booker cent Endore their malaine al to train and promote o heriodicals. The cert sused by the rogional bishops Conference as their comme mications centre since its peals Julfilled the expectations of the Will the advancement of I technology, the centre vention the production of ana

has been established which attracts astists, Iron different walks of Tife. the centre has reduced a number of Spiritual, cultural, educational Chatriolic Juglio As fromotors of indigenous cultu and traditions the Kente a mumber of musical productions to its credit expecially in the Bhilati, Bhili and other tribal Manquages. Humanitarian and youth orchated Radio Groframes are broduced in Hindi and are broadcast Gen Skashrani and Radio Veritas Asia for the past 20 years. Sathrahashan has been of assidtruce to the society through it Services · during the times of notural calamities and disasters, like the earthquake in Mulsat, and Tsunani in the South. & That to its redit a number of broduc-Tions Severaling the cultural holitage, religious huralism, geographical diversities and etherite Fichuess of our courts broduced a profesance for the MP holice, for making awareness among the public.

Achieved Outcome The centre has the unique frivil production, promotion and programs for the Common media house wash







Sr Paul Institute of Professional Studies -INDORE

Third, to Sublish and promote humani tarian and development - literature Fourth, for the use of all media in frient; radio, T.V. 17 etc. for the integral development of froples. fifth to participate in the formation Sixth, to conduct, train and wation for em promote Media En he cially in Madly ering beoples es and Sevently to organize and conduce Media training Suters of ence issespective. Sauguage. During the fras as broduced a num issesherline o lamily life and other socially yours

Increase in knowledge & Skills:

D 12 () Use specific examples based on experiences to illustrate important boints. Ask questions flow different people to present comprehensible infor Verily the facts collected malion. from A sources Obefore printing or the interview Reporting Skills: - Reporting skills sing the situation on the ground, investigating the aspects. diting skills ? - Editing is rewriting Parts of the confent that you Switten. It helps a fournalist ensure that their work is free of errors. Multimedia fournalists also edit their photos and videos as sequired. Using different edition talls of before Jublishing them Creating headlines: - Headlines are title of new items and allow a Gournalist to get the attention their sudience. These tiller summarise the story in first . 1 Paul Institute of Professional Studies INDORE

Prominent fournalists 0 0000 realise the Importance of creating appealing Digital media Skills :- The for digital, media jududes online stories photos, videas im hortant rebugat informative videos to support their tret stories. Website building: - A website is one

) PACE I 6 PRINCIPAL Paul Institute of Professional Studies INDORE

Common ethics of media are: Accountability Accuracy Humanita Writing skills :- Writing is a allow a fournalist to will ul Institute of Professional Studies Application of Internship
Work in real life St. Paul Institute of Professional Studies

PRINCIPAL Paul Institute of Professional Studies INDORE

## Performa-G4

### Feedback Form

Name of Trainee Student: Anamika Tigga

College Name : St. Paul Institute of Professional Studies

Class : B. Com. Tax III year

Section and S.N. :

| S.N. | Basis Of Valuation                    | Grade(A/B/C)# | Remark    |
|------|---------------------------------------|---------------|-----------|
| 1.   | Attendance                            | Α             | Good      |
| 2.   | Theoretical skills gained             | А             | Excellent |
| 5,   | Practical skills gained               | A             | Excellet  |
| 4.   | Sincerity& Interest towards work      | A             | Genel     |
| 5.   | Attitude and behavior during training | A             | Greed     |
| 6.   | Coordination with working group       | A             | Ficel E-t |
| 1 7  | . Overall grade                       | A             | Excellent |

Date:

Asst. Director Satprakashan Sanchar Kendra Bhanwarkua Circle, Indore 452901

Place: Indore

S- Hice Thomas

Signature with date

PRINCIPAL
Paul institute of Professional Studies Head/ Authorized person of the organization MODRE

## St. Paul Institute

of Professional Studies, Indore



Student Name: Diksha Kujur

B. Com CA 3 Year

(2023-24)

| Community Engagen                       | nent A.c       | ion Report                                       |  |
|-----------------------------------------|----------------|--------------------------------------------------|--|
| Guided by: Prof. Vidhi Paryani          | Authorized By: |                                                  |  |
| Name of the Faculty: Paul Vidli Paryani | Principal      | Dr. Sr. Olice Thomas<br>PRINCIPAL                |  |
| Designation Apt. Prof                   | Date :         | St Paul Institute of Professional Studies INDORE |  |
| SPIPS, Indare                           | Stamp          | · ————                                           |  |
| 20 0/1~                                 | 6-2-           |                                                  |  |



# St. Paul Institute of Professional Studies



## ASSIGNMENT SUBMISSION

SESSION: 20,23 - 20,24

SUBJECT: Community Engagement

Submitted By: Dikshu kujur

Guided By:

|            | A     |
|------------|-------|
|            | 16.17 |
| Stenature: | Okin- |

Nume Diksha Kujur

Contact No.: 7247204240

Class, Course / Section: Atom on MINY

Roll No. in the University:

Fire Iment No.: DC 207956

Date of Submission: 10 2 24

Signature: Daye

Name: Puop Violi Paryoni

En Misser Posterson

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St Paul Institute of Professional Studies

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I DECLARATION BY CANDIDATES

I CERTIFICATION BY ORGANIZATION

I ACKNOLEDGMENT DE UNDERTAKING LETTER

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|   | Increase in Knowledge 9 Skills | 16-17          |
|   | Summovy and Conclusion         | 18             |
| 8 | Usefulness of leaving from the | 19-21          |
|   | ) ) Study.                     |                |

PRINCIPAL STUDEN

9 Paul Institute of Professional Studies

#### Declaration by the Student

I hereby declare that Community Engagement Action Report submitted to St.

Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of **prof Vidhi Paryani**, and this report is submitted in the partial fulfilment of the requirement for the award of the degree of Bachelor of Commerce Analysis/ Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

Place: Endure

Date: 5 | ประเ

Siepature:

Name: Diksha Kujur

Class: B.com CA 3 year

Roll No. D.S. 211.7958

PRINCIPAL
ST Paul Institute of Professional Studies

रजि.नं. 03/27/10/2420/2 नीति आयोग एमपी 2022/031462 पेन नं. AACAU3138



#### उन्मक्त आनद

बच्चों व वृद्धों का निः शुल्क रिज. सेवा संस्थान

अध्यक्ष - सौम्या जैन तिलगोता

मों. 7828208984,7987069085

#### CERTIFICATE OF APPRECIATION

This is to certify that MS. DIKSHA KUJUR student of St.Paul Institute of Professional Studies, Indore has successfully completed her Intership at the Unmukt Anand Foundation for forty hours (From 18/12/2023 to 1/1/2024).

She served the children as a mentor. The children have highly benefitted from her services.

We wish her success in all her endeavors and would look forward to have her at the open sky.

Mrs. Somya Tilgota

Mentor

Unmukt Anand Foundation

Indore..

**अध्यक्ष/व्यक्तिव** उन्मुक्त आनंद मानव सेवा संस्था इन्दौर (म.प्र.)

S- Alice Thomas

St Paul Institute of Professional Studies INDORE

313, कालानी नगर, श्री गुरू रामचन्द्र झा स्कूल के सामने, एयरपोर्ट रोड, इन्दौर Email : somyatilgota178@gmail.com



### उन्मुक्त आनद

बद्यों व वृद्धों का निः शुल्क रजि. सेवा संस्थान

अध्यक्ष – सोम्या जैन तिलगोता मों. 7828208984,7987069085

#### CERTIFICATE OF INTERNSHIP

This is to certify that **Ms. Diksha Kujur** student of St. Paul Institute of Professional Studies, Indore. She has given her services as a mentor to our students. The program has successfully completed consecutive forty hours (From 18/12/2023 to 1/1/2024) of community service in our organization at **Unmukt Anand Foundation**.

We wish her success in all her endeavors and would look forward to have her at Unmukt Anand Foundation in future too.

Mrs. Somya Tilgota Mentor Unmukt Anand Foundation Indore.. अध्यम् (जिस्स समुद्रा आनेव मानव सेवा संस्था समुद्रा (गार)



#### Acknowledgements

Despers my dup sence of gualitude to all about many dup sence of gualitude to all about many engagement project on the community engagement project on themselfull the own Director Rev. fr. Simon Roj and principal Dr. Sr. Olice thomas, for the constant support effort any quided by help will largain through this internstip my special thanks to Mrs. Sanga tilgota. I come to know about many tings.

Place: Indense
Date: 5/2/24

Sign, of the Student: .

Name: Diksha Kujur

Class: B.com CA 3 year

Roll No. 12...

St. Alice Thomas
St. Paul Institute of Professional Studies
INDORE

#### Undertaking Letter

To

The,

#### Respected Sir/Madam

I Diksha Kujur student of B.com CA 3 year, St. Paul Institute of Professional Studies, Indore hereby declare that Community Engagement Action has been chosen solely for the betterment of the Society.

I Pledge that I will try my best to see that community will be benefitted with the focused contribution. Social sensibility & responsibility will be the prime objective throughout the project.

Thank You.

Yours Faithfully,

Name: Diksha Kujur

Class: B.com CA 3 year

Roll No.

PRINCIPAL
Sr: Paul Institute of Professional Studies

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- AREA OF COMMUNITY ENGAGEMENT
- Proposed Study outline
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- WORK DESCRIPTION
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- 3 WORK PLACE ORGANIZATION DETAILS
  - Detail of organization
  - Detail of method of working.
- AND RELEVANCE
  - Proposed work Pr efil land

PRINCIPAL Paul Institute of Professional Studies INDORE

Anea Community

St. Paul Institute of Professional Studies INDORE





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Paul Institute of Professional Studies

INDORE



## Drea Of Community Engagement.

#### PROPOSED STUDY OUTLINE

# Selection of Organisation.

# Visiting the Organisation.

# Study of morking of the Organisation.

# Collection of Details.

# Distribution of work.

# Analysis of enosk done



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#### BROAD AREA OF STUDY

we studied a mide mange of rishes and challenges. Neverthers me mested with the Some didication as on the first day after hacking different types of perogram of from different different types of perogram I held on comy sotunday. So afferent activities I Dancing afferent sport activities I Dancing also there activities are

#### TARGIETED OUTCOME

At the time of mosking me learned - a lot . It pensions opportunities for community and the student to contributes to bubblic duision making process and indicination & educating I communities an policy issues that impact their enoughous lines policy issues that impact their enoughous lines beared a lot from there we learned how to teach a Diff student how to teach a Diff student how to teach those to emonouse them for the importance of education in our Diff.

DDIMCIDAL

5t Paul Institute of Professional Studies"

INDOR

Doock (E) escription

S- Alice Thomas

St. Paul Institute of Professional Studies .. INDORE

## Work Description

#### DETAIL OF STUDY SURVEY

Ihmsekt arand morrow serve sandbar

Zew cost educations gilles a better

fution to Indone, adhya freedish, Glant

burging with life energy maring

Ihmobrooks of Children pours

in with books bag and loopes of a

buight fution same of these children

have lost their parents while others

connot grash what is taught in

the municipal school and some others

have seems been to a formal school.



Frank Institute of Professional Studies

Dork Place/

Organization

Details

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INCORE

# Work Place Organization Details.

DETAILS OF ORGANIZATION

Unmult Smand Maran Sever Sanother is established on 21 April 2022 as an pregistered Societies (nongovernent) in Modbye bradest.

The Motive of Unmukt around Manon Senon Sanotha is dut and Culture Children Education and literary aged and Elderly Health

Information and declinology



Rurae development Sports

Vocational training

Skill develop mast Africe Thomas
PRINCIPAL
PART INSTITUTE OF Professional Studies

#### METHODS OF WORKING.

Just, we starch for Novo then,

from 2-3 Novo we scleded one Named

Nanother then we requested them

and did one Orientation one day

Tuons second Day we started

working in Novo and after going

there we save that different types

of different mind sets some

of different mind sets some

from any idea and any

some some for each for each some

Children who have for each some

Children who have mere gone

the school Teaching and complaining

this was also a big task for Jus.

S. Alice Thomas

Paul Institute of Professional Studies





Objectives of Study and

Relevance

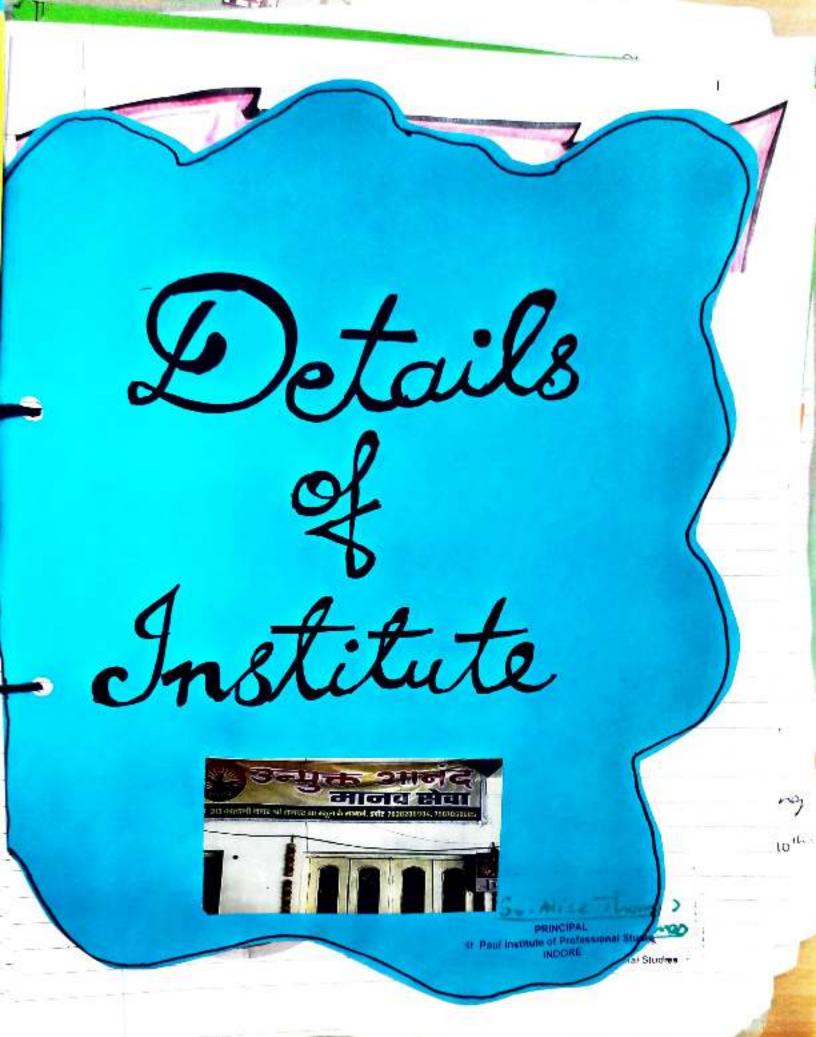


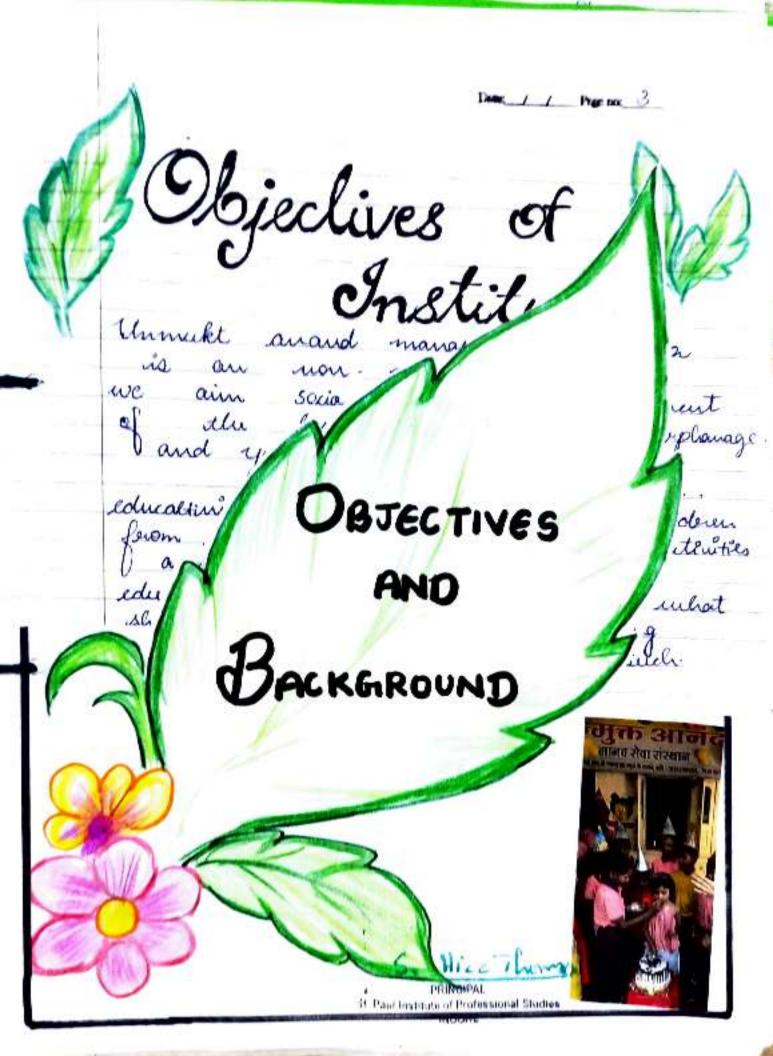
## Objectives of Study and Relevance.

RELEVANCE OF PROPOSED WORK IN REAL LIFE.

The work done under the Community Congagement increases the visibility and communities to lane their say our decision that affect their lives. Their town cities and neighborhood. Ot provides. appointmentes for Community member to personses and informing and informing and educating communities on policy I hat impact their energoday links Community engagement builded despersent stending and more trusting endationspips box public Organization and communities.

S. Hice Thomas





#### Objectives of Institute Unnikt award is an non-purafit organization. we aim socia - evaluante development of the les puivilaged Children Orphanage. I In the year 2010, newswood. educationist Bourne Dodi noticed children form Orfhan. Undulged in foul activities and had no consection with education. Duply affected by what she saw, Sounder did to liking change into the lives of such

She didicated her heart and soul in sculpting the future of these children and concumid. Ihre such around manar sena Canatha (Established as an 21 tril - 2022).

chilabeen.

Sa. Alice Thomas

St Paul tristitute of Professional Studies ...

# Objectives

Unnukt arand manar seva Sanstha welfane society is the Identifying and duelopment of the less peninterge children. Youth and moman So. they all our Educated. Skilled about positive change by values thus helping them better human Assisting the children and youth the be good witizen of a developing motion and Enable them the contribute in nation building.

Their main goal is to make the world better for all suffering human.

The purpose of an Noro is to forces on all topic relating to human. enights, social issues, cuminomunita isdue, and advocacy.

S. Hice Thomas

PRINCIPAL at Paul Institute of Professional Studies INDORE

## Vision

Every chilor has the night to Education and we aim to give them wings to fly high.

Through Education, Skill Development,

Yacalional bearing and Health, we are together unduking the teamsform.

The lines of less prinileged.

Children and youth.

we believe in channelizing their ability into a constructive purpose of building a bother society and being about of and socio - Promonic development.



PRINCIPAL

in Paul Institute of Professional Studies ...

# Activity

MEDICAL CAMPS 8-

Sanstha Organises enquelan health which up camp meatication facilities and mitrition awaveness. camp for the students and then families Phatified Darberts are sucompanied by that the nudy spenced amounters about their importance of hygiene.

VOCATIONAL TRAINING 8.

young girls to earn a dignified solutioned and anenge as a skilled unoskforce. Unmit amend sena Sannita pennibles Veralional training and white in development causes girls are trained in stitching. These clases are conducted by the inclustery argents rules bluntre with anonal serve Sanston.

S- Alice Thomas

PRINCIPAL

Paul institute of Professional Studies
INDORE

#### BOOK DISTRIBUTION 8

Sura Sanotha ensure children have access
to books of Various subjects and
geners. Book distribution camp are
Cuganised at regular internals.

relation Valunteers and friends of
manar sever Sanothar conditioners books

and stationary items.

The children earl choose book of their
choice and gain femouledge.

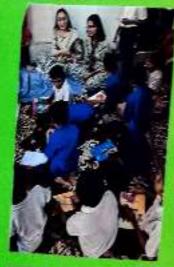
#### ESSENTIALS KIT DISTRIBUTION 8-

Like could 19 parsdourk house peroued. That the strongth lies in togetherners. The Unnukt team stood for the needy-during such tough times and distributed essential bit to the needy. I such generous drives are constant.









9 3



S- Alice That

PRINCIPAL

Paul Joseph Endessionel Scoting

INSCRE

## Working Methode

To beauto mand waring their souther The adminipliers in the year. In energy with which was There are in wearing the form time Eusen trings are the first sandy will moneyed and will Commission That was now all in menter. wall , where the student lien the margitalized themselves buside uses they is a name. ingestout to know what their عدد الله عدد الله المالالالالا الله المالالا عد المدينة - عن المدين المدين المدين المدين المدين المدين the old sold people. on having were Dan regue is well expended. In parter inthing manufacture for the little production in the minute of education in the state of the leave muting True and less of falishmen of lander different exercise is and tree that

Francisco Company Super

Dec 1 ( hum 10

The student solvey with their full convention.

This more but pully conventiated 
Paration but also helps the children for their betterment for their good extenses for their betterment for their good from studying many allow revisables as part

Ausseling to my plan, I used to leach many small thing to children apart future studies. like duaning langer linisten. I believe that children

must also home same basic knowledge about our country, our anchomment and also teach - them how to introduce your self, in front of others. In prevening their perenality by many activities.

The student are way talented they do not take much lime to sow, there is one boy in 6th class and be is is usely good in to moths and his like the like the

Chautmishrote of Professional Studies

The table almost therefine, and thereby there and they are many small some over in 3th lokes. I was really many shocked that how they hould they speak the table very fluently

(2) used to spent (2) and (2:30) how in Umankt award monar some Sansthar, 1st 9 spent 15.20 min to tall me about your day and interest teaching them about there studies, befor that I used to ask about there H.w. which I gove them yersterday. after suing that. The nesst half how I teach them how to intract with other peoples. Used to teach mural Values. Then I played some knowlegable games with them so they the sonit feel boud. "Tust like learn with fun" Every satorday there were class! play games like acting,
passing play pass etc. we also
passing penggrames for them, and
old penggrames for them, and
student and Dancing, singing
the Student of Professional Studies
in Paul Institute of Professional Studies
INEORE

## Intended Outcome

We planned a lot for own intercustify like us do this. Intended Outcome. Than we planned

a may that the student

## Intended Outcome

We planned a lot for our interenship like we do this or that thing but we faced means abstaches in own mosk. That we standed own mosk in the throught around manar sansthor.

We hacked the student in there classes on the classroom. which is fully manured. staring me faced state of many publishers, to adjust ourself with those children, to know them. than we manage it in very successfully manered and happily. in med also bouring some mirabel of closing something to their's reso student, so the student Don't forget Jour Names, to give sometrioulederable values, moral Values, good ethis. for their better feature. Than me planned to teach the studen in such a may that the student classes full bou.

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Ar

We also plan that at the and me Lo semething for the NKO, student to gift them Committing, to make ful happy and which will whedfull to them.

So we Decided to gift them with the Stadionary bit bit and some amount of money, which will be used for Noro student only we thought many activity for Noro children in their class enous in activity sooms. Lik Dancing, singing activity.

ete played many games for them.



Date / Page nox 14

## Dehieved Outcomes

We all focused on many and skill that help in making a lot as money is the basic need the fulfill most requirement of life. But you have ever throught of Nono who is making for nonmahon sona sanstha) Nbro. mork tomards ensuing that children from marginalized communities especially those living in sural area have access to adrealion. They often and provid fere collication and other necessary ensources to student. Interning out NGO will help us to sharper social skill our secipline, our talking skill, we also learn some one we will leave various thing such as how to take core of finance. S. Alize Thomas

DOWNERS OF THE PARTY OF THE PAR

We will leave to use social media.

These NGO. also even parallel progreams to help kid ages 4 to 6 year from low income or non-profit. Base.

Communities prepare for School. The idea is to build a strong foundation in language and social skill in a safe. Secure and lappy leaving consistent.

and directly plusurde essential senice the absolution with disabilities or learning Difficulties. They establish inclusive school, resource centres and specialised purgrams that eater to the specific needs of marginalized groups.

is there Gloscibly and adaptability in addressing diverse issue.



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INDORE

Date 1 / Free tox 16

# Increase in Knowledge and Skill



of Paul Institute of Professional Studies

those people those Elildren. we have a moskload there while suligion, and there they all are same they follow

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NOORE

# Increase in Knowledge and Skill

a lot when me morking me learned team. in an Nov. you are after given a chouse to lead a group of people managing a group might sound . Rasy but its not from there. had to lead a particular team J geroup of student there, when we known for ourself, our thinking spactoum get inveases and you thing beyond the most is the NGO, it forces you to thing for those people those Elildren. we have a moskload there while knowing we wan't get perofit as a monytery thing, but also get in return develop us in a sence of responsibility In Noo we so not so the cost, religion, and there they all are same they follow the temmonitisms.

S. Hize Thomas

Paul Institute of Professional Studies

### Conclusion

in Não us a Non-governmental Organization that is dinen and

Conclusion.

st Paul Institute of Professional Stu



privide a benifit to the public, as opposed to chibs, cooperatile etc.

Paul Institute of Professional Studies

### Conclusion

In NGO us a Non-governmental Organization that is duiver and task - oriented by individual with one common intrust most of the MISO are usually stractured specific issue like, healtrausarners, human sights, or Encironment. It was touly an Enlightening and a quat Enperience for moto inter with supporting the monderful cause NGO, duling my intuitslip ensulted in the developin a lot of perafessional skill, that I garuter It will make me fully Non-profit Organisation is a group organized for purpose other than generating profit and und in mulich in pant of the organization distributed to its members, directors, or offices. Most non profit are flormed to public to the fublic as opposed to ellips, cooperative etc. S. HILE Thomas

> 1 Paul Institute of Professional Studies INDORE

# Leaving from the Study

for me, the understand the condition of the atmosphere, the children, in there society and the hardship faced by the non-purifit Organization No Doubt of this, that this who rakes me so confident, so me so confident, so meaningful makes me to me. A good Enperience upheld to a lot of life. wero the Noro UMMURT ANAND MANAU SEVA SANSTHA." Empathy and Compassion: Engaging with communities and individuals in need can foster a deeper sense of empathy and compassion. Overall , moking for an NGO com provide valuable lisons in making for an a positive impact, Understanding glabal issue and collaborating for meaningful change.

S. Alize Thomas

Paul Institute of Professional Studies

Develop professional skill such as problem solving, communication and teamwork; Build relationship with professionals in the industry learn about different culture and way I working; make a positive impact on society by contributing to an NGO mission.

Working in a professional setting for the first time can be difficult to get used to But it is the best way to learn how to naw gate the morking morld through real-life. hand-on experience one of the most valuable skill you will gain from an internship is the ability to speak with people in a professional setting

This was a great leaving Experience and helped me to puch my character - No Doubt I gained a lot in turns of acquaing knowledge.

The ability the Guily learn something and apply it, was a big ethils

S- Alize Thomas
PRINCIPAL

St Paul Institute of Professional Studies

INDORE

They smile in the most diffielt moment they cavery on each day to achine their decours. They like life with unconditional love while our adult lives are often way busy and fraught with timest frustration, this dildren teach us the appreciate every moment of life as something



S. Alize Thomas

PRINCIPAL

1 Paul Institute of Professional Studies

#### St. Paul Institute of

Professional Studies, Indore



B. Com. I Year CA (2023-24)

#### Project Report

"Emerging trends of E-Commerce"

| S.No. | Name of Students    | Class           | Roll Number |
|-------|---------------------|-----------------|-------------|
| 1     | Mariya Amjherawala  | B.com CA I Year | 33          |
| 2     | Mariya Jawadwala    | B.com CA I Year | 34          |
| 3     | Mariya Murabbi      | B.com CA:I Year | 35          |
| 4     | Mohd. Aamir Raza    | B.com CA 1 Year | 36          |
| 5     | Tasneem Rajgarhwala | B.com CA I Year | 53          |

Guided by: Prof. Madhav Turani 5216/24

Authorized By: Dr. Sr. Alice Thomas

Name of the Faculty: Prof. Madhavi Tarani

Principal

; Dr. Sr. Alice Thomas

Designation: Assistant Professor

Date

Stamp

PRINCIP

St. Paul Institute of Professional Studies

SPIPS, Indore

Prithapo

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "Emerging Trends of E-Commerce" submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of Prof. Madhavi Tarani (Assistant Professor), and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of Commerce. The Analysis / Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

| Name of Students    | Class           | Roll Number | Signature(with Date) |
|---------------------|-----------------|-------------|----------------------|
| Mariya Amjherawala  | B.com CA I Year | 33          | Mariya 12124         |
| Mariya Jawadwala    | B.com CA I Year | 34          | Manija 12/24         |
| Mariya Murabbi      | B.com CA I Year | 35          | Maniaj<br>612124     |
| Mohd. Aamir Raza    | B.com CA I Year | 36          | - Jang 3/24          |
| Tasneem Rajgarhwala | B.com CA I Year | 53          | Tasheene             |

PRINCIPAL
SI Paul Institute of Professional Stadies

#### Certification by Project Guide

The above work is done in Emerging translated to the Commercian (Title / name of the organization) from 1992 2023 to 1902 2024

I wish him / her all the success in the future endeavors.

Signature: ....

Name of the Guide: Pool Madhaui. Tarawi.

Hadhari 3/24

Designation: Assistant Professor.

PRINCIPAL
SI Paul Institute of Professional Studies

#### Acknowledgements

god for helping us in compeleting our project successfully. We would like to thank our suspected Prof. Madhavi Taran's for her guidance which made it easy for us to complete own project. Lastly a big. appriciation to the institution for providing us this apportunity which helped as gain more knowledge.

| Name of Student     | Class           | 'Roll No. | Sign with Date |
|---------------------|-----------------|-----------|----------------|
| Mariya Amjherawala  | B.com CA I Year | 33        | Maring 2/2/24  |
| Mariya Jawadwala    | B.com CA I Year | 34        | Maniya         |
| Mariya Murabbi      | B.com CA J Year | 35        | Navia (6)2/24  |
| Mohd. Asmir Raza    | B.com CA 1 Year | 36        | Aguir          |
| Tasneem Rajgarhwala | B.com CA I Year | 53        | Tacheen        |

Place: INDORE

Date:

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St Paul Institute of Professional Studies
INDORE

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# LNTRODUCTION

E-commerce (electronic commerce) is the exchange of goods and services and the transmission of funds and data over -internet. E- commerce is a -nutracl of luying and similer entine.

E-commerce relies on technology

and digital peatforms,

including wellists mobile

apple, social media to

make huying and selling

possible.

E-commerce has changed the

way people thop and

consume products and services.

More people are turning to

their computers and smart

duries to order goods, which

com he easily delivered.

But that's not all. Individual

relies have increasingly

engaged in the commerce wia

their own percentages. PRINCIPAL\_\_\_\_

SI-Paul institute of Professional Stoches

# E-COMMERCE gallery



# ADVANTAGES

| THE WILLIAM                                                                 |
|-----------------------------------------------------------------------------|
| 1) Convenience:                                                             |
| E-commune can occur 24 hours                                                |
| a day a week.                                                               |
| Although it may take a lat                                                  |
| of work, it still generally salls                                           |
| Surgey from your store.                                                     |
|                                                                             |
| 2) Increased Lelection:                                                     |
| of products online than they                                                |
| of producte online than they                                                |
| carry in their stone.                                                       |
|                                                                             |
| 3) Potentially how start up cost:                                           |
| & commerce companies may require                                            |
| a warehouse or manufacturing set.                                           |
| furt they usually agent held                                                |
| physical storefront. This reduce                                            |
| physical storegrant. This reduce the cost of physical location.             |
| 4) International Sales:                                                     |
| as wong as e-commerce store can                                             |
| min to the wetome it can                                                    |
| see to anyone in . "the " world."                                           |
| . S. Alice Thomas                                                           |
| 5) Attracts customers: PRINCIPAL ST Paul Institute of Professional Studies: |
| It is easier to entire operationer                                          |
| attention towards placed ads.                                               |

# DISADVATAGES

|      | DISTINUTION                                                                                                 |
|------|-------------------------------------------------------------------------------------------------------------|
| 1)   | Limited Lervice austomer:                                                                                   |
| *    | internet, it is not positive                                                                                |
|      | internet, it is not possible                                                                                |
|      | to have all untames services.                                                                               |
|      |                                                                                                             |
| 2)   | Lack of Instant Gratification:                                                                              |
|      | letter took took on the online                                                                              |
|      | you must wait for it to                                                                                     |
|      | be shipped to your name                                                                                     |
|      | you must wait for it to be shipped to your name                                                             |
| - 20 |                                                                                                             |
| 3    | Inability to touch preducts:                                                                                |
|      | entine Image do not recurring                                                                               |
|      | ronney the white story                                                                                      |
|      | enline Images do not necessarily renery the whole story about an item, so it can be unsatisfying sometimes. |
|      | in aniany                                                                                                   |
| -    | 4) Reliance on Technology:<br>24 your mersites crashes, or must                                             |
|      | I your mersite crashes, or must                                                                             |
|      | III FURNI GOVERN                                                                                            |
|      | affect e-commerce meets:                                                                                    |
|      | affect e-commerce metti                                                                                     |
|      | MANUSIDAL                                                                                                   |
| -    | 5) Higher competetion st Paul Institute of Professional Studies                                             |
|      |                                                                                                             |
| -    | may even the market. They companies                                                                         |

| Date/<br>Page <u>05</u>                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WHY THIS                                                                                                                                                                                                                                                                                                                    |
| FOPIC                                                                                                                                                                                                                                                                                                                       |
| The objective behind the topic  EMERGING TRENDS IN E-COMMERCE is  the rapidly changing world.  In this swifty changing  digital age, l-commerce has  belone an integral part of  our live and is likely  to success a most important  part of our daily live.  The commerces and availability  it after have revolutionized |
| EMERGING TRENDS IN E-LOMITERS                                                                                                                                                                                                                                                                                               |
| the rapidly changing the                                                                                                                                                                                                                                                                                                    |
| In this swifty many has                                                                                                                                                                                                                                                                                                     |
| digital age. 1- worth of                                                                                                                                                                                                                                                                                                    |
| whene on integral likely                                                                                                                                                                                                                                                                                                    |
| our live and important                                                                                                                                                                                                                                                                                                      |
| to sucone a - man                                                                                                                                                                                                                                                                                                           |
| point of our daily avoidability                                                                                                                                                                                                                                                                                             |
| The convenience - and surgestimited                                                                                                                                                                                                                                                                                         |
| it offers have revolutionized                                                                                                                                                                                                                                                                                               |
| the may we sent,                                                                                                                                                                                                                                                                                                            |
| logy continue to we                                                                                                                                                                                                                                                                                                         |
| it is emerging                                                                                                                                                                                                                                                                                                              |
| informed and the changing                                                                                                                                                                                                                                                                                                   |
| the way we shop. At tumo-<br>the way we shop, At tumo-<br>logy continues to advance,<br>it is essential to be<br>informed about the emerging<br>informed about the emerging<br>trends, how they are changing                                                                                                                |
| our lives and                                                                                                                                                                                                                                                                                                               |
| The need to make themal is                                                                                                                                                                                                                                                                                                  |
| acknowledge then it is going                                                                                                                                                                                                                                                                                                |
| increating with withing and                                                                                                                                                                                                                                                                                                 |
| to meane indulation in                                                                                                                                                                                                                                                                                                      |
| The need to learn and is acknowledge these trends is going to recome our friture and to meed to be indulge in indulge in these is grawing.                                                                                                                                                                                  |
| C. Nice Thomas                                                                                                                                                                                                                                                                                                              |

· The s

ir Paul Institute of Professional Studies INDORE

# AMAZON







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amazon

# AMAZON

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Amason was Souted on July 15, 1994 by Jeff Bood from
his goode in Bellevin, Whitington. The company instally
was an order nortedpace to books, Let becomestably of
Expanded solon a nullburke of product contypies in starting
that has contained if ourself if the morner The exception
stock.

The company has number subsideries, including Arazon Let
Sovices, previding cloud complians, Zox, a self deriver can
derived, hisper Systems, a substitute Tobernet provider of
Amoson by 126, a complian bushing Ring, Taber, IMD of whole
where subsidiaries including Ring, Taber, IMD of whole
Foods Therest. The acquirentian of whole boods in Argust
2017 for USI 13.4, willow substantially incomed its
rounded some of previous as a physical relater. Amount
book a complian as a descriptor of industrial through
totalogical incomplian of approache remaining of pilots
sold capital expenditures. As of 2023, it is the world

### MERITS

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### DEMERITS

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# TOWS

#### STRENGTH

Consumers functions in which the Amazon's topo & name attests to the company's excellent bound recognision of septential. The company's bester in the market by successful advertising company's are both constituting instances to its contrate position of dominance. Amazon has extended street as a treated by settable bound in the cups of consumers through the customer realist approach, which includes a tops on positions excellent recipie

#### WEAKNESS

Anazon seles on them party sellers to people a large parties of the property which can nearly certain parties for the company on it the main nights associated with this reliance is the potential to bound on but a political products to be sold on the partierm. It constructs have regardless experiences who these products to est sales with made to have regardless experiences who there products to est sales with made to have relative and third-party selects can also create challenges on terms of products control to control to a sales and a product control to the sales control of the sales control of the sales of the sales control of the sales of the sales control of the sales of the sales control of the sales of the sales of the sales control of the sales of the sales control of the sales of th

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#### OPPORTUNITIES

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#### THREATS

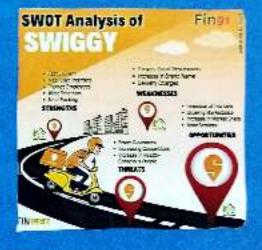
Answer force softence competition from from topy on the constitute of alline relations like along of holders in the clay of holders competitive can be to market about of product of services at competitive of they can after services at competitive or the environment houses madel to the constraint services at as the constraint of the co

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## SWIGGY egallery









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1: Pagitiestrate of Professional Stadius INCORE.

## SWIGGY

Sugger 15 as Intion allow took aderling of delivery pattern. Forded in 2014, Sugger is head quartered in Burgature is operated in new than 500 Tallin attes as at september 2021. Resides front delivery the pattern also provides an demand growery deliveres when the name Indonety of same day partage delivery service called suggery Genie.

In 2011, 30 horster Hajety & Nanden Reddy designed an exponence whole could built to Enrich course conserved which take Built to Enrich the southed in 2014 & rebroaded to ender the trad delivery marked At the three, the boad delivery ender was in turnoil as several notable startupes, such as toodpanda (later acquired by ola cabe). They are (later acquired by ola cabe) they are (later acquired by ola cabe) they approached have they share they approached family to anything. Hasely & Reddy approached family to Agust 2014.

To January 2017 Insign sported its cloud Kilchen chain could a the Bours company". To November 2017, Soight sported or reproper of ready to accided with sport of ready to accided with the soight of ready to accided with the soight of ready.

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-P.No. 14 compared to store entire and delivery services, suggest to by be the most coversent server that muties the process of meeting but so straight bound if straight the street where the con par has her gray designed to the described on no time. Contentionce by case of you are for the most infected aspect of why settle for allow after taking at a devent of different offer took odering services The true that compared to Tomby sugger exerted as forthy late, but a for some housed on adding a lit trante of most top at it some by stranger to two thou of energe that some something and begg dieng for griddit. He beened mysexue horice around a piping not pisson, a sisting plate of begins, or a bast of outhers comen, surgery has got covered with an entless array of afficient you'll never no at at delicious choice in quityour trate both & dietry restrictions. So why settle for some boring meal when you our have a cultury former in the contra of your own home the smith Another advantage of siggy that its SHIELE NAVIEET

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### DEMERITS

Depte be they authorized, there are also some deady-tages to white Surgay that might make users to restan areas thank these before phoing an order. One of the mean doubacks to that the services is any available in a limited number of cities in that when the than the than the than the country and the means that users in certain around may be out of but that

Additionally, Surgey relies on a retwork of delivery partners to make the deliveries, which can correctioned bead to delays or issues with the quality of service them. Think about it, you've been uniting eagerly the your book to arrive let it get delayed due to inderessed circumstances with the delivery partner, which can be instructing. But don't work ewiggly is working as ways to impose the delivery reduced; make new that your book arrives on time of in perbett

Surgely's bour on premium restaurate of cuisines mone that users have across to some all the best of most exclusive enteriors in town. But, with this exclusively come a higher price point, So, it you're looking to include so some astrony delights without townly the banks, you may want to consider other options.

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### ADVERTISEMENT

Surgey has captered the miles find delitery morrest in a morrest way by utilizing various marketing strangle of increasing the services from just delibering band to now providing granties of other exsentially. I at the convincence of your describe, lespite tiene rivoley from Zomato, the from has been able to appeal on the morrest in several locations of secone the lighest couldness and anderling of delivery latern.

In a research time by one at the then colleges of Kolkata it was found that Swiggly has aptened It. 35%, at the food telesery market swiggly's target tomographic spars a wide ope angle, ranging from is to 500 years old. This is one of swiggly as surprise surprise founds. It has to service to the contraction new continuence is tening their bublishe boards. It has to restrictions on people's beginning, they can be demandable assess, or introde, for example, they can bent every lasty who is wangly in the range.

Remarkan strategy of Swiggy

Established - Coursed Marketing strategy

Romational Steadygies. C. Mice

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|             | Socie Dute: P. Mer. I                                         | 8   |
|-------------|---------------------------------------------------------------|-----|
|             | OPPORTUNITIES                                                 |     |
| 0000        | Market Shate grown  Offer Poetter Services  Golfbarrows Value |     |
| <b>S</b>    | Extended worked for tracks yes on species                     |     |
|             | THREATS                                                       | *   |
| <u> </u>    | Fewer clients                                                 |     |
| (M) (M) (M) | The garmment changing rules of regulation                     |     |
|             | S. Alice Thomas                                               | 70. |
|             | PRINCIPAL Sf. Paul Institute of Professional Studies INDORE   |     |
| WAEGT       | Skyral.re:                                                    |     |

# D-MART gallery

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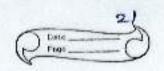
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# DMART

D. mart was founded in 2002 By Radhalishan Dhani, aged 45 when he I had successfully made his millions through high-ralue equities higher than HDFC and billide Although Radhakishan damani began his Carcer as a stockbroker, he quickly Railsed that if he wanted to make money in the stock market, he needed to invest and trade his own money rather than relying on others he began stock transing in the India stock marks soon after Renowned by the name my white and white he begin his proffession in the year 1980 as a stock market investor. Before young public, he began his cover in a modest "ball bearing" transing Company the also used regulary practised Selling Stock Stort. In 2001 after growing to hoge heights, he strockingly quit the market and choose to enter the retail Industry with Downt. Damani used tractics that were unique to India retail Most retail chains rented their business up ustindical promotime.

|              | Advantages of Dmaxt                                                                                                                                                 |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 工            | Competitive Pricing > D Maxt 1s known los offering broducts at competitive and affordable Prices                                                                    |
|              | Efficient supply then => The company has a xobout supply their that helps manage inventory effectively and xoduce coastage.                                         |
| 3            | Customex satisfaction focus > D-Maxt emphasizes<br>Customex satisfaction through excellent service<br>and well-designed stoxes.                                     |
|              | While Product Range of The stores Offer a diverse range of Broducts, making of the a convenient onestop shapping destination                                        |
| _5           | Private label Products of laws Private Contributing to its law cost structure.                                                                                      |
| -6_          | strategic store locations: The company sclecks store locations strategically, focusing on high-demand areas                                                         |
| <del>-</del> | Financial Psychenice -> D-Mast is known to its  financial discipline and consequative approach  to debt.  PRINCIPAL  Payl Institute of Professional Studies  INDORE |



| ====       |                                                                                                                                                               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _          | Disadvantages Of D-Maxt                                                                                                                                       |
| I<br>-     | Implied focus on Non-Essential items of D-Maxt Primaxily focuses on essential items and its alaborer sange may be limited in certain non-essential categories |
| 2          | Geographical Consentaction & As of my last knowledge update in January 2022, Divination Store Presence is concentrated in specific regions of India.          |
| 3          | competition of E-commerce so The rise of e-commerce for that tooks losses a challenge to traditional brick and more as related like D-Most.                   |
| 4          | Defendance on Economic conditions. DMaxt's Performance is closely tred to aronamic a conditions.                                                              |
| 5          | low Margen Business > The retail industry expending in the grocercy segment where Diffast is prominent, oferals on the Profit Margin.                         |
| 6          | Supply charn volnembrishes > While D-Maxt has a well - established supply charn, external factors such as distruptions in the supply chain.                   |
| - <u>F</u> | overdelendence of tounder & DMaxis Suress 1s dosdy thed to its tounder Radhakishan pamini                                                                     |
|            | St Paul Institute of Professional Studies INDORE                                                                                                              |

# ADVERTISEMENT

Dinart is a Supermarket retail Chain giant Dunal and managed by Avenue. Supermarks Ltd. No you ever wonder what the D' in Dmart Stand for 1 it stands for Damani which is the Surname of its founder My Radhakrishna Damani who is a billianaire investor, and huines-sman who founded Dmart in the year 2008.

The foundar's main purpose of launch

Dimart was to provide affordable housing

products to the public of the Indian

region with continuing this aim, today

Dimart has gained immense popularity

among people and it is now competing

successfully with veteran competitors in the

market like big Bazar and Reliance.

It is also listed on NSE and BSE

under Avenue supermant and is valued

at around 1.95 Lakh Crores Dimart aims

to provide the best value possible to its

customers offering goods at lower price

than MRR has always been the usp of

Dimart. It has successful business model

which has helped Sixt Mitter Market, beat

beat the company and sixted principal high market Phase.

Strengths

- Efficient supply charn management leading to lowex operational costs.
- Extensive network of stores bounding a curide reach to customers
- Strong focus on customer satisfaction and logalty Programs
- 4 Developed Product range ratering to Various range ratering to Various

Weaknesses

- Relatively Inneted online Presence Compaxed to some competitors.
- 2 Dependency on the Indian Masketing susceptible to exocorate fluctuations
- 3 Intense competition en the xetael sector

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| _ | Oppostunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I | continued expansion ento untapped markets and attes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| - | avenues fox degetal grawth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3 | Inoxeasing demand for oxganic and sustainable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|   | Theeats                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1 | Economic douantions impacting consumes spending                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2 | Intenselying competition toom both traditional and online retailers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3 | Regulatory Changes affecting the retail industry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|   | supply charn dissuption, impacting inventory and avarlability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|   | S. Alice Thomas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|   | PRINCIPAL STREET STUDIES AT PROPERTY OF THE PR |

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## NYKAA Gallery



INDORE

# MУКАА

It was started in 2012 By falguni Nayar and is headquartered in mumbar. The entered the market to remove the irrequiarities in the Beauty Industry. Despite high Demand, the Industry was not up to the marke He expertise In Invesment banking has made her value the Sustainability of the Business.

Despite beings a capital - Invtensive Industry, She decided to raise and accommente funds Accordingly. The company has pioneexed in providing a one place shopping experience for all domestic Brands; International, Brands, Juxury and prestige Brands, pre-mium Brands, Niche, and cult Brands

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## MERITS

Nylcaa is a leading player in the beaty and personal care space. The company. has a strong manayment and leader ship team not to forget an excellent technology platform you will find many top Brands offering their products on the Uykaa platform. Nykaa has been continuouly adding Innovations to the product range to grab the attention of its customers moreover, it can easily attract multiple social media users through contests online compaigns and web serious Nykaa affers a range of products across both the online and offline Stores to keep the coultmers Interested The company has a strong geographical accousibillity of its product Nykaa also plans to expand into the middle east the uk and then into other European market Nykaa has a subsidiry in the UK called Nykaa International UK Limited. registered in 2020.

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Mykaa is a mumbai based retailer of Beaty fashion, and health product established as an Indian e- commexce Set-up by falguni dayax in 2012. The e-commerce fixms sells nay kas Naturals and products from over 1200 Brands Aligned with the Stellar Nykaa Marketing Strategy in 2015, the company switched from an online - only to an omnichannel model. It opened up numerous retail location In major cities in three main formate Luxe, on trend and kiesks.

Nykaa Sells its products through its webit mobile app and 80+ physical location cometics, Skincare haircare pextume, bath and Body, luxury, and wellness products for men and women are among the company Speciliaties. Naykaa fashion opened its first store in

Delhi in December 2020, making the fashion

Business omnichannel. In addition the company provides extensive material such as product evaluations, Beauty how - to video expert written essays, and even an online Beauty magazine:

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# ANALYSIS

|          | ANALISIS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | Weankness:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|          | This can impact the customox shopping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|          | experience negatively.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|          | 1 the also De la                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| -2-      | Naykan also faces tough competition from other Dec brands and this can put the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|          | combond nuga immense bressers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3        | No free delivery spends on research and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|          | Development activities Below INR 700 can                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|          | make it unatractive to customex with low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|          | budgets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4        | overdependence on the temale demographic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|          | can affect the business.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1        | Nykaa can tap International market which                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 100 (20) | can help the company increase its customer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|          | bare and revenue.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|          | Acquisition of niche hyands can catex                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2        | THE YORK TOTAL COLUMN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|          | TO THE TISSUE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|          | ST- ATT ZE T LIONES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| -3       | The existing loyalty programme into the existing loyalty programme into the contract of the existing loyalty programme into the existing l |
| _        | exclusive.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

4 Nyman can further in Alpowered Solution for product recommendations. Chathat Customex Service, and AR/ VR Beauty Consultation. 1 Strongths Myliaa captures a significant market share when it comes to online beauty. It created a strong customer base and brand loyalty. 2 Unlike yenexic e-commonce platforms. Mylena offers a carfolly covated range of authentic beauty and wellness. 3 Naykaa engaging content usex-Priendly interface and social media gresence festinate the young generation of India. 1 Threats Though compedition from other brand is a threats for Lykaa, as this can move their price - conscious customer to other website. 2 Evolving consumer productions and buying behaviour can be a a threat to the heaty brand if it does not align with changing trend.

# DISNEY+ HOTSTAR

Dear PIXAR DEED THE

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## DISNEY + HOTSTAR

Disney + Hotstar is an indian subultipation video-on-demand our. the top streaming service owned by Dieney company, winness signest of The watt pliney company, paturing domestic Indian Jilm, telinision. sports content for India itself The brand was introduced as Hotelar for a streaming service carrying content from diency star's local networks. tar India's parent company of Hotelas was integrated with company's new geobal streaming wand simust as Risney+ Hotstar Vin April 2020, The co- bhanded service added Risney+ prignal programming, films, N shows Walt Riney Studios, Piscar, Lucasfilm. alongside domettic content.

Outside of India, the Dieney + Holster also operates in Indonesia, Malaysia,

Thailand. S. Mice Thomas Se Paul Institute of Professional Studies

# MERITS

- 1) Content Disney + Notital offer on large catalog of popular content, including exclusive original and classic stories.
- 2) Features Diney + Hotstar offers easy on to havigate interface. to choose contint unlimited downloads allility the , and hatings offeine for " wwing.\_\_\_
- 3) Price Disney + offers price, with a lew monthly ad- supported version.
  - 4) Profile

| Date_ | 1_1_ |  |
|-------|------|--|
| Page_ | 32   |  |

# DEMERITS

| 1 | Not                                   | enough   | new    | origina  | e conte | nt_  |
|---|---------------------------------------|----------|--------|----------|---------|------|
|   |                                       | Disney + | netita | i is     | youngs  | tes_ |
|   |                                       | pared    | to     | liky_    | of Net  | Hin. |
|   |                                       | hain't   | had    | meu      | igh_I   | ime  |
|   | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | fully    | flesh  | eut      | ita     |      |
|   | prigi                                 | nae      | contin | <u>+</u> | N CENT  |      |

- 2) Episodes don't arrive simultaneously
  Episodes don't arrive simultaneously
  than all at once, which
  means you have to maintain
  your suscription for longer.
  - 3) No free trial

    while Disney + initially officed a.

    4-day free trial to new customers,

    However, it no longer effect a

    free trial, which means no way

    to sample Disney + without

    atteast paying for a month.
  - 4) You don't own content

    You don't own any of the

    content on Disney t. when you

    stop paying and reach the

    end of willing cycle, you look

    all access Statice that like is shown

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| ADVERTISEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| I DALLES TO THE STATE OF THE ST |
| by media aptions to admir-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| tire their peatform, including                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| uideo ache hanner and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| played alongside curated contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| played alongside curated contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Billrearde, putting on the<br>advertisement of newly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| advertisement of newly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| launchia. III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| First like youtuly sold. Disney toutube<br>plays narione and on youtube<br>in between the videos.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| using social media platforme like                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| - Living all                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| - their and it me must                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| - common practice: S. Alice Pare                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| Date//                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |
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| 2) smart slearch<br>At provides precise search result<br>and istant auto complete sec<br>endations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ti              |
| 3) Entraordinary content is its pas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | me              |
| 14TI MILIA OLI MANON WAS - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |
| via star India programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | No. of the last |
| - Available on _ New _ Beach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | nd.             |
| WEAKNESS S. Alize PRINCIPAL IN PAUL INSTITUTE OF PROFESSION OF PROFESSIO | Const Studies   |
| -1) Niche content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |
| - This peatform contains continue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | uhiela          |
| This peatform contains exclusion family friendly material, I writerally approve and it, focuse primarily on                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | d.              |
| and it towere primarily on                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | arichet         |
| u, former - p                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |

Expensive to water TV content they provide perograms abruady accurille on TV, viewer choose to water shows on TV nather than OTT pearform. OPPORTUNITIES Acquiring a large medier film
results in company's growth.

It may work with leading
films to accelerate its growal.

Imperation 1) Acquisition 2) Laure Price of Subscription

As Ride are very intructed in

sports as need an animation and

ladie in a lot of comedice

and daily soaps. Students nowadays choose digital education our traditional also rause the company would also release some educational films. 3) Educational Platform THREATS S- Alice Throngs

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|-------|-----|---|
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| Tough ! | competitor |         |       |       |      |
|---------|------------|---------|-------|-------|------|
| Jural   | einu       | eppon   | ente  | such  | a    |
| Nettlin | _ and _    | anazion | Prim  | widen |      |
| This.   | the corpo  | ration  | sho   | uld   | mate |
| unique  | content    | •       | 08.01 |       |      |

s) Addiction

Teenagus are tech-sawy, which means they are less focused on studies. This results in negative wand image.

S) Competitor's Price Fluctuation

Most dangerous competitor, Nebflin

has decreated its membership

pricing, encouraging customess to

substitute Nebfline nather than

Dinney + Hosses.

Sa. Hice Thomas

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# MEAN

| we calculate the mean to find the    |
|--------------------------------------|
| margae or typical value or a ser     |
| of numbers. It helps us in           |
| summerizing data, making comparisons |
| and drawing conclusions about a      |
| dataser's central tendency.          |
| duraser's Certain                    |
|                                      |
| sollution                            |
|                                      |
| Amazon - 17                          |
| swiggy - 4                           |
| D mair - 3                           |
| Disney hotstan - 9                   |
| Nykaa - 0                            |
|                                      |
| To gind the mean (average), add up   |
|                                      |
| by the total count of numbers.       |
| T-of the total                       |
| 50 [ 11 + 0 + 4 + 3 + 9 ] / 5        |
| 33 / 5 = 6.6                         |
| 33 1 2                               |
| There fore the mean of the number    |
| and 9 is 6.6.                        |

Sa-Alize I homes

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# MEDIAN

we calculate the median to find the middle value of a dataset when it's arranged in numerical order. It's a measure of central tendency that is less affected by outliers compared to the mean, making it useful for stewed distributions or data sets with extreme values.

#### Solution

Amazon - 17
Swiggy - 4
D mart - 3
Aisney hotstar - 9
Nykaa - 0

humbers in ascending order: 0.3.4,

3, 17 Since there are 5 numbers

the median is the middle value,

which is 4.

Therefore, the median of the numbers

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# MODE

we calculate the mode to identify the value that appears most prequently in a dataset. It is useful for determining the most common or popular value in a set of data.

providing insight into the typical or prevaling category or value.

#### Solution

Amazon - 17
Swiggy - 4

B mart - 3
Dispey Horstan - 9
Nykaa - 0

To find the mode, we look for the number that appear most frequently in the dataset: In this case, each number appears only once, so there is no mode.

S-Alice I homes

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### LEARNING EXPERTENCE

Cleaning a project on emerging trends in e commerce can be an envicuing learning experience. Choosing a topic that interests us and aligns with our goals is crucial. It could be a field of study on amazon, swiggy , nykaa , D mast and prepared to gather the experience and customer reviews on the above 5 apps: we gathered injormation from tiable some which is google form and roteiner and website. This in understanding the topic complehensively and forming a solid foundation.

We have analyzed the data recieved from the google form and made Dustograms and pie ever and bar graphs. We have delve into researching the latest odvancement.

consumer behavious, technological innovations and marker olynamies shaping the e commerce landscape.

The glass an opportunity to apply theoritical knowledge practically analyze real would olara and possibly even contributes new So. Alice Theorem. St. Paul Institute of Professional Studies

insights to the field. Plus it provides hands on experience in project management, plata singlysis and presentation stills evident are valuable in various cared paths.

Overall making a project provides hands on experience, josters clinical thinking and problem solving stills and prepared you for real would challenges in your academic projessimal or personal tipe.

S. Alize Thomas

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# CONCLUSION

· Emerging trends in e commerce indicate a continued shift towards mobile suppring, personalized experiences.

augmented reality integration sustainability - focused initiatives and the use of social commerce. Thuse hends understoke the importance for consumer preferences and rechnological advancements to remain competitive in the oligital marketplace. Amazon has provided in sights into the company is remarkable grown. innovative business strategies and its i'mpact on various industries. Amazon's rententiess jours on customer satisfaction expansion into new markets such as cloud computing and entertainment as well as its commitment to sustainability, highlight its position as a dominant jace in the global economy.

As Amazon communes to evolve it www be uncial for businesses to closely monitor its strategies and ever changing marker place.

S. Alice Thomas

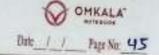
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Swiggy has shed light on the company's distruptive role in the food delivery industry, leveraging technology to offer convinient and efficient services to customers.

Swiggy's aggressive expansion, innovative jealine like Swiggy Genie and jour on customer experience have proported its rapid growth and market dominance. Nowever. challenges a such as regulatory issues competition and operational complexities remain. As swiggy continues to evolve, its ability to novigate these challenges while maintaining customer hust and market leadership will be wheat for Its long term success. Nykaa has provided insight into the company's transformation from an e commerce playorm for beauty and wellness products to a comprehensive gestyle bound. Nykaa yours om geving a wide lange of wated products, omnichannel presence and innovative marketing strategies have contributed to its saprial grown and market leadership in the expansion into privage fabel brand

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| and offline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | relail   | turtues        | Solidie | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| HS 9/5141 OF                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10       | the m          | aster   | Mathematica                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| chauenges                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | such as  | intens         | e com   | 1201/h                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| MILIN SING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | need to  | o moun-        | teun h  | March                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| authenticity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | persist  | . As A         | Jukaa   | 701701                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| continues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | its jou  | aney ,         | its al  | Nii+.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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### INDIVISUAL

the introduction of the company by the allotted member. Introduction of e commerce and its importance. Objectives merits dement are done by member For the research work questionnaile was made and the responses were undustand it better are compteted by member - 4 content from Google were taken with proper examination of the content relevant to the topic. Pictures gos the companies were finalized and printed for the project. Bibliography and other formal docum-ents needed for the project are furthed and completed.

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# STATISTICAL

statistal Analysis provide a quantitative basis for decision making and hypo tuesis testing customers reviews on the few quarions like how prequently they have used the application and what features they liked or overline and their reviews to improve in particulars. Sectors.

we will present a swot analysis and a summary statistic such as mean , mean and mode from data collected by questionnaire Further the graphical representation like pie chait , bar graphs , histograms www be presented statistical analysis will be very effective for is to concurde upon a

Teenagers reviews and their usage of company applications will particular be over mouin jours. this report illustrates the application of various statistical techniques to a specific data set. S-Alize Thomas.

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### METHODS OF

ANALYSIS

When it comes to e commerce analytics use cases. there are three main categories of analytics:

Descriptive

2 predictive 3 prescriptive

1

Descriptive analytics are used to understated the customer behaviour and preference this type of analytics allows business to rolentify trenots, measures performance and gain insights into customer buying patiens.

Predictive analytics are used to forecast future customer behaviour and trends. By leveraging predictive analytics, businesses can identify opportunities to increase sales and optimize their e commerce strategies.

Prescriptive analytics are used to
recommend the best course of action
of businesses to take with prescriptive analytics is bythinesses can

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| 12 15 | \$ 4 m                                                                      |
|-------|-----------------------------------------------------------------------------|
| 1     | management personals                                                        |
| 1     | management assembly                                                         |
| 1     | management personalize product  recommendations and measure the             |
|       | performance and measure the                                                 |
| ,     | performances of different channels.                                         |
|       | e commerce analytics locked                                                 |
|       | e commerce analytics including :-  Customer Segmentation  Sales pertormance |
| 1     | Customes seamed including :-                                                |
| 2_    | Sales agade                                                                 |
| 3     | Product To unauxics.                                                        |
| 4     | Product performance analytics.  Customer lifetime unit                      |
| 5     | marketing campaign analysis.                                                |
| 6     |                                                                             |
| 7     | eustomerbehavious analysis                                                  |
| 8     | Conversion Rate.                                                            |
| 3     | Revenue.                                                                    |
| 0     | Customer Our                                                                |
| 1     | Average order value                                                         |
| 2     | Site optimization.                                                          |
| 1     |                                                                             |
| 1     |                                                                             |
| 1     |                                                                             |

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### CHALLENGES FACED IN FIELD WORK

| members were problems between the                                                                                   |
|---------------------------------------------------------------------------------------------------------------------|
| - Andrews                                                                                                           |
| solved with proper communication.                                                                                   |
| Communication.                                                                                                      |
| olifficult to form.                                                                                                 |
| Responses were not enough so we had to ask everyone on clarity their friends to fill up the questionaire.           |
| Cruestionnaire problem was solved under the guidens of the respected teacher.                                       |
| Collection of data was also one  The problem faced by us as  we were 'no getting recevant  answers and complements. |
|                                                                                                                     |

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Date\_\_/\_/\_ Page\_\_\_\_52\_\_\_

WORK FLOW

O work flow:

for the following project our group is preparity a questionnaire.

questionnaire is a research instrument that consists of a set of questions or other type of prompts that aims to collect information from a respondent.

Public's opinion will be kept in priority with questionnaire. This questionnaire by the group members.

Atleast 10-15 questions will be asked to different people and their data will be collected and compared. Other research on the topic is done by the members equally and is discussed timely.

The daigrams for the questionnaire will be made according to the apps used by the respondants.

So. Alice Thomas

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| THE MOIN                                                                                                                                           | V             |
| Data collection on our top                                                                                                                         |               |
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| Millamment. elve main a                                                                                                                            | pal lon       |
| this research is to find customers review and the                                                                                                  | out the       |
| cuttomers review and to                                                                                                                            | heir August - |
| analysis with regard to eur primary and seconda in question raise.                                                                                 | Stra lasin    |
| our primary and some do                                                                                                                            | - Contragres  |
| in question raise                                                                                                                                  | y data        |
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|                                                                                                                                                    |               |
| Questionnaire will be made                                                                                                                         | to            |
| help us to find out the                                                                                                                            | reviens       |
| and curtomer teste breter                                                                                                                          | ence of       |
| particular company, Jables o                                                                                                                       | ud on the     |
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| of the de made with the                                                                                                                            | ne nelp       |
| particular company. Jables a will be made with the data collected by                                                                               | questionnaire |
| main focus will be por                                                                                                                             | i the         |
| tunagers. Sous will be for PRINCIPAL                                                                                                               | 40            |
| St Paul Institute of Professional Stu                                                                                                              | dies          |
| Who are                                                                                                                                            |               |

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Date\_\_/\_/ Page\_\_5\_94

# LITERETURE

The implementation of digitalization in industrial sector surely gives impact to several sectors, particularly in buriness. The development of information technology and rapid economic globlization have initiated the role of e-commerce in economic trading activities over the globl.

Systematic literature review method is applied to analyse the role of e commerce in brading activity as well to provide the improvement for future researches.

The result of research confirms

the opportunity for future research

on e-commerce system that enables

the integration on business

process.

So- Alize Thomas

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### St. Paul Institute of Professional Studies, Indore



Name of Student: Bipasha Jotwani BCA II Year

(2023-24)

### Internship/Apprenticeship Training Report Undertaken At

Naturo Food and Fruit Products Pvt. Ltd.

SPIPS, Indore

Stamp

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#### Declaration by the Student

Professional Studies, Indore, is a record of an original work done by me under the guidance of Prof. Anantha Raj Manoj (Asst. Professor) and this report is submitted in the partial fulfilment of the requirement for the award of the degree of Bachelor of Computer Application. The Analysis/Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

Place: Indore

Date: 2/3/24

Signature: Bipasha

Name: Bipasha Jotwani

Class: BCA II year

Roll No. 6

Sa-Aliza Thomas

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### Certification by Internship/Apprenticeship Guide

This is to certify that Ms. Bipasha Jotwani of Class BCA II year, Roll No. 6 has carried out the Internship Training under my guidance and supervision in partial fulfilment of the degree Bachelor of Computer Application, offered by the Devi Ahilya Vishwavidyalaya, Indore (MP).

The above work is done in Naturo Food and Fruit Products Pvt. Ltd from 1/12/23 to 31/12/23.

I wish him / her all the success in the future endeavours.

Signature: ...

Name of the Guide: Prof. Anantha Raj Manoj

Designation: Assit. Professor

Sa-Alice Thomas

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Date: 2nd January, 2024

#### INTERNSHIP CERTIFICATE

#### TO WHOM IT MAY CONCERN

This certification proves that Ms. Bipasha Jotwani D/o Mr. Ratan Jotwani has completed the internship program at Naturo Food and Fruit Products Pvt. Ltd. in Marketing and Sales. Ms. Bipasha Jotwani started joining the program from 1<sup>st</sup> until 31<sup>st</sup> of December 2023.

During her stay in the company as an Intern, She displays enthusiasm, leadership, self-discipline, and self-motivation.

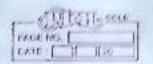
We are lucky to have her as one of our interns before and we would like to wish her all the best for the future.

For: Naturo Food and Fruit Products Pvt. Ltd.

**Authorized Signatory** 

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### ACKNOWLEDGEMENTS

I express my heartfelt gratitude and dedicated this page to all those who have actively or silently helped me in the accomplishment of this internship successfully.

I would like to express my deep sense of gratitude to respected Paincipal Dr. Sr. Alice Thomas for her encouragement for providing me this opportunity to undertake and accomplish this internship Secondly. I would like to express gratitude to my Assistant Professor Anantha Raj Manoj for him vital encouragement and guidance to complete this internship separt.

Place: Indore
Date: 2/3/24

Sign (Bipasha Name: Bipasha Jotwani

Roll no: 6

S- Alice Thomas

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INDORE



Date: 25th November, 2023

Ms. Bipasha Jotwani Shubh Labh Valley, Block-C, Flat No. 407, Ashish Nagar, Bangali Square, Indore (M.P.) – 452018 Mobile No.: 9644156445

#### INTERNSHIP OFFER LETTER

Dear Ms. Bipasha Jotwani,

We are pleased to offer you the position of Intern at Naturo Food and Fruit Products Pvt. Ltd. for the duration of 1<sup>st</sup> December 2023 to 31<sup>st</sup> December 2023. We were highly impressed with your qualifications and your performance during the interview, and we believe that your skills and enthusiasm will be a valuable addition to our team.

Internship Details: Position: Intern

Department: Marketing & Sales

Location: Indore (M.P.)

Start Date: 1st December 2023 End Date: 31st December 2023

Please report to Mr. Ravi Khatri on your first day, and they will provide you with a detailed orientation about your role and responsibilities.

If you accept this offer, please sign and return a copy of this letter by 28th November 2023. We look forward to your contribution to Naturo Food and Fruit Products Pvt. Ltd. and hope this internship will be a valuable experience for your career.

For: Naturo Food and Fruit Products Pvt. Ltd.

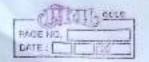
Accepted By: Bipasha Jofwani

Date: 1/12/23

ST-Alize Thomas

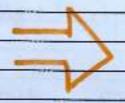
Itute of Professional Studies'

Naturo Food and Fruit Products Pvt. Ltd. 34/1, Ekarajapura, Hasigala Post, Hoskote, Bangalore 562 114, India. Phone: +91 9142 341 341 | Tel: +91 980 2797 1911 | Website: www.naturo.in | Email: customercare@naturo.biz CIN. U 15411 Ka1986 PTC 037058



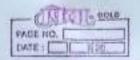
# FORMAT

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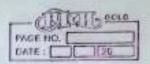
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#### O AREA SCOPE Peroposed Work to Done be proposed sco pe Internship protal domain distribution dynamic landscape moving consumer (FMGG) sector. The tasks ncompass a multifaceted onducting but not limited distributor meetings collaborative meticulously managing st ensure optimal inventory insightful glean to facilitate seamless transactional processes and providing Leedback or Paul Institute

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# NEED OF WORK

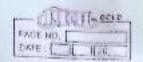
The imperative for this indispensable role distribution propelling the Success an sustainability of organizations operating within the forces Consumer demands evolve and market dynamics judyate,
the efficacy of sales
operations and distribution
channels becomes paramount in
ensuring timety product available
meeting consumer perferences
and utilimately driving revenue
growth Thus, the need arises
for skilled individuals adept in availability. sales, Olishibution management,
and market analysis to navigate
the intricacies of this competitive
landscape and contribute sybstanticely
to organizational objectives.

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| 0   |                                                                                                                                                                                                                                                                                                                                                  |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | WORK DESCRIPTION                                                                                                                                                                                                                                                                                                                                 |
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| -   | OKTILE REDUTERO                                                                                                                                                                                                                                                                                                                                  |
|     | = VILLED /                                                                                                                                                                                                                                                                                                                                       |
|     | D                                                                                                                                                                                                                                                                                                                                                |
|     | TRACTICAL WORK                                                                                                                                                                                                                                                                                                                                   |
|     |                                                                                                                                                                                                                                                                                                                                                  |
|     |                                                                                                                                                                                                                                                                                                                                                  |
| -   | The delineated work description underscores a mosaic of fasks meticulously designed to foster holistic Skill development and real—world application. From orchestrating Seamless distributor meetings to methodically conducting stock checks, from embarting on insights market visits to adepty booking orders and providing invaluable behact |
|     | meticular de mosaic of fasks                                                                                                                                                                                                                                                                                                                     |
|     | langues chill he foster                                                                                                                                                                                                                                                                                                                          |
| - 0 | seal - world application                                                                                                                                                                                                                                                                                                                         |
|     | orchestrating Seamless distributors                                                                                                                                                                                                                                                                                                              |
|     | meetings to methodically                                                                                                                                                                                                                                                                                                                         |
|     | conducting stock checks from                                                                                                                                                                                                                                                                                                                     |
|     | embarting on insights market                                                                                                                                                                                                                                                                                                                     |
|     | visits to adepty booking orders                                                                                                                                                                                                                                                                                                                  |
|     | 1.211 )                                                                                                                                                                                                                                                                                                                                          |
| -   | Interns will be tasted                                                                                                                                                                                                                                                                                                                           |
|     | with a gamus of reoposibilities                                                                                                                                                                                                                                                                                                                  |
|     | The requisite skills span a                                                                                                                                                                                                                                                                                                                      |
|     | broad spectrum encompassing                                                                                                                                                                                                                                                                                                                      |
|     | communication prowess, negotiation                                                                                                                                                                                                                                                                                                               |
|     | finene, analytical acumen, problem.                                                                                                                                                                                                                                                                                                              |
|     | S-Alicenthones                                                                                                                                                                                                                                                                                                                                   |
|     | * 27 Paul Institute of Professional Studies INOORE                                                                                                                                                                                                                                                                                               |



Solving agilly, and meticulous attention to detail. Practical work entails the application of theoretical knowledge in real-world scenarios, empowering interns to navigate challenges and selze apportunities with confidence and competence.

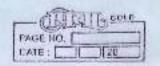
### Sa-Alice Thomas

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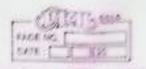
| 3   | Work Place Organisation                                                                                                                                                                                                                                                                                                                           |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | N 1 11.                                                                                                                                                                                                                                                                                                                                           |
|     | Details.                                                                                                                                                                                                                                                                                                                                          |
|     | Details of ong/workplace:                                                                                                                                                                                                                                                                                                                         |
|     | The internship unfolds within the illustrious confines of Naturo, India's premier fruit Bar manufacturing company, situated in the vibrant locale of Bargalore. Renowned for its unwavering commitment to preserving the natural goodness of fruits in its delectable offerings, Naturo epitomizes excellence and innovation in the fracq Sector. |
|     | the illustrious confines of Naturo,                                                                                                                                                                                                                                                                                                               |
|     | India's premier fruit Bar                                                                                                                                                                                                                                                                                                                         |
|     | manufacturing company, Situated                                                                                                                                                                                                                                                                                                                   |
|     | In the Vibrant locale of Bargalore.                                                                                                                                                                                                                                                                                                               |
|     | Renowned for 115 unwaveung                                                                                                                                                                                                                                                                                                                        |
|     | natural goodness of fruit in                                                                                                                                                                                                                                                                                                                      |
|     | 1945 delectable oblerings Naturo                                                                                                                                                                                                                                                                                                                  |
|     | epitomizes excellence and innovation                                                                                                                                                                                                                                                                                                              |
|     | In the fmcg Sector.                                                                                                                                                                                                                                                                                                                               |
|     |                                                                                                                                                                                                                                                                                                                                                   |
|     |                                                                                                                                                                                                                                                                                                                                                   |
|     |                                                                                                                                                                                                                                                                                                                                                   |
| 201 |                                                                                                                                                                                                                                                                                                                                                   |
|     | S-Alice Thomas                                                                                                                                                                                                                                                                                                                                    |
|     | SI Paul Institute of Professional Studies                                                                                                                                                                                                                                                                                                         |
|     | INDORE                                                                                                                                                                                                                                                                                                                                            |
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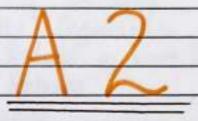


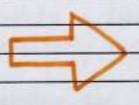
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| DETAILS ABOUT METHOD                                               |
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| DC III                                                             |
| UN ORKTNIG TOR                                                     |
|                                                                    |
|                                                                    |
| ALLOCTED MORE / ASK:                                               |
|                                                                    |
| Interns are enveloped within a                                     |
| Supportive ecosystem under the                                     |
| mentorship of seasoned professionals                               |
| mentorship of seasoned professionals at Naturo. Through a blend of |
| experiential learning, guided                                      |
|                                                                    |
|                                                                    |
| execution, herns are afforded                                      |
| the opportunity to home they                                       |
| skells and margate challenges under the modustry experts           |
| Access to pertinent resources                                      |
|                                                                    |
| fask execution ensuring interns                                    |
|                                                                    |
| their immersive experience at                                      |
|                                                                    |
| Naturo.                                                            |

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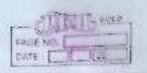
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|-------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Declaration By Candidates                                     | T                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|       | Sa-Alize Thomas                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|       | PRINCIPAL  St Paul Institute of Professional Studies          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



# AREA / SCOPE OF INTERNSHIP

During my intenship at Naturo food and fruit Prt. Ild., the primary focus was on immersing myself in the dynamic world of Marketing and sales within the food and fruit industry. This encompassed a diverse array of tasks and responsibilities aimed at gaining comprehensive insights into the intricace of promoting and selling food products. My sole involved actively participating in various marketing and sales activities, with a keen emphasis on understanding consumer behavior, devising effective strategies and justering rebust relationships with distributors and outlets.

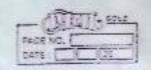
The scope of my internship extended across different facets of marketing and sales aperations

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One of the case components of my sesposibility involved conducting segular visits to outlets. These visits served as invaluable apposituaities to assess the presentation, availability and positioning of our products in the retail environment by mediculously observing factors such as product placement, pricing strategres and promotional displays, I gained firsthand knowledge of the critical role these elements play in influencing consumer purchasing decisions. furthermore I actively engaged in distributor meets, which provided a platform for collaborative discussions on sales targets promotional Initiatives, and addressing any concerns or challonges faced by our distribution network. These meetings served as vital forums for aligning our objectives, retining our strategies and fostering stronges partneships with our distributors. Through these interactions to developed a deeper appreciation for the nuances of managing distribution channels and the St Paul Institute of Professional Studies



### DETAILS OF THE

### JRGANISATION

Name of Organisation: Nature food & Fruit
Put Ltd.

: food and Beverage (FMCG) Industry

: Naturo food and fruit Address of the Organisation Products Put. Ltd. 34/1 Ekazajapura, Hazigala Post, Hoskote Bangalore 562114, Karnataka, India.

: 1986 Year founded

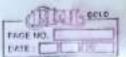
Operation Class : Private

: All India Operation : 200 crosse yearly Tilmover of the

company

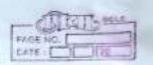
Company Employees: 297

Sources: It is India's premier fruit Bar manufactures, offering a sange of pruit-based Shacks like fruit Bars, Candied fruit and diff preserving natural from goodness in its products.



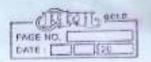
## MPORTANCE & DETAILS · Internship Duration: 1 Month Location : Indore · Listing my responsibilities: 1) Morning distributor meetings: Started the day by coordinating with distributors, ensuring smooth communication and understanding of clarity objectives 2) Stock checking: Conducted through stock checks to maintain inventory accuracy and prevent stockouts. 3) Market visits: Visited 40 outlets clairly to gauge market demand, competitor activity and consumer preferences 1) Order Booking: Managed order booting process efficiently, ensuring timely fultiment of customer demands. 5) Providing suggestions to the Company: Leveraging Smyllice Market observations and

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|    | consumer feedback, I actively contributed                               |
|----|-------------------------------------------------------------------------|
|    | to strategic discussions by proposing                                   |
|    | innovative ideas and actionable                                         |
|    | suggestions. Whether It was recommending                                |
|    | new product variants based on                                           |
|    | emerging consumes trends or suggesting                                  |
|    | targeted marketing strategies to                                        |
|    | penetrate uptapped market segments,                                     |
| à  | my insights were instrumental in                                        |
|    | shaping the company's future direction and fostering sustainable growth |
|    | gostering sustainable growth                                            |
| 6) | Continuous locations and Otion Fil                                      |
| 0) | Continuous learning and Skills Enhancement:                             |
|    | Recognizing the dynamic nature of                                       |
|    | the fMcq industry I proactively sought opportunities for continuous     |
|    | learning and skills enhancement. Whether                                |
|    | through self-directed research, participation                           |
|    | in training programs or seeking mentorship                              |
|    | Divini Prival Cities Diviscelle de constitution                         |
|    | committed to expanding my knowledge                                     |
|    | base and sefining my skills to                                          |
|    | stay abreast of industry trends and                                     |
|    | best practices.                                                         |
|    |                                                                         |
| 7) | Quality Assurance and Comptiance:                                       |
|    | and regulatory compliance was                                           |
|    | and regulatory compliance was                                           |
|    | paramounts in my sole. I meticulously                                   |
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|   | monitored               | product    | quality  | , packaging     |
|---|-------------------------|------------|----------|-----------------|
|   | in tegsity,             | and        | hygiene  | standards       |
|   | to upholo               | 1 the      | compa    | nus reputation  |
|   | tos excell<br>stringent | ence. By   | implex   | menting         |
|   | stringent               | quality    | control  | measures        |
| Ī | and col                 | laborating | with     | selevant        |
|   | stake holders.          | T con      | tributed | to maintaining  |
|   |                         |            |          |                 |
| 1 | consuma                 | trust.     |          | safe guarding ' |
| 1 |                         |            |          |                 |

Market Expansion Strategies:

As part of my responsibilities,

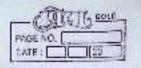
I actively contributed to the formulation and execution of market expansion

Strategies. By identifying potential growth opportunities, assessing market feasibility and conducting competitor analysing I played a pivotal role in identifying strategic nitiatives to expand the company's market presence and capitalize on emerging trends.

8)

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## JBJECTIVES

My Objectives as a sales person in the marketing and sales department were gaining hands - on experience in sales and distribution within the force sector. Develop proficiency in conducting distributor yneetings, managing stocks, and executing sales orders

Also, Emhancing communication and negotiation

Skills through claily interactions with

distributors and sectailers toquising market
insights by visiting autels and understanding

consumer behavior and preferences.

Contributing to achieving sales targets by

effectively booking orders and providing

valuable feedback to the company

valuable feedback to the company

for product improvement and market

strategy refinement. Fin addition to

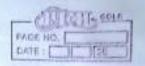
contributing to achieving sales

farget, I aimed to hamiliarize

myself with key performance
indicators (KPIs) used to measure

sales performance with the fints

Sectors by analyzing metrics such



|   | as sales volume, sevenue growth                                                                                                                                                                                                                         |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | as sales volume, sevenue growth and market share, I governded                                                                                                                                                                                           |
|   | ona to gain insights into the effectiveness of sales strategies and identify areas for                                                                                                                                                                  |
|   | effectiveness of sales strategies                                                                                                                                                                                                                       |
|   | and identify areas for                                                                                                                                                                                                                                  |
|   | improvements.                                                                                                                                                                                                                                           |
|   |                                                                                                                                                                                                                                                         |
| • | To gain a comphrehensive understanding of the product lifecycle and marketing initiatives, I sought opportunity to participate in product launches and promotional campaigns by actively engaging in these activities, I aimed to observe firsthand how |
|   | of the product tipacycle and                                                                                                                                                                                                                            |
|   | marketing initiatives. I sought opportunity                                                                                                                                                                                                             |
|   | to participate in product launches                                                                                                                                                                                                                      |
|   | and promotional campaigns by actively                                                                                                                                                                                                                   |
|   | engaging in these activities, I                                                                                                                                                                                                                         |
|   | aimed to observe firsthand how                                                                                                                                                                                                                          |
|   | new products are introduced to                                                                                                                                                                                                                          |
|   | the market, promoted to consumers,                                                                                                                                                                                                                      |
|   | new products are introduced to<br>the market, promoted to consumers,<br>and integrated into the overall                                                                                                                                                 |
|   | sales strategy.                                                                                                                                                                                                                                         |
|   |                                                                                                                                                                                                                                                         |
|   | The summary, my internship objectives encompassed a wide                                                                                                                                                                                                |
|   | objectives encompassed a wide                                                                                                                                                                                                                           |
|   | Range of activities aimed at                                                                                                                                                                                                                            |
|   | gaining experience, skills etc.                                                                                                                                                                                                                         |
|   |                                                                                                                                                                                                                                                         |
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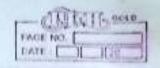
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# ENTENDED OUTCOMES

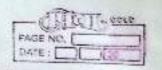
| During my internship my primary objectives were to gain practical Sales experience develop strong relationships with distributors and retailer and contribute valuable insights |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| objectives were to gain practical                                                                                                                                               |
| Sales experience develop strong                                                                                                                                                 |
| relationship's with distributors and                                                                                                                                            |
| retailer and contribute valuable insights                                                                                                                                       |
| of the company. By the end of<br>the intenship. I aimed to                                                                                                                      |
| the intenship. I aimed to                                                                                                                                                       |
| demonstrate proficiency in distribution                                                                                                                                         |
| management, achieve or exceed sales                                                                                                                                             |
| targets and provide actionable                                                                                                                                                  |
| suggestions for product improvement                                                                                                                                             |
| suggestions for product improvement and market shategy refinement.                                                                                                              |
|                                                                                                                                                                                 |
| Additionally, I intended to establish myself as a valuable member of the team and build a foundation for future success in the Sales field.                                     |
| myself as a valuable member of                                                                                                                                                  |
| the team and build a foundation                                                                                                                                                 |
| for future success in the                                                                                                                                                       |
| Sales field.                                                                                                                                                                    |
| 1 TONEOTE, THE ASTITUTE CATALOGE                                                                                                                                                |
| beyond the confines of the                                                                                                                                                      |
| Internship period: I endeavored to                                                                                                                                              |
| establish myself as a musted                                                                                                                                                    |
| and respected figure in the                                                                                                                                                     |
| sales fields. Alice Thomas                                                                                                                                                      |
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By leveraging the knowledge skills, and setationships cultivated during my internship, I aimed to carre out a miche for myself as a Strategic thinker and results - driven professional within the competitive landscape of sqles and distribution. This encompassed not only achieving short -term objectives but also laying the groundwork for long-term career advancement and leadership opportunities within the industry. Through dedication, perseverance, and a commitment to ongoing personal and professional development, I aimend to chart a trajectory of continuous growth and success, both for myself, and the Organizations serve

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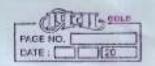
During During my internship, I not only fulfilled my responsibilities but also received commendation for my exemplary work ethic and dedication. I efficiently conducted distributor meetings managed stock effectively and visited numerous outlets daily to gain valuable market insights. By consistently exceedings sales taggets and providing insightful suggestions to the company.

I played a significant role in enhancing product offerings and driving business growth. Moseover my efforts were applanded by the team, further varidating my contributions and reinforcing my commitment to excellence in the Sales domain.

Additionally my commitment to excellence was underscored by my willingness to collaborate accross departments. Share insights gleaned from market visits, and eactively

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| participate in praire torming sessions                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| participate in brainstorming sessions aimed at refining sales strategies                                                                                                                                                                                                                                   |
| and optimizing operational processes  By jostering a culture of open                                                                                                                                                                                                                                       |
| By Jostering a culture of open                                                                                                                                                                                                                                                                             |
| Communication and continuous improvement I contributed to a more cohesive                                                                                                                                                                                                                                  |
| I contributed to a more consider                                                                                                                                                                                                                                                                           |
| and marative mark environment                                                                                                                                                                                                                                                                              |
| where ideas flowed freely, and collective achievements were celebrated                                                                                                                                                                                                                                     |
| collective achievements were celebrated                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                            |
| Moseover, my proactive engagement extended to menturing junior team members. Sharing best practices, and officing support to colleagues facing challenges.  By serving as a sessurce and role model, I mot only facilitated theer professional development but easo strengthened team cohesian and marale. |
| extended to menturing Junior team                                                                                                                                                                                                                                                                          |
| members, sharing best practices,                                                                                                                                                                                                                                                                           |
| and offering support to                                                                                                                                                                                                                                                                                    |
| colleagues facing challenges.                                                                                                                                                                                                                                                                              |
| By serving as a sesource and                                                                                                                                                                                                                                                                               |
| role model, I not only facilitated                                                                                                                                                                                                                                                                         |
| theer professional development but                                                                                                                                                                                                                                                                         |
| also strengthened team conesion                                                                                                                                                                                                                                                                            |
| and morale.                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                            |
| S. Alice Thomas                                                                                                                                                                                                                                                                                            |
| PRINCIPAL Paul Institute of Professional Studies                                                                                                                                                                                                                                                           |
| <br>INDORE                                                                                                                                                                                                                                                                                                 |



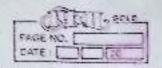
| furthermore, the internship served as a catalyst for my continuous projessional development,                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| as a catalyst for my                                                                                                                                                                                                                                                                                         |
| continuous projessional development                                                                                                                                                                                                                                                                          |
| propelling me towards mastery                                                                                                                                                                                                                                                                                |
| within the dynamic realm of                                                                                                                                                                                                                                                                                  |
| propelling me towards mastery within the dynamic realm of the sales industry. Beyond refining my proficiency in distributor management, stock handling and market analysis, I delved deeper                                                                                                                  |
| my proficiency in distributor                                                                                                                                                                                                                                                                                |
| management, stock handling and                                                                                                                                                                                                                                                                               |
| market analysis, I delved deeper                                                                                                                                                                                                                                                                             |
| into the intricacies of sales                                                                                                                                                                                                                                                                                |
| Strategy formulation and execution                                                                                                                                                                                                                                                                           |
| into the intricacies of sales Strategy formulation and execution This immersive experience allowed me                                                                                                                                                                                                        |
| to navigate complexities with confidence and finesse, honing my ability to adapt to evolving market trends and consumor                                                                                                                                                                                      |
| confidence and finesse, honing my                                                                                                                                                                                                                                                                            |
| ability to adapt to evolving                                                                                                                                                                                                                                                                                 |
| market trends and consumer                                                                                                                                                                                                                                                                                   |
| preferences.                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                              |
| Moreover, my daily interactions with                                                                                                                                                                                                                                                                         |
| distributors and setallers served as                                                                                                                                                                                                                                                                         |
| a ciuciote for negitiation exells                                                                                                                                                                                                                                                                            |
| Through munical dialogue and                                                                                                                                                                                                                                                                                 |
| ally listening I cultivated rapport                                                                                                                                                                                                                                                                          |
| and bust bacilitating mutually beneficial                                                                                                                                                                                                                                                                    |
| Moreover, my daily interactions with distributors and retailers served as a crucible for refining my communication and negotiation skills.  Through nuanced dialogue and active listening, I cultivated rapport and frust, facilitating mutually beneficial agreements and fostering long term partnerships. |
| pastnesships.                                                                                                                                                                                                                                                                                                |
| S Alize Thomas                                                                                                                                                                                                                                                                                               |
| DA-MILE I NOWAY                                                                                                                                                                                                                                                                                              |

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| UNDER APPLICATION                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| OIVOLK TITLECTION                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Dr Turn                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| UT INTERNISHIP WORK                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| T                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| IN KEAT TIET                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| THE FITE                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| The Skills and experiences acquired during my internship are directly translatable to seal-world scenarious within the sales industry firstly, the proficiency developed in distributor management, stock handling and market analysis provides a solid foundation for effectively managing sales operations and making a market analysis provides a solid foundation for effectively managing a market analysis provides a solid foundation for effectively |
| during my internship are directly                                                                                                                                                                                                                                                                                                                                                                                                                            |
| transliciable to real-world scenarious                                                                                                                                                                                                                                                                                                                                                                                                                       |
| the proliciency developed industry firstly,                                                                                                                                                                                                                                                                                                                                                                                                                  |
| management, Stock handling and                                                                                                                                                                                                                                                                                                                                                                                                                               |
| market analysis provides a                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| solid foundation for effectively                                                                                                                                                                                                                                                                                                                                                                                                                             |
| managing sales operations and                                                                                                                                                                                                                                                                                                                                                                                                                                |
| a solid houndation for ellocation                                                                                                                                                                                                                                                                                                                                                                                                                            |
| managing sales operations and                                                                                                                                                                                                                                                                                                                                                                                                                                |
| making informed business decisions                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Innerna 113 ophmizing inventory                                                                                                                                                                                                                                                                                                                                                                                                                              |
| levels to meet demand<br>fuctuations or analyzing market                                                                                                                                                                                                                                                                                                                                                                                                     |
| trends to identify growth opportunities                                                                                                                                                                                                                                                                                                                                                                                                                      |
| these skills are estential for                                                                                                                                                                                                                                                                                                                                                                                                                               |
| So-Alize Thomas                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| PRINCIPAL Paul Institute of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                             |
| WOORE                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



navigating the complexities of furthurmore, the honed communication and negatation skills acquired through daily interactions with dishibutors and retailers are invaluable assets in building and musturing client relationships first and collaboration, while adept negotiation tactics enable the alignment of interests and the Successful dosure of deals.

These skills are not only applicable in sales but also in various other professional contexts where interpersonal interactions play a crucial sole in achieving drained outcomes.

S-Alice Thomas

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#### Performa-G2

### Information and Consent Of The Organization

| 1.Name an    | Food     | and               | Fruit       | Pvt.   | 1+d.         |
|--------------|----------|-------------------|-------------|--------|--------------|
| 2. structure | (Govern  | ment/S            | emi Gove    | rnment | Private/othe |
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| 6.emloyma    | ent poss | ibility a         | fter Train  | ing    |              |
| 7. other in  | nportan  | <br>t Inforn<br>- | nation      |        |              |

Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.

Signature with date

Head/ Authorized person of the organization

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#### Performa-G4

#### Feedback Form

Name of Trainee Student: Bipasha Johwani : St. Paul Institute of Projessional

College Name Studies

: BCA IInd year Class

Section and S.N.

| G N  | Basis Of Valuation                    | Grade(A/B/C)# | Remark     |
|------|---------------------------------------|---------------|------------|
| S.N. | Attendance                            | A             | Excellent  |
| 2.   | Theoretical skills gained             | A             | good       |
| 3.   | Practical skills gained               | A             | Proficient |
| 4.   | Sincerity& Interest<br>towards work   | A             | Dedicate   |
| 5.   | Attitude and behavior during training | Α .           | Positive   |
| 6.   |                                       | A             | 9000       |
| 7.   | a II mada                             | A             | Outstandi  |

Date: 1/1/24

Place: Indose

Signature with date

Head/ Authorized person of the organization

S-Alice Thomas

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### St. Paul Institute of

**Professional Studies, Indore** 



BCA II Year

(2023-24)

#### **Project Report**

#### MARKSHEET MANAGEMENT SYSTEM

| S.No. | Name of Students | Class               | Roll Number |
|-------|------------------|---------------------|-------------|
| 1     | Aaditya Jaiswal  | BCA 2 <sup>nd</sup> | DX22 09373  |
| 2     | Aayush Jaiswal   | BCA 2nd             | Dx 2209375  |
| 3     | Riana Dsouza     | BCA 2 <sup>nd</sup> | Dx 220939 7 |

Guided by:

Authorized By:

Name of the Faculty: Prof. A. Manoj

Principal

: Dr. Sr. Alice Thomas

Designation :

Assistant Professor

Date

SPIPS, Indore

Stamp

Pagi Institute of Professional Studies

INDORE

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "Marksheet Management System" submitted to: St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of A. Manoj (assistant professor), and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of Computer Application. The Analysis/ Result embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

| Name of Students | Class  | Roll Number    | Signature (with Date |
|------------------|--------|----------------|----------------------|
| Andityo Jarswal  | BCAT   | Dx22093+3      | Janitya-             |
| Aayush Jaiswal   | BCA II | Dx2209315      | Agush                |
| Riana Dsouza     | BCA II | Dx 220 9 3 9 1 | R. Bange             |

Sa- Alice Thomas

SY Paul Institute of Professional Studies.

#### Certification by Project Guide

This is to certify that Mr./Ms. Auditya Jaiswal, Auyush Jaiswal, Riana Dsouza of Class BCA II, Roll No. 0x1293343. Dx2293315. Dx229339. Thas carried out the Project Training under my guidance and supervision in partial fulfillment of the degree Bachelor's of Computer Application offered by the Devi Ahilya Vishwavidyalaya (DAVV), Indore (MP).

The above work is done in St. Paul Institute Professional Studies
from 18. Jan. 2024 to 3th Feb. 2024

I wish him / her all the success in the future endeavors.

Signature: A A Mapoly....

Name of the Guide: RAA Mapoly....

Designation: A A Prof.

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INDORE

### Acknowledgements

to all these who have contributed to this project supervisor for their invaluable quidance, support thoroughout the development of the Project.

Thankyou everyone who has contributed to the success of this project.

| Name of Student | Class  | Roll No.      | Sign with Date |
|-----------------|--------|---------------|----------------|
| Aaditya Jaiswal | BCA11  | DX22033#3     | Coditya        |
| Aayush Jaiswal  | BCA II | Dx 22 0 93 15 | Doney          |
| Riana Dsouza    | BCAIL  | Dx22093 94    | F. Discuss     |

Place:

Date:

S- Hice Thomas

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| 1.1   | Background/Literature Review                                |         |
| 1.2   | Planning of the Project, Relevance & Target Return          | +       |
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#### **Progress Report of Project Third Progress**

Report (Handwritten in 500

Words)

- 1. Individual work report by each student
- 2. Statistical Analysis of data
- Methods of Analysis / Applied Technology, Result analysis along with its Comparison with Expected Results
- Challenges faced in Field Work/ Project Work & along with Solutions.

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scepart by each Individual work student Database Management :objective - Riana was scarponsible to establishing and managing the databasi for the Marchesheet languagement system, consuming efficient storage, setting and security of academic seconds responsible for Responsibilities Designed and implemented a scalable and secure detabase anchitecture using My SQL Developed data models to represent student information academic records and related data entities. Integrated the Marksheet Mangenis - ent system with existing -educeitional database and the systems systems -Simplemented Siegular dala tracket.

Simplemented Siegular dala tracket.

Siegular dala tracket.

To freezent principal dala toss.

In professional Studies.

Riana's work consuled the Management system. Harksheet Management system. And had a well longanized and secure database infrastructure foroxiding a solid foundation for data management within the project.

S- HILE Thomas

MOORE

Date: 1 / \_\_\_\_ Page not \_\_\_ Statistical dnalysis of data Descripting. statistics : Luxhare - To provide a sur features of the datase ! Methods Calculate measures mean median individual subject Determine measures de like standard deviation

Methods -Use Pearson correlation coefficient la measure linear scefaliberships between numerical performance Variable. Explore Correlation matrices to assess associations among multiple Variables. Regeression dualysis hurhose - To predict the cutions Done Variable based on the Values of others. Methods horform regression analysis to understand how independent Variables (e.g., study hours) infract defrendent variables ( e g cocam serves) dessess! the rightficance and strugth, Del Pariables Trend analys patterns hurpose 31 Paul Institute of Professional Studies

Date: Francis Chi - sequere Jests : friedrose - Jo assess the categorie - cal Variables. \_Mothods\_-Use chi square lests to analyze scelationships between categorical variables, such as the association between study habits Categorical and exam herformance ata lining and Machine hurchers - To uncourse fatterens and insights not immediate ely apparent. Methods to discover hielden relationships within the data.

In plement machine learing hodels for fixedictive and product of productive of PRINCIPAL The likelihood NODE

achieving a d) a contain student ·gerade Lthical considerations :burgose - To ensure that analysis is conducted responsibly and ethically Methods Inhlement chniques Analysis / dhhlied Hesult analysis its comporcion St. Paul Institute of Professional Studies

Date: \_\_/\_\_\_ Page no:\_\_\_\_ Description - Extract relevant data from the Marksheet Marksheet system database issing some the data to handle missing values outliers and ensure contency in formats. escription, - Utilize herogeranning to wunte custom scripts for data hache commons like or statistical computations and data manipulation , correlation gaun PRINCIPAL LENSight unto INDORE and siegges

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dualysis - Calculate moon, median and standard deviation of earn sepres. In distribution of stratulion distribution fatterns in student for formance. coverelation dualysis: - elation tetween study
hours and eaxon stores
using Pearson's correlation
coefficient. Determine if
a significant relationship Reguession analysis: regulssion to model the regulssion to model the relationship between Varioths like attendance, study sources, and exam scores. Evaluate the significance of each prediction. Irond dnalysis: acadenes principal francio concer ouco St. Paul Institute of Professional Studies

series an analysis de noticeable Multiple any atterns hypothesis means\_ uom Expected actual Performance reasons. hine lower St. Paul Institute of Professional Studies INDORE

student octoones. Aviedicled roscells actual sesuells the effectiveness models. La megsure Adentification of Inomalies: dualysis - Schentify any anardio or unexpected hallers's in the data. Investigate instances where the system is fredictions differe significantly from the actual academic Joulcomes. Validation of Hypothesis :designated during the hypothesis generated during the heaped by comparing the sessells with hypothesis testing with the expected outcomes. It is observed difference are statistically significant. comparison

provide of Paul Institute of Professional Studies INDORE

the commitment assuring data hecotection potential flescible Develop a that allows omization ) each needs conduct initial Standardization Irconsistent data format Esternation. educational data conver-Develop. solution St Paul Institute of Professional Studies\_ INDORE

and migrate existing dorlar into the new system. clearly documents data formal requirements for future consistency. Limited Technical Pro challenge - End-users, facticularly toachers and activitistications, may have limited technical proficiency. d usercombrehen torials to assist users navigating the system Tobleborate closely and system of Paul Institute of Professional Studies

administrators to ensure seamles integration conduct compatibility tests and address any interoperability issues deving the development phase efficulty in sheduling rith key stakeholder usy academic rallenge interview schedules Slution - Plan intervieur well advance, taking into presject ⇒ Paul Institute of Professional Studies

features based on essential requirements. consider open source. Technologies ito seednee software elevelopment costs. Explores fartherships and shonorships with education organizations or governments bodies.

llenge - Insufficient resources for ducting comprehensive teraining sions for end-users.

solution - Leverage online training platforms create Video tutorials and develop easily accessible documentation exprosurge heer to - heer learning within educational institutions to supplement formal training.

### FORMAT PZ

### **Progress Report of Project**

### Second Progress Report

(Handwritten in 500 Words)

- 1. Work Flow
- 2. Field Work/Data Collection & Methods/Process of Data Collection
- 3. Literature Review
- 4. Individual work progress of each student as per work allotted

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# SECOND PROGRESS REPORT

### WORK Flow

Phase 1 of the project work plan starts with Project instration.

Project Kickoff moeting: In the meeting itself we have decided the topic of project that we are going to mark sheet management system as the institution was cloudened traditional method of

The topic was decided mutually and then the was about to begin with all the necessary requirement gathring autich were required to build the project.

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|       | Reguliement gathrung :-                                                                                                                                                                                  |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                                                                                                                                                          |
|       | lequirement gathring for a marksheet  management system Porvalues  identifying and documenting the  needs, preferences, and functionalities  ecquired to effectively manage  academic records within the |
|       | management System Probles                                                                                                                                                                                |
|       | identifying and documenting the                                                                                                                                                                          |
|       | needs. Brelevences and functionalities                                                                                                                                                                   |
|       | economical to apportante manage                                                                                                                                                                          |
| è     | as adams                                                                                                                                                                                                 |
|       | institution.                                                                                                                                                                                             |
|       | INSTRUMENT.                                                                                                                                                                                              |
|       | 77                                                                                                                                                                                                       |
|       | The basic and most important                                                                                                                                                                             |
|       | gathring you the propert was                                                                                                                                                                             |
| _     | gathung for the project are                                                                                                                                                                              |
|       | 3                                                                                                                                                                                                        |
| ملم   | haptop                                                                                                                                                                                                   |
| 45    | Installing JDK on sustan                                                                                                                                                                                 |
| 2     | Installing IDK an system Seeking permission from the Snorthitian to impliment the project once its completed.                                                                                            |
| •     | 90 494, 4900 10 90 19000 4 44                                                                                                                                                                            |
|       | 340                                                                                                                                                                                                      |
|       | project ance its completed.                                                                                                                                                                              |
| -     | B 1 1 0 0 1 10                                                                                                                                                                                           |
|       | By thousandly gathring and documenting                                                                                                                                                                   |
|       | these sequerements, the project                                                                                                                                                                          |
|       | team can clearly establish                                                                                                                                                                               |
|       | an understanding                                                                                                                                                                                         |
|       |                                                                                                                                                                                                          |
| 716-0 |                                                                                                                                                                                                          |
|       | So-Alice Thomas                                                                                                                                                                                          |
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the \_\_\_\_\_\_\_

# anchitecture design

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# Usen Tatenface design

| In a marksheet management system                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| project the west interspers  design plays a crucial rate in  ensuring usability, accessiblety  and efficiency for end - wers  such as teachers, administrators  student and parents. |
| design plays a crucial viale in                                                                                                                                                      |
| accessiblety accessiblety                                                                                                                                                            |
| Such as trackers for end - users                                                                                                                                                     |
| student and parents.                                                                                                                                                                 |
|                                                                                                                                                                                      |
| Here are the key aspects to                                                                                                                                                          |
| Consider !-                                                                                                                                                                          |
| User - centered Design approach                                                                                                                                                      |
| 184                                                                                                                                                                                  |
| User - Interface Components                                                                                                                                                          |
|                                                                                                                                                                                      |
| Visual Design Elements                                                                                                                                                               |
| Responsive Design                                                                                                                                                                    |
| ~                                                                                                                                                                                    |
| Usakility Guidelines                                                                                                                                                                 |
| <u> </u>                                                                                                                                                                             |

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## Database Poplementation

marksheet amnagement the against

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Development ackend development: enert system in marksheets managemen endpaints handle data processing are the key components consideration for backerd and authorization Authentication Busines lagic Erwan handling St. Paul Institute of Prolessional Studies

11- D-

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Ave. F. E. Paraos Implementation Je playment Deployment context wew a deplayment testing deployment Support

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Due J. J. J. Usen Training et Management comprehensive quid dentify terning needs eneloping training material Schedule Training Sessions Paroulding support Resources practice, you

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|         | PHASE - 5                                                 |
|---------|-----------------------------------------------------------|
|         | Evalution and optimization                                |
|         | Optimization and performance tuning:                      |
|         | These are the ussental aspect                             |
| <u></u> | management Sugter aperates                                |
|         | to user request and                                       |
|         | can hardel Pricreating data<br>loads with out degradation |
|         | Some Stratorgies for aptimezing                           |
| 7       | Data base aptimization                                    |
| 4-      | Backenal coole aptimization                               |
| 4       | Frantand Parformance optimization                         |
| -4      | Resource utilization.                                     |
|         | PRINCIPAL St. Paul Institute of Professional Studies      |

Tuest plan ereview

Profeel to ensure that

all plan test have been
executed.

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Implementing

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Collection of Data Grathering exclusion data managemen Students ienviolement record Lourse eschedules elxam vicsults buading criteria

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By conducting therough feild work and olata for collection your can gain waluable Pasights Pata the reads and vieguirements and vieguirements the successful design, enabling development and implementation of the Marksheet management system toil area to the specific centexts and challenges of the educational institution.

So- Alice Thomas

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# LITERATURE REVIEW

A literature vienew for a monksheet management System project would involve exploring existing viesearch.

Structures and publication viclential to aduptional management systems.

Technology adoption in valucation and best practice in management

here are many back available in the market violated to jour and our profect but the book ferom which we have taken help and followed as guidance are being listed furthers.

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The below mentioned book veally helped us allt in our By Kathy Sievera and Bert Bates Details: Authors: Kathy Sierma & Best Bates Publisher: O' Rolly Media Publication Your: 2005 Description: This book is known for its engaging and practical experience to learning java.

The convers java fundamentals.

OOP'D concepts and provides hands on exercise It is beneficial for members unto are govalued in Tava development project.

PRINCIPAL
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- Effective Java by Joshua Black Delails Author: Jashua Bloch Publishen: Addison - wesley Publication year: 2017 (3 and redition) Description ?-

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Java: the complete Reference" Horebert Schildt Details: Author: Herbert schildt Publisher: Mc Guraus -HILL Education Publication year: 2018 (1th Edition Description :comprehensive violerance · lava - progra both beginner developer includes on Java SE 8, which

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# INDIVIDUAL WORK PROGRESS OF EACH STUDENT AS ALLOTED Anditya (Everld work and Analysis) Anditya was vesponsible for confeild work and analysis to gather veguirements and insig ROCIRESS :adityo conducted intervieus with

PRINCIPAL

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0 NCORE

Layush ( Backenal Development and cooling) Agust was responsible four logic and coding the functionality of the Management PROGRESS :nder the guidance et our to data retrieval and

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( Database Management ) marksheet managemer PROGRESS :-Poplemented based Paul Institute of Professional Studies -- -

Rana implemented data validation and integrity constraints to maintain data consistency and accuracy.

She monitered dalabase

performance metrics and

conducted performance

tuning activities to

aprimite resource utilization.

Overall, each one of us made isignificant progress. In their assigned tasks, contributing to the development and Proplementation of the marksheet Management System profect. Their individual refferts and contribution are essential for the successful completion of the project within the especified fineline and executivement.

S- Alice Thomas

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### St. Paul Institute of

Professional Studies, Indore



B.C.A 3<sup>RD</sup> Year (2023-24)

#### Project Report

College Management Portal

| S.No. | Name of Students  | Class                      | Roll Number |
|-------|-------------------|----------------------------|-------------|
| 1     | Swastik Sharma    | B.C.A 3rd year             | 22          |
| 2     | Khushi Chaturvedi | B.C.A 3 <sup>rd</sup> year | 10          |

| Gulded by: Possey 1/14/2/24 | Authorized By:                                        |
|-----------------------------|-------------------------------------------------------|
| PROF BHAVANA SANGAMNERKAR   | Principal :                                           |
| Designation HOD CS          | Date :                                                |
| SPIPS, Indore               | Stamp : Paul institute of Professional Studies WIDORE |

1cbhatic

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "College Management Portal" submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of Prof. Bhavana Sangamnerkar and this project work is submitted in the partial fulfillment of the requirement for the award of the degree of Bachelor of computer application. The Results/Analysis embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

| Name of Students  | Class                      | Roll Number | Signature(with Date |
|-------------------|----------------------------|-------------|---------------------|
| Swastik Sharma    | 8.C.A.3 <sup>rr</sup> year | 42          | Rian                |
| Khushi Chaturvedi | B.C.A 3 <sup>-1</sup> year | 10          | Mundy -             |

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#### Certification by Project Guide

This is to certify that Mr. Swastik Sharma and Ms. Khushi Chaturvedi of B.C.A 3<sup>rd</sup> year Roll No. Swastik Sharma 300, Khushi chataradt 3 10 has carried out the Project under my guidance and supervision in partial fulfillment of the degree of Bachelor Of Computer Application offered by the Devi Ahilya Vishwavidyalaya, Indore (MP).

I wish him / her all the success in the future endeavors.

Signature: (1885) TH

Name of the Guide: Pool Bhayong

Designation: HOD

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# Acknowledgements

Grabbade to all those who home

Contributed to the completion of my

fregect.

I am deeply transful to my guide loof.

Bhavana Sergamentar for their invaluable

guidence, encouragement, support througout

every stages of our project

| Name of Student   | Class          | Roll No. | Sign with Date |
|-------------------|----------------|----------|----------------|
| Swastik Sharma    | B.C.A 3rd year | - 22     | + 4:           |
| Khushi Chaturvedi | B.C.A 3rd year |          | - Charles      |
|                   | Dictor 5 year  | 10       | Kule           |

Place: Indoor

Date: 14 02 2024

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## INTRODUCTION

The college management explent has been developed to awaide the problem preveting in producing manual explored. The software how been developed to end to some conso reduce the transfer of the postilolar med the subject to the postilolar med the company to carry ad operations in a smooth and effective manuar.

This application is reduced as much as possible to ovaid enon while entoing data. It also provides enon message while entoning invadid dold. No formal knowledge is meded for the user to use this system thus by this all it proves it is is sues forendly.

It can about the war to concentrate an their offices outsities weather to embedate an the necosal temping. Thus it will help an the necosal temping the organization in better utilization of resources.

every organization whether big as small has a challenges to overcome and managing the information of counce, callege, facultius as whitevery callege management eyeten has different callege meets. In .

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Signature :

#### PROJECT PLAN

#### INTRODUCTION

The collegen management pooled project cours to develop a competerative entire opportunity states with the My SOL, Alpoche Term Cot, HTML and Col international to show making to show making to show making administrative howe entires communications and improve acodonic management dicering to spelled out with a consoli

Project objective

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ensure date recusity, francely and compliance with regulatory requirement.

enhance oberational efficiency transposency

and accountability. Of U or one of nuffrate academic success autronus.

#### PROJECT PHASES

Initial bhase

- Define dorojed objective, orabe & stateholder

- conduct initial requirement Jethonin ression - form the project team & establish communication

channels. S. Hice Thomas

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|               | in a                                                                                                               |
|---------------|--------------------------------------------------------------------------------------------------------------------|
|               |                                                                                                                    |
| •             | Planning Phase                                                                                                     |
|               | - Proceeds a date of the                                                                                           |
|               | - Povelop a detailed project plan thereby and                                                                      |
|               | - identify technical provide                                                                                       |
| -             | - identify technical nequirements system ochitecture and development methodologics  - define ever siden homeoviers |
|               | - define even sider, permission and access                                                                         |
|               |                                                                                                                    |
| -             | - establish data recursing and porvacy posterals.                                                                  |
|               | Development later                                                                                                  |
|               | Development Jokne.                                                                                                 |
|               | - Implement prortal functionalities using                                                                          |
|               |                                                                                                                    |
|               | and date of sort for distribuse management                                                                         |
|               | and date strage.                                                                                                   |
|               | - Implement aboide tempor as application Nonven                                                                    |
|               | - design & develop uses medace using HTML                                                                          |
|               | and (84)                                                                                                           |
|               |                                                                                                                    |
| ••            | Propert timeline.                                                                                                  |
|               | The project timeline will be based on the                                                                          |
|               | scape, complexity and necessaries ovaliability.                                                                    |
|               | Milestones and deliterables with he tooked                                                                         |
|               | using project management Althropse and regular                                                                     |
|               | Insorem leposts.                                                                                                   |
|               | The project plan authinus the try component-                                                                       |
|               | and phases of the callege management                                                                               |
|               | protal development spained timeraty efficien                                                                       |
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|   | Topic                                                 |
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|   | deliverables.                                         |
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| - | S. Hice Thomas                                        |
|   | PRINCIPAL St. Paul Institute of Printessional Studies |
| 1 | St. Paul (hardule of Production in Indiana)           |
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|          | Tropic Cute P No                                                                                                   |
|----------|--------------------------------------------------------------------------------------------------------------------|
|          | TASIS DISTRIBUTION                                                                                                 |
| •        | CODER (dwelopes)                                                                                                   |
| ٠        | Responsible for implementing the technical aspect of the callege management footal                                 |
|          | Task includes.  — waiting lade for backend lagic using THUA  programing language                                   |
|          | - developing distables structure and question using the soft - configurity and managing the approche atomicat.     |
|          | - Implementing recursing measures and data                                                                         |
|          | - Integreting from end components with backend factionalities.  - ensuring compatibility and aptimization for      |
|          | - conduction unit testing and datagging to indentifying and lit issues.                                            |
| •        | Analyst.                                                                                                           |
| •        | Kesponsible for analysing requirement defing system functionties and ensuring alignment with organisational goals. |
|          | S-Alize Thomas:                                                                                                    |
| 111 22 4 | St. Paul Institute of Professional Studies                                                                         |

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Task includes - Gathering and analysing times requirements

Hough Makchalder informacy and remay

Defining user rates from unions and access control based on organizational palicies - providing input on user intrface design hisability and was replaine consideration - conducting were acceptance testing and gathering feedable for contioned improvement. Callaboration and communication The codor and analyst will collaborate clasely throughout development process to ensure that Atthical implementations with business requirement. Regular communication channels such as meeting, email supdate and project murayment socialist of translations and lives, about enicado reternesque ano norto scallas The analyst will browind impact on were stries, acceptance oritaria and pyrtem behaviour what the cooder with implement the technical solution bowed an those regularment

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| By dividing the work between a cody and on analyst, the tollege management potal development process can taight from specifical exportise in both technical inflomentation and knowns analysis.  The division of labour ensures that the protal meet both functional and approximent while adhering to best positions in infraces dividependent and project management.  S. Alize thomas:  S. Paul training of releasional Studies. |     |                                                                                                                                                |
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| The division of labour cususes should the frostal onech booth Junctional and operational nequirement while adhering to best practices in refrecose development and project management.  S. Alice Thomas  PRINCIPAL  SI Paul trassitute of Prologosional Studies.                                                                                                                                                                    |     | Topic Date P, No:                                                                                                                              |
| The division of labour cususes should the frostal onech booth Junctional and operational nequirement while adhering to best practices in refrecose development and project management.  S. Alice Thomas  PRINCIPAL  SI Paul trassitute of Prologosional Studies.                                                                                                                                                                    |     | By dividing the work between a coder and an analyst. The tallege management potal                                                              |
| S. Alize Thomas  PRINCIPAL  St. Paul Institute of Prologasional Studies -                                                                                                                                                                                                                                                                                                                                                           |     |                                                                                                                                                |
| S. Alize Thomas  PRINCIPAL  St. Paul Institute of Prologasional Studies -                                                                                                                                                                                                                                                                                                                                                           |     | The division of labour ensures that the frostal meets both Junctional and operational nequirement while adhering to best practices in Africase |
| PRINCIPAL St. Paul Institute of Prolegsional Studies                                                                                                                                                                                                                                                                                                                                                                                |     | - durchanced and project management.                                                                                                           |
| PRINCIPAL St. Paul Institute of Prolegsional Studies                                                                                                                                                                                                                                                                                                                                                                                |     | C Nice Thromas                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     | •   | PRINCIPAL St. Paul Institute of Prolegisional Studies                                                                                          |
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# OBJECTIVE DVID REAL LIFE RELEVACE

The objective of a catherine management further to be provide a construction foot provided to be provided to be a construction of the common actions. hather officioney improves communication and frainteless.
The explicture increasingness of academic, forested and operational forested and operational forested and operational institution the with the real evance of a college footh ties in its ability to address the fathership abjectives and excellent the most of various with the most of various with

- 1) Standard administration
  - one of the primary dejective of an calledge management portal in to entrollement for brokeny, allandore bookers exam from backing, and according record, they are formed according their portal reduces formed
    - Minimizer cross and imposes allower officiency.
- 2) entruced communication.

The fortal names as a communication that facilitates Asambed introction between Anderdo, greaties, stay and administrator. Though Jeating week as managing Lysten, discussion forward announcement toosade were can were express I willock was brokenic toods towarding party

industrial cossis paragraphics another key objecte of the fortal in to foreide was with early accesses to referred formation and

Sa. Alice I homes .

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# PROCESS OF DATA COLLECTION

The frances of data collection in a color management product in alues a returned states and inquiring ments after a referred and inquiring ments after a referred and interest of a referred and interest of the data collection frances.

- Degen by identifying the type of data and read to be collected and managed within the college management frontal. The includes statem demagnophics, arotern seconds consider Schoolades, financial termination, faculty regenerates.

  Onal administration politics.
- Pefine data navivers

  Octomina the sources from which the data will be
  calleded this many include the oppositional form, come
  registactive systems francial and opplication, acordenic
  transists, fluidly contracts and interteme folicies and
  transists.
- 3) Establish data callection method.

  Triplement data callection methods tool one efficient accurate and complicant with data privacy regulation depoding on the mature of data callection method may anthropolishing clectornic databases papers haved records, automated agrees and shird party integraction with external flatforms.

S. Hice Thomas

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| 4)                 | Fig. 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                    | Copyright trapped sorter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                    | Mater and program of study this may invalue certification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 5)                 | Manage towns 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4                  | Manage townse information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                    | gather courses - relate data including courses offering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                    | - 1 - 10 man 3 white the total on substantial                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                    | and enrollment number.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 6)                 | Throw Our VI V                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9)                 | Track Jinancial bonsaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                    | Record Francial transaction such as truiticum payment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| ETIKA B            | See essessment schellenship againsts, lawn, repunds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                    | including desired details and shop members problems including                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                    | and benjermance evaluation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| THE REAL PROPERTY. | and halfer and Gramman.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 8                  | Monitor institutional milities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| \$3/100000         | ellecturans indicator.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 17                 | S. HILL Thomas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                    | St. Paul Institute of Professional Studies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| SHREE NAVNEET      | S/g-mum :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

WORK FLOW OF PROJECT 0 User authentication and acor control. - Man layin awing their creditations ( unename ( promoved) - Same trased anthunkantion resides nearly was exidentials against the May 5012 deletions - access control mechanism based on mour rolls and terminian and entraned 2) Dashboard display - upon successful togin assess as directed to their anidiced doshboard. = HTML and CSS one wood to need the war interface chancerts providing on intriffice and visually appealing dushboosd loyard. transparaM trabita - shidond out view their personal information acadmic necosa and Dinancial status
- Joua servetti interaci with the sale dutabase step tribute stepper and detal of - H-TMIL Genore and CSS styles brounds the integrated Ten student to introduct with their information Foculty management - Jacoby member can access their teaching assignment, . Institute to be uniformation of of your esteros sails - Java servetets relative and winder gazzet related data Town my 1862 SOE database. - 11+ML/15 interfaces allow fourty to account SHREE NAVNEET Paul Institute of Professional Studies Eignid.re

|                                         | Yopų.                                                                                                                    |
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|                                         | and manage their shidests injoination.                                                                                   |
| 5)                                      | - Administry can manger course to                                                                                        |
|                                         | - Administer can manage courses offerey, may                                                                             |
| -                                       | - Jana retiets hardle consist management furtisents on<br>in the My SOL detabase banks and<br>retaine laws related date. |
|                                         | The tools to cocale, update and detect courses                                                                           |
| 6)                                      | Administrative of walk                                                                                                   |
|                                         | - Administrators oversee white admission, edit stated                                                                    |
|                                         | Accord, sociate accord yemons admin, odd distail.  — Jona sorvelet handle administrative tasks executing                 |
|                                         | contractor searched had seast Economic                                                                                   |
|                                         | - HTML/CS intestace preside administration with                                                                          |
|                                         | forms and views to many administrative workflows.                                                                        |
| J.                                      | ) Resource Management                                                                                                    |
|                                         | - was can across liberty cotalogs, search for resources                                                                  |
|                                         | and necessar material                                                                                                    |
| -                                       | - Java somelets interact with the My SQL database                                                                        |
|                                         | to netoner and update library and.                                                                                       |
|                                         | - HTML (22) Intolle consollettic 22) IMTH -                                                                              |
| -                                       | Notario collection, search for sexual and make                                                                           |
| *************************************** |                                                                                                                          |
| 8                                       | Reporting and Analytica                                                                                                  |
|                                         | Reporting and Analytics  — Reporting and analytics touly allow went to analysis.  Southier thomas                        |
| SHREE NAVI                              | PRINCIPAL Segreture St. Paul Institute of Professional Studies Segreture                                                 |

|         | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|         | dall and generate report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|         | - Jane sendet setilene date from the My 500 database and fullow adout toom to reporting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|         | tables to isualice date and brown or and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|         | - HTML (25 introjector display charts, growth and stables to isualize data and present analytical insights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7.      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 9)      | Interpretion with Alpache Tormat                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|         | TO THE CONTROL OF THE PARTY OF |
|         | esser request execute business lagic Egenerate refrances.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|         | Appethe Tomcat, HIME & CSS Jeanway to provide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| ø       | evition the catego or university environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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#### CITRATURE REVIEW

A librature para a college management portal developed John & EZ). JMTH, harmost shappy, hultz priority to a company or this on a company priority on a company themps to be placed the priority of t with deceloping and implementing rallege management bostal.

Research in the area of college management portal highlights the improduct of technologies in Meaning administrative process, enchancing communication and improving over all efficiency within educational-matifications.

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|   | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|   | operaction during beach usage project.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|   | PRINCIPAL St Paul Institute of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| To            | PRO:                                                                                                                                                                                                                                                                                  |
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|               | CHALLENGES                                                                                                                                                                                                                                                                            |
|               | Technologies was timeted so we couldn't use Thuk script and boastrap and because of that we were forced to write big-big radio for a small thing.                                                                                                                                     |
|               | we have to joous an data recursity that why we used we used four recursity that why we used shift as our base language tend due to it hybrid nature the java rods was jist complified and then generated and was exasted which ultimately incorrected the complishing of opplication. |
| ->  <br>      | Because of the goals to stadical the attacks the directory toevaisal was used the expension of proseach which need the file which inoncoed the files hisarrchy                                                                                                                        |
|               | S Alize Thomas                                                                                                                                                                                                                                                                        |
|               | St Paul Institute of Professional Studies INCORE                                                                                                                                                                                                                                      |
| SHREE NAVNEET | Signature                                                                                                                                                                                                                                                                             |

|               | Cate                                                                                                                                                                                                                                              |
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|               | METHOD OF ANALYCIC                                                                                                                                                                                                                                |
|               | A method of analysis for a college monagiment by using strail danglephient by using strap, my soll, con prohensive evaluation of various a peat inchange functionality performance, usability security.                                           |
|               | Functionality analysis  It analysis involves associal whether the postal effectively postalitish its intended purpose such as whoseist information management course respiration, foculty management, communication teats and administrative task |
| -             | Performance Analysis                                                                                                                                                                                                                              |
|               | Acalability and nitrobility. This includes measuring serve response time, batabase query postormance and the postor ability to hardle consumers were efficiency.                                                                                  |
|               | usablity Analysin                                                                                                                                                                                                                                 |
|               | It entails examine the was interface disign movingation structure to assectionity praturely ensure                                                                                                                                                |
| SHREE NAVNEET | PRINCPAL  Paul Institute of Professional Studies Sgrews: INDCRE                                                                                                                                                                                   |

|    | Topic Date P. No                                                                                                                                                                     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | an initiative and uses friendly expirence for all stakeholder.                                                                                                                       |
|    | Decusity analysis                                                                                                                                                                    |
|    | It involves inderthing parential wheatities, implement data entryphian areas control and attentication methodism to softguored societive information and present unathonized areas = |
|    | information and present unathorned arrows as date breaker.                                                                                                                           |
|    |                                                                                                                                                                                      |
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|    | S. Hice Thomas:                                                                                                                                                                      |
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Signature :



Submitted By: Kircan Patel

# St. Paul Institute of Professional Studies

SPIPS

# ASSIGNMENT SUBMISSION

SESSION: 2023 - 2024

SUBJECT: Internship File (A1)

| n —                                   | Guided By: Boof. Bhavana Sargannakan |
|---------------------------------------|--------------------------------------|
| Signature:                            | Signature: Pyths 12 12               |
| Name: _ Kircon Patel                  | Name: B. J. Pl                       |
| Contact No.: 8883824030               | Name: Brof Bhovera Sangamronbar      |
| Class, Course / Section: BCA TE 1/60x |                                      |
| Roll No. in the University: 2128562   | u8                                   |
| Enrollment No. DX2108036              |                                      |
| Date of Submission:                   | whath S. Alice Thomas                |

31 Paul Institute of Professional Studies

# St. Paul Instituteof Professional Studies, Indore



Name of Student Kiran Panel

BCAIII Year

(2023-24)

Internship Training Report

Undertaken At

AMENSES INNOVATION PATALID

| Guided inc:                                     | Authorized By: |                  |  |
|-------------------------------------------------|----------------|------------------|--|
| Name of the Faculty Prof. Bhawana Sanganner kar | Principal      | :St. Alice There |  |
| Designation: 800; Computer Science Department   | Dice           | *-               |  |
|                                                 |                | S. Alice The     |  |

Samp

IPIPS. Indore

#### Declaration by the Student

I Kiran Patel hereby declare that the Internship Training Report submitted to St Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of Prof. Bhavana Sangamnerkar, and this report is submitted in the partial fulfilment of the requirement for the award of the degree of Bachelor of Computer Application. The Analysis Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

Place: Indere

Date: 8/2/24

Signature: -

Name: Kiran Patel

Class: BCA III YEAR

Roll No: 21285 0248

S- Hice Thomas

PRINCIPAL

51 Paul Institute of Professional Studies
INDORE

## Certification by Internship Guide

This is to certify that Ms. Kiran Patelof Class BCA III year, Roll No.818.8.50398...has carried out the Internship Training under my guidance and supervision in partial fulfilment of the degree Bachelor of Computer Application, offered by the Devi AhilyaVishwavidyalaya, Indore (MP).

The above work is done in AMENSES INNOVATION PVT.LTDfrom12/10/23to 12/01/2024. I wish her all the success in the future endeavors.

Signature:

Name of the Guide: Prof. BhavanaSangamnerkar

Designation: HOD, Computer Science Department.

S- Alice Thomas

St Paul Institute of Professional Studies INDORE

#### Performa-G2

### Information and Consent Of The Organization

| 1.Name and Registration of the Org                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ganization           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Amenses Innovation Pvt. Ltd                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |
| 2.structure(Government/Semi Gove                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | rnment/Private/other |
| 3. Nature of work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |
| 4. Total no. of Collaborators in the 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Organization         |
| 5.maximum no. of Students which y                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | you can guide        |
| 6.emloyment possibility after Traini                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ing                  |
| 7. other important Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |
| The second secon | N#S                  |

Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.

FOR AMENSES INNOVATION PRIVATE LIMITED

Signature with date

Luthorized

Head/ Authorized person of the organization

S. Hice Thomas

St Paul Institute of Professional Studies INDORE

#### Performa-G4

#### Feedback Form

Name of Trainee Student: Kiran Patel

College Name

:St. Paul Institute of ProfessionalStudies

Class

:BCA III Year

Section and S.N.

.

| S.N. | Basis Of Valuation                    | Grade(A/B/C)# | Remark |
|------|---------------------------------------|---------------|--------|
| 1,   | Attendance                            | A             |        |
| 2.   | Theoretical skills gained             | A             |        |
| 3.   | Practical skills gained               | A             |        |
| 4.   | Sincerity& Interest towards work      | A             |        |
| 5.   | Attitude and behavior during training | A             |        |
| 6.   | Coordination with working group       | A             | 7      |
| 7.   | Overall grade                         | A             |        |

Date:

Place:

For AMENSES INNOVATION PRIVATE LIMITED

Signature with date DIRECT

Head/ Authorized person of the organization

S-paul Institute of Professional Studies



American Innovation pvt 86, office so. 1101 11th floor Size corporate park. Scheme so. 78, INDORE Modilya Pradech (452001) - INDA

Jan 10, 2024

#### Internship Certificate

Dear Ms. kiran,

This is to certify that Ms. Kiran Patel has successfully completed a 3-month internship program with American Innovation Pvt Ltd. She joined our organization on 10 Oct 2023 and completed her internship on 10 Jan 2024.

Position: Junior FrontEnd Developer

Joining Date: 10-10-2023

Sift Timing: 11AM to 7PM O'clock Training Period: 121 days (unpaid)

#### The internship focused on the following technologies:

- HTML
- CSS
- JavaScript

During the internship period, the intern demonstrated a keen interest in learning, adaptability, and a strong commitment to the assigned tasks. The skills acquired and contributions made by Kiran Patel have been valuable to our organization.

#### **Key Learning Objectives:**

- HTML:Developed proficiency in creating structured and semantic web pages using HTML.
- CSS:Acquired skills in styling and layout design with CSS, including responsiveness.
- JavaScript:Gained hands-on experience in client-side scripting and dynamic content creation.

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This internship certificate is awarded as a testament to Kiran Patel successful completion of the internship program at Amenses Innovation Pvt Ltd. We wish her continued success in her future endeavors.

Best regards,

HR Executive

Amenses Innovation Pvt. Ltd. Accepted and Agreed

Kiran patel

FOR AMENSES INNOVATION PHAIRSTERMANGED

DIRECTOR

S- Hice Thomas

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INDORE

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| III                                            | Certification by Organization           | ш       |  |
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| 3.                                             | Importance & Details of the Work Done   | 9-15    |  |
| 4.                                             | Objectives, Methods,                    | 16-20   |  |
| 5.                                             | Intended Outcomes                       | 21-22   |  |
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| 7. Increase in Knowledge & Skills              |                                         | 27-28   |  |
| 8. Application of Internship Work in Real Life |                                         | 29      |  |
| 9.                                             | Conclusion & Planning for Future        | 30      |  |

Area & Scope of Internship I have done my internship at Amenses innovation Pul Ltd where I studied about web development using javascript. Hebrite development is the process of creating and maintaining websites. It involves a combination of programming, design and content creation to produce a functional and visually appealing andine presence. It includes aspects such as web design, web publishing, web programming, and database management. It is the Creation of an application that works over the internet i.e. websites. So-Alice Thomas Signature:

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5 m 2 The word web development is made up of two words. that is: Web - It refers to websites, web prages are anything that marks over the internet Development- It refers to building the application from Scratch. hleb Development can be classified into two ways: Frontend Development Backend Development Front end Development

The part of a website where the user interacts directly is termed as front end. It is also referred to as the client side of the application.

Popular front end technologies -

St. Paul Institute of Professional Studios

Signature :

|            | Topic                                            |
|------------|--------------------------------------------------|
|            | HTML                                             |
|            | CSS                                              |
|            | Jana Script                                      |
|            | Back end Development                             |
|            | Backend is the server                            |
|            | side of a website Ital                           |
|            | user cannot see and                              |
|            | partion of software that does not come in direct |
|            | Contact with the users and                       |
|            | avvange data.                                    |
|            | Popular Backend technologies-                    |
|            | РИР                                              |
|            | Jana                                             |
|            | Python S. Hise Thomas                            |
|            | Node . js Paul Institute of Professional Studies |
| EÉ NAVNEET | INDORE. Signerure:                               |

P. No. S Future scope of hebsite developers in India. The future scope for website developers in india appears promising, driven by several factors: Digital Transformation E . commerce growth start up Culture Remote Work Opportunities Emerging Technologies Garvernment Initiatives Excelancing & gig Economy Mabile App and Web Integration To tap into the future scope effectively, website developers should focus on continuous leaving, stay updated with industry trends, & diversify their skill set to adapt to enclosing technologies and market demands. The combination of technical proficiency, creativity, and adaptability well position indian website developers for success in dynamic digital landscape. St. Paul Institute of Professional Studies

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Signature:

Sout Organization Amenses Innovation is a dynamic and forward thinking company that excels in providing cutting - edge solutions across various industries, with a strong facus on innovation and technology. Amenses Innovation applies
neset generation technology to
help the business to transform digitally and to increase their peroduct reach. Amenses
provides hassle free way to
the business and the small
startupes to enter in the
digital world by providing
lest in class solutions
as per the business needs Happy austoners are the fuel of our Company, the end good of America is to provide the hest solutions to solutions to solutions Signature I Paul Institute of Professional Studies GEE NAVNEET

Onto: P. No. 7 Topic-2021 - We began and journey with 3 of us working hard to achieve the dream. 2022 - Our team grew to 10+ as we build 2023 - We are now a competent strong team of 22+ employees and gerowing as we speak S- Hice Thomas ; PRINCIPAL St Paul Institute of Professional Studies INDORE

Signature ...

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Importance & Details of the Work Done on frontend technologies are HTML, CSS and Javascript I also made some DOM (Data object Model) based applications like To-do list, drag drop list etc using these frontend technologies The topics covered during this period of my internship HTML CSS Java Script St. Alize Thomas.

St. Alize Thomas.

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INDORE
A brief discussion about data

structure & algorithm. Object oriented programming through Javascript

I MANNET

HTML-MIML Stands for Hyper Text It creates a complete website structure of web rages HIML is a Combination of Hypertext and Marky Language. Hyper Text defines the link list web pages. Markup Language defines the text document within the tag. The basic structure of an HIMI page contains the evential building black elements (i.e. doctype declaration. to create welpage. HTML is used to create

the structure of web

pages and websites that

are displayed 5.2 the things

interpet.

Provinces of recessoral Structure

MODES

Defo:\_\_\_\_\_P. Not\_[/\_ CSS stands for Cascading style sheets. CSS is used to style web CSS is used to enhance the visual presentation of web pages. styling is an essential property for any website. CSS increases the standards and overall look of the website making it cosier for the user to interest with it. CSS sperifies how HTML elements should be displayed The Major key feature of CSS includes styling rules which are interpreted by the Client browser and applied to various elements Using CS - Alice Thomas an St Paul Institute of Professional Studies cantral

the Color text, the style of fonts, spacing between ore elements, how columns are sized, variation in display for different devices and screen sizes as well as voriety of other effects. Types of CSS. There are three types of CSS, which are as follows-Inline - Inline CSS Contains the CSS property in body \_\_\_\_\_ section attached to the element. Internal - The CSS ruleset should be within the HTML — file in head section i.e. the CSS is embedded within the HTML file. External - External CSS Containe style that Contains only

style properties with the

help of tag attributes St Paur Institute of Professional Studies Signature : HREE NAVNELT

Twascript is the most propular light weight, interpreted compiled programming language.

It can be used for both client side as well as server side developments.

It is also known as a scripting language for webpages

Features of Java Script-

All popular areb becomsers
support javascript as they
pravide built-in execution
environments.

It is a case sensitive language.

Javascript is an object ariented programming language that uses prototypes reather than using class for inheritance.

Toroscript follows the syntax & structured of Clarguage. This, it is a structured programming language. S-Alize Thomas

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Applications of Java Script-Janascript is used to create interactive websites. It is mainly used for: Client Side Validation Dynamic drop down menus Displaying date & time Displaying pop-up windows and dialog boxes. Single Page Applications Web servers & server application Machine learning with Javastript Mabile App development Game Development Front end Web Development Back end Web Development PRINCIPAL Desktop Application development

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P. No. 16 Objectives & Methods The learning objectives of this internship are as follows-To leaver why Jouascript is useful for the design of desktop and web applications. To learn how to implement object oriented designs with Town Script. To identify Java Script language components and how they work together in applications To design and program
stand alone journsvint
applications. To understand how to design applications in HTML, CSS with Javascript. in Javascript. PRINCIPAL

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Inte:\_\_\_\_PN: 17 As for methods, initially 3 worked on notepad as text editor and compiled and executed designs on web browsers. But all the industrial work is done on IDE: (Integrated Sevelopment Emironment) So I learned about some IDE. which are mostly used in all industries some of them are-Eclipse Intellij V. S. Code Net beans. S used V.S. Code (Visual studio Code) to work on my projects during my internship, because it is easy to use and have so many useful extensions. Visual studio code includes built in journeyt intellisence

debugging, formatting, code nanigation, refactorings and many other advanced language features. VS Code provides intellisense within our janascript projects. Visual studio Coden januscript intelligent provides intelligent code completion, parameter info, references search, and many other features. Intellisence for javascript libraries and frameworks is powered by Typescript type declaration files. Type declaration file are written in Typescript so they can express the data type of parameters
and functions, allowing
Visual studio Code to

provide a rich intellisense
Oxperience in a performant manner. So-Alice Thomas: 51 Faul Institute of Professional-Studies Signature :

MILE NAMEET

I have also used a used a use console to sun my javoscript files directly on cuel browser A web console is a tool that is mainly used to log information
associated with a web
page like network requests,
Jana Script, security errors.
warnings, CSS, etc. It enables us to interact with a web page by executing javascript expressions in the contents of the page. In Janascript, a console is an object which provides access to the browser debugging console. he can open a console

in a web browser by

using chil + Shiff + I

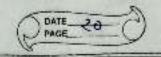
for windows and command +

option + K for Mac.

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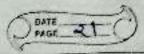
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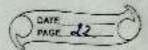


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|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Java Script Engines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|          | Jouascript is a scripting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|          | language and is not                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| _        | language and is not directly understood by                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|          | computer but the browner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| _        | have inbuilt javascript                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| _        | engine which help them                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|          | to understand and interpret                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|          | jourscript Codes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|          | MI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|          | in the engine response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|          | These engines help to convert<br>our javascript program<br>into computer understandable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|          | Pric Conjunt was                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|          | language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2        | A janosveint engine is a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|          | commuter wearran that executes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5        | involvent code & convert it                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|          | Computer program that executes  javascript code & convert it  into Computer understandable language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| d.       | 170000000000000000000000000000000000000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|          | List of Tourscript Engines-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|          | The state of the s |
| Specie . | Browser Janascript Engine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|          | 1/0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Tio.     | Google chrome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|          | Edge (IE) Chakra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|          | Edge (IE) Chakra  Mozilla firefosc Spider Mankey  Safarii S. Mice Thomascript Core hebbit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|          | FRINCIPAL SI Paul Institute of Professional Studies * *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|          | INCORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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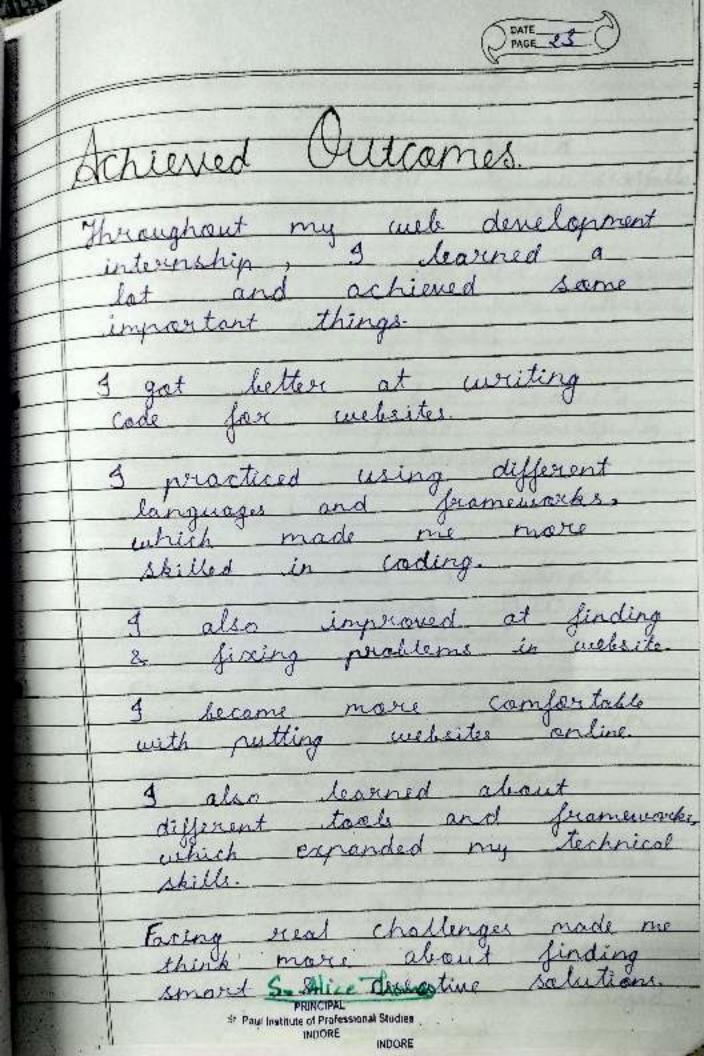


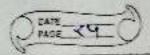
# Intended Outcomes. During my web development intourship, my primary goals experience in coding, debugging and deploying web applications of aimed to enhance my proficiency in relevant tools Additionally, I aspired to develop strong problem salving skills, improve my callaboration abilities, and gain a deeper understanding development lifecycle. The intended outcomes were to bridge the gap between theoretical knowledge and real world applications, Jor future roles in well development. S. Alice Thomas Fallouing are MORG intended learning outcomes which i will acquire during my internship



Use an integrated development convicenment to write, compile, compile, compile, compile, designs & programs. Design small projects Using HTML, CSS and Javascript. Underestand frontend technologies Do small tack based questions using HTML, CSS and Javascript Design a DOM (Sata abject Madel) based project S. Alice Thomas of Pour Institute of Professional Studies

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Fellowing are my achieved outcomes which i successfully acquired during my Internship. Worked on integrated development of write, compile our & test projects. Fallouing are two projects which I completed successfully during my internship. To - Do List -5 have created a simple To-Do list using HTML, CSS and Java Script. First & have created a

HTML structure with DOCTYPE

html declaration and different

HTML tags like body,

input, ul etc. Then I created a separate C.SS file to style my HTMI structure and make visually appealing By using & stice thousance changed

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```
to Do List Code -
HINL & IS
closcives himis
stel long-"en"s
 cheads
   cmeta charset="UTF-8" /s
   cmeta name="Viewport" content="width-device-width, initial-
scole-1.0" />
   Aliek
     rel="https://cdnjs.cloudflare.com/ajax/libs/font-
gwesome 6.5.1/css/all.min.css*
   link rel="stylesheet" href="todo.css" />
   <title>Document</title>
   <!-- { tick=
   ci class="fa-regular fa-check"></i></i>
    <i class="fa-solid fa-pen-to-square"></i></i>
    ci class="fa-sharp fa-thin fa-circle"></i>
   } -->
  </head>
  <body>
    <div class="container">
      <div class="todo-app">
        <h2>T0-Do List <imgsrc="../icons8-school-48.png" /></h2>
        <div class="row">
          <input type="text" id="input-box" placeholder="Add your</pre>
 text" />
          <button onclick="addTask()">Add</button>
         </div>
         <!-- <li>class="checked">Task 1
           task 2
           Task 3
         </div>
     </div>
     (script>
       constinputBox = document.getElementById("input-box");
       constlistContainer = document.getElementById("list-container");
        function addTask() {
          if (inputBox.value === "") {
            alert("you must write something");
          } else {
            let li = document.createElement("li");
            li.innerHTML = inputBox.value;
```

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S. Hica Thomas

```
listContainer.appendChild(11):
       jet span = document.createflement("span");
       span.innerHTML = "\u00d7";
       li.appendChild(span);
     inputBox.value = " ";
     saveData();
   listContainer.addEventListener(
     "click",
     function (e) {
       if (e.target.tagName === "LI") {
         e.target.classList.toggle("checked");
          saveData();
       } else if (e.target.tagName === "SPAN") {
          e.target.parentElement.remove();
          saveData();
        1
      },
      false
    );
    function saveData() {
       localStorage.setItem("data", listContainer.innerHTML);
    function showTask() {
       listContainer.innerHTML = localStorage.getItem("data");
     showTask();
   </script>
 </body>
</html>
CSS
  padding: 8;
  margin: 0;
  font-family: "poppins", sans-serif;
  box-sizing: border-box;
3
 .container {
  width: 180%;
   min-height: 100vh;
   background: linear-gradient(135deg, #153677, #4e885f);
   padding: 10px;
```

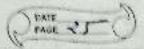
S. Alize Thomas

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```
ul li {
   list-style: none;
   font-size: 20px;
   padding: 12px 8px 12px 50px;
  user-select: none;
  cursor: pointer;
  position: relative:
 ul li::before {
  content: "";
  position: absolute;
  height: 28px;
  width: 28px;
  border-radius: 50%;
  background-image; url(../icons8-circle-50.png);
  background-size: cover;
  background-position: center;
  top: 12px;
  left: 8px;
}
ulli.checked {
  color: #555;
  text-decoration: line-through;
ulli.checked::before {
  background-image: url(../icons8-right-50.png);
ul li span {
  position: absolute;
  right: 0;
  top: 5px;
 width: 40px;
  height: 40px;
 font-size: 22px;
 color: #555;
 line-height: 40px;
 text-align: center;
 border-radius: 50%;
ul 11 span:hover {
  background: #edeef0;
```

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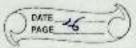
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fants, added background color, styled the input box. list, button etc. Then I wrote a javas vijet function to perform different tasks on my HTML. Euced javascript for many tasks like to check if the input is county or not, to clear the input field after adding a task. Then I linked my CSS & janascript to my HTML At Last of have tested my project my by running it in a web becomes Drag n Drop -A house created a simple drag n drap feeture
project using SMTML CSS

javascript. PRINCIPAL

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |           | 1                |            |
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| First 9<br>HTMI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | have               | Cre       | sted             | a          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | CATALOT II M F.    |           | LOSS CONTRACTORS | created    |
| - Milo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Con Ini            | trate .   | in               | 0 . 1      |
| of HI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ut a               | sing s    | div              | tag        |
| Then                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4                  | -         |                  | 0          |
| Then HIML CSS.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1 +                | styled    | th               | 2          |
| CSS.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Sven               | Title     | usin             | g          |
| Mark Street Street                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    | THE PARTY | 2.5              |            |
| 9 wed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | dilla              | 1         |                  |            |
| Junction<br>drag                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | · · ·              | unt       | gavas            | crapt      |
| dras                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 8 d                | 2100      | hare             | to 0+      |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | SUAY CO            |           | June             | mono rivy. |
| Then o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | han<br>java        | 2         | linked           | Ya li      |
| then of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | java               | script    | to               | mu         |
| - MIML                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | file.              |           |                  |            |
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Sa. Alice Thomas

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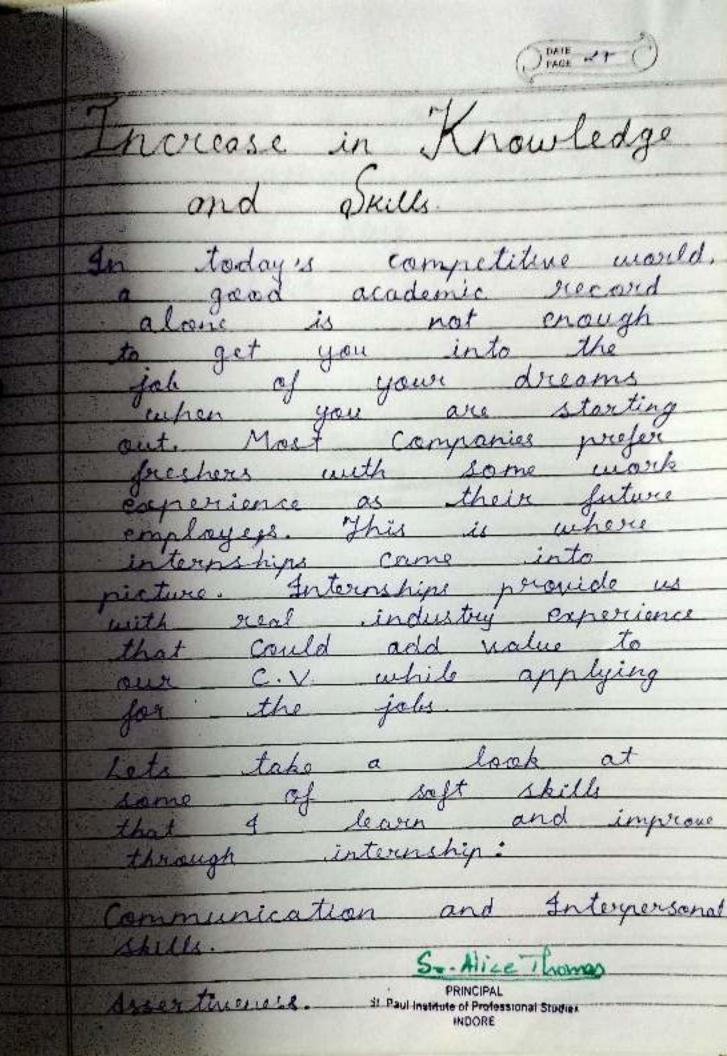
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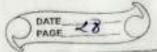
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S- Hize Thomas

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Ten Work & Collaboration

Time Management & Mullitasking

Critical Thinking

Accountability.

S. Alice Thomas

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applications of Internship Nork in Real Life polications of frontend cueb-development in real world Website & Partale E- Commune Social Media Platform Mobile Applications Content Management System Online learning platform Financial Applications Heilthouse System faming website & platform Greynment Websites . Alice Thomas

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OFAGE 30 Lutwe Conclusion & Planning Conclusion -Leternship has been a valuable general caperionce where g and development horking on me projects has given me projects insights into the problem solving abilities & strongthened my collaborative Fiture Planning -Backend development along with morint libraries and unnewarks like React JS. ingular JS etc. S- Alice Thomas PRINCIPAL \* Paul Institute of Professional Studies

### St. Paul Institute

of Professional Studies, Indore



Name of Student: Shruti Joshi

BCA III Year

(2023-24)

## Internship Training Report Undertaken At

Sterling Institute

| 1     |          |         | 160            |                   |
|-------|----------|---------|----------------|-------------------|
| Calda | of firms | Prof    | Rhavana        | Sangamnerkar      |
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Authorized By:

Name of the Faculty: Prof. Bhavana Sanganmerkat

Principal: Sr.Alice Thomas

Designation: HOD, Computer Science Department

Date:

DENICIO

SPIPS, Indone

Klos 121

of Paul Institute of Professional Studies

#### Declaration by the Student

I Shruti Joshi hereby declare that the Internship Training Report submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of Prof. Bhavana Sangamnerkar, and this report is submitted in the partial fulfilment of of Bachelor of the requirement for the award of the degree Computer Application .The Analysis/ Results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

Place: Indore
Date: 2/02/24

Signature: ...

Name: Shruti Joshi

Class: BCA III Year

Roll No 212850258

S. Alice Thomas

### Performa-G2

### Information and Consent Of The Organization

| I.Name and Registration of the Organization         |   |
|-----------------------------------------------------|---|
| 2.structure(Government/Semi Government/Private/othe | r |
| 3. Nature of work  IT software development training |   |
| 4. Total no. Of Collaborators in the Organization   |   |
| 5.maximum no. of Students which you can guide       |   |
| 6.emloyment possibility after Training              |   |
| 7. other important Information                      |   |

Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.

Signature with date

Head/ Authorized person of the organization

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### FORMAT A2

### (Hand Written, Min 2000 Words)

### Index

| No. | Description                                 | PageNo. |  |  |
|-----|---------------------------------------------|---------|--|--|
| 1   | Declaration By Candidates                   | t       |  |  |
| 11  | Certification by Internship Guide           | II      |  |  |
| 111 | Certification by Organization               | nı      |  |  |
| IV  | Acknowledgment                              | JV T    |  |  |
| ٧   | Offer Letter                                | V       |  |  |
| 1.  | Area/Scope of Internship                    |         |  |  |
| 2.  | Details of the Organization/Firm/Person     |         |  |  |
| 3.  | Importance & Details of the Work Done       |         |  |  |
| 4.  | Objectives, Methods,                        |         |  |  |
| 5.  | Intended Outcomes                           |         |  |  |
| 6.  | Achieved Outcomes                           |         |  |  |
| 7.  | Increase in Knowledge & Skills              |         |  |  |
| 8.  | Application of Internship Work In Real Life |         |  |  |
| 9.  | Conclusion & Planning for Future            |         |  |  |



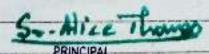


## AREA AND Scope OF INTERNSHIP

I have done my Internation of Steeling Institute Where I studied about Jour Standard edition (ISE)

As we know gave is a most widely used platform when it comes to programming languages and lechnologies it is word to create to create a variety of programs for embedded devices including laptops, mobile phones, tablets and other systems. Java programmen have a bright filwer throughout the glabe.

Because it was derived from C and C++, it is an object - Oriented programming language and has a straightforward abject model. It affers a wirtual machine that may run on any system and is filled with byte code.



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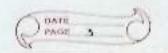


### JAVA'S HISTORY

James Croscling of Sum Microsystem (Which has Since been acquired by Oracle (conformation) first created Java, which was first made available in 1995 as a Key part of Sum Microsystems Java platform. The majority of the language gramman is derived from Cand Ctt, although it differs from both of thom is that it includes fewer low-level Capabilities.

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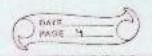
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## FUTURE SCOPE OF JAVA PROGRAMMERS

The Following examples highlights the numerous options India affers gave programmers: The \$ 150 billion global II services outsouring market in India is adjusting to the Changes brought on by automation and the increased usage of digital technology. language popularity is ranked using the People's popularity language index.
According to tutorial searches, Python,
Tour script, R, and suift are becoming more popular in India even while Tour
and PHP continue to command the majority of scarches. Multiple assessments of the most popular programming language used globally reveal one unmistakable pattern: Tava and Tava script continue to dominate the coding industry.

So Alice Themas Principal Princip



is impartant

A Jano programmer has a vast away of cover options, and their technical expective is quite valued. The best part us that you don't necessarily need to have a Callege degree to be an expect in Jana programming. You can become a Jana programmer with a promising career of you complete the appropriate training and develop your talents. la succeed, Java programmers requires the following abilities: Java is an abject programming (OOP) language, hence it follows our principles Relational databases like Movia DB, MYSQI, and Postgre SQL. It will be useful to muite Mysel quonies. Jechnologies used Jan version Control.

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integrated development. Enamples of

Web fronted technologies include HIM.,

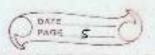
CSS and Javery. Jobs For Java Brogrammers Microstudes

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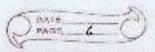
Institute of Professional Studies

The Java industry, it is important

The Java industry, it is important



to note that several culting edge technologies, such as "Android Developers" and "Java - UJ Developers," call for an Understanding of Java. As a result, there are many corner appartunities in Java, J2FF and other citing - edge technologies. These technologies fall within the Category of Software development, which has some of the top paying positions win the II sector To wank for an II company, one need possess for individuals who can manage many projects in IZEE and increases business productivity. A Java programmer makes an annual Salaxy of Rs 391,797. Most people in this position have less than ten years of emperience. Emporience has a significant impact. The Computer and Intermed networking industry pays the highest Salaries for June programmers in India 6. Engineers in this stream with experience people have this credential, however it can help someofe. Mieduance their Language has emerged and control of Professional Studies INDORE



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# sterling



Standards because either the still developers available in market are next to still any (ostly an they require students much time and the hence the results are apparent, dissatisfied with their graduation, thousands of graduate are lanking for a Joh in indefinite streams. Though there are ample apparaturation in IT industry but due to depletion of latest technology knowledge and quidance, they are not getting jobs in their descreed streams.

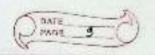
to the students so that they will get a gob easily in the software industry as soon as their dogree is Completed by having empertise on modern technology and enjoy their test of life in II industries by playing the latest technologies tools and make their life Comportable.

So- Hice Thomas

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## IMPORTANCE AND DETAILS OF THE WORK DONE

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The Jana tapics convened during this period of my internation are:

About jour

Features of jana

Basics of java

Enecutable class

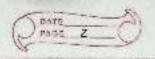
Keywonds

Ine, jum, jil, jok

Contral statements.

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## JAVA'S HISTORY

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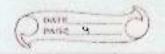
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Multiple assessments of the most popular programming language used globally reusal one unmixtakable pattern: Java and Java Script Continue to dominate the coding Industry.

So Alice Than Principal Secret.

Every Company going digital Wailed undaubtedly have a greater need for Java programmers as a result of government intiatives like Digital India and Demonstigation.



A Java programmen has a vast away af career appliens, and their technical expertise is quite valued. The best part is that you don't necessarily need to have a Callege degree to be an expert in Java programming. you can become a Java programmer with a promising career of you complete the appropriate training and develop your talents. talents. lo succeed, Jana programmens requires the following abilities: Java is an object programming (OOP) language, hence it Jallaus OOP principles. Relational databases like Maria DB, MYSQI, and Pastgre SQL. It will be useful to muite Mysal quovies. Jechnologies used for worston Control.

including Git and BitBucket. Using an

IDF such as Intellis IDEA for

integrated development. Enamples of

Web fronted technologies include HTML,

CSS and Jaway. Jobs For Java BrogrammSes Micinatedes.

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When discussing employment CHBREes in

the Java industry, it is important



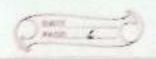
to note that several cutting edge technologies, such as "Android Developers" and "Jave - UI Developers," call for an Understanding of Java. As a result, there are many carren appartunities in Java, JZEE and other cuting - edge technologies.

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A gave programmen makes an annual salary of Rs. 391,791. Most people in this position have less than ten years of emperience has a significant impact. The Computer and Internet networking industry pays the highest salaries for Java programmers in India.

6. Engineers in this Stream with experience are digible for the Certification. Few people have this Credential; however it can help someofe. Nedworks their language has emerged processional Studies INDORE



"hetest". Java programmens new earn very well-faid talance in India as a result.

So. Hice Thouse :

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## PBOUT STERLING

Sterling Institute is one of the finest institute of programming and technology. We have started out training foundation because us believe that we have best Iraining comprehension, team of industry emports, Upgraded training content and a real opportunity to train the graduates and post graduates whe have started our training Journey from indore with the wision to enhance in all over the Country by providing the sutable II graduates to the software industry.

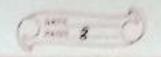
training and Corporate training lile provide training to developers, professionals employees and students on the latest technology. Our industry enpents design the training (entent as per the current industry standards.

In today's scompetitive, overfre ced whosend senders.

aventoaded world it is very difficult

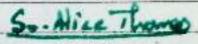
for a student to become skilled

very easily on polish their skills



Standards because eithern the skill developers available in market and very costly an they require cludents much time and the home the results are apparent, dissatisfied with their graduation, thousands of graduate are tooking for a job in indefinite straces. Though there are ample apparaination in IT industry but due to depletion of latest technology knowledge and quidance, they are not getting jobs in their desired straces.

We're providing the well tested training to the students so that they will get a gob easily in the raptivary understry as soon as their degree in Completed by having enpertise on modern technology and enjoy their rest of life in II industries by playing the latest technologies Tools and make their life Compartable.



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# IMPORTANCE AND DETAILS OF THE WORK DONE

I have done my work on software technologies like Java standard edition as well as frontend technologies like himl, CSS, SaSS and bootstrap and also made a darklap application on

The Java tapics covered during this period of my internation are:

About jour

Features of java

Basics of java

Enecutable class

Keywords

JHe, jum, jit, jdk

Control statements

So. Hice Thomas

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# INPORTANCE AND DETAILS OF THE WORK DONE

I have done my work on defloance technologies like Java Standard echnologies tike Java Standard technologies tike that, CSS. Sass and bootstrap and also made a desklep application on

The Jana topics convered during this period of my internation are:

About jave

Feature of jana

Basics of java

Executable class

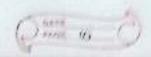
Keywords

he, jum, Jil, jdk

Control Statements.

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String Handling Math class

Command line argument

Lyways

A brief discussion about data structure and algorithms.

Date handeling

Variables and operators

OBJECT ORIENED PROGRAMMING THROUGH INVA

4 Blews of OOP

Inheritance
Polymorphism
Abstraction
Encapsulation (expert class)

literals

Variage

Recursion

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Abstract Class

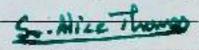
Interjace

Exception Handelling

Collection Frame Work

Eile IO

Mulli Threading



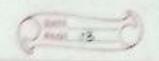
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### LMPORTANCE OF JAVA

| 1   |                                                                                                                                    |
|-----|------------------------------------------------------------------------------------------------------------------------------------|
| -   | Jano has significant advantages                                                                                                    |
|     | that make it suitable low just                                                                                                     |
|     | Java has significant advantages  Ruon ather language and environments  that make it suitable for just  about any programming task. |
| 100 | The advantage of Java are as follows:                                                                                              |
| -   | Jano is easy to bearn.                                                                                                             |
| -   | Jour was designed to be carry to use and                                                                                           |
| -   | Jour was designed to be carry to use and us therfare easy to unite, compile, debug and learn than other programming                |
| -   | Innquages.                                                                                                                         |
| 1   | Jana is Objecter-Oxiented.                                                                                                         |
|     | This allows you to create modular programs                                                                                         |
| 1   | and evenuable code.                                                                                                                |
| 1   | Java is platform - independent S. Hice Than                                                                                        |
| -   | St. Paul Institute of Professional Studies                                                                                         |

One of the most significant advantages of Java is its ability to move easily from one Computer system to another. The ability to run the same program on many different system is bruised to



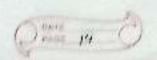
black while wish halfware, and Joua hunsels at the key being platform - whitewheel at half the house and history limbs.

Bernius of Tour's Hobertoners, ear of the , train - platform Capabilities and country features, it has becomes a language of their for providing worldwide Internet Solutions

Elisabent like me to have conferience under a Conferate environment to how my wills palished according to the current industry standards and hous a better exposure to achieve confidence in my near future and to grab greater apparturities with more technologies skills as well as confidence in kills. Working with conferance peoples have a great impact on impaction working my communication skills.

S. Hice Thomas

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INCORE:



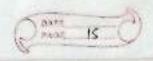
## OBJECTIVE AND METHODS

| Lanning Objectives                                                               |
|----------------------------------------------------------------------------------|
| The learning objectives of this courses are:                                     |
| To leave withy Java is usefull for the design of destroop and web applications.  |
| To leave how to implement object - Orient design by jour.                        |
| To identify jour language Components and how they werk together in applications. |
| To design and program estand-alone java applications                             |
| To beaun how to design a graphical user winderface (CHI) with gave suring.       |
| Is understand how its your APIS to                                               |

red 229A and sav at war brieflench mergary

To leave how to entend gove classes with inhabitations and dynamic binding the

I leave how to use exception harmstime or professional Studies



| sin Jano applications.                                             | -   |
|--------------------------------------------------------------------|-----|
| To undenstand how to design GIUI Componer with the Jana Swing API. | m   |
| To Jeann Java generics and how to use the                          | re. |
| To understand how to design application with threads in Java.      |     |
| To learn how to wood and write files in Jana.                      |     |
|                                                                    |     |

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### METHODS

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| eni  | in con | nent)   | . 80    | 1110  | lean   | ned     | ab   | out   | seme     |
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| all  | imo    | dentrie | 1 1     | me    | of t   | ham _   | 0412 | -     | -        |

Edipse Intellij Tolevelopen Bluej Vscode DreamWeguen

I used us code to work on frontend because of its easy UI and Understandble concept of entensions.

is the most commonly and usen friendly among all of them. S. Alice It

In this content of computing indosections suches, an integrated deallapment consistencement (IDE

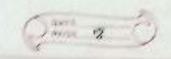
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For daudrigung applications using the James beapenming beapenming language and other knopmenting language. All of Clares Replaces 1881 - Rubby 1881

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A Paul marinus d'Annessansi Succe MCCPS



# INTENDED OUTCOME

Use an integrated development environment to with, compile, run, and test simple object - Oriented gave programs.

Read and make elementary modification to Java programs that salve real-world problems

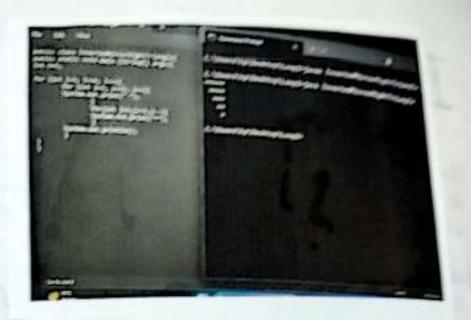
Validate input in a Toua program.

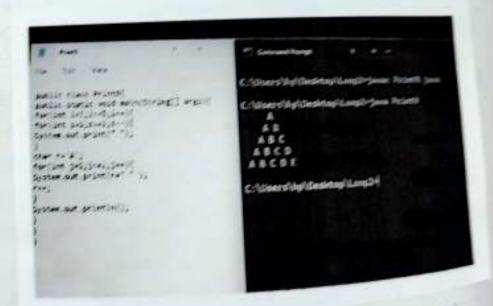
Identify and fix defects and common security issues in code.

Document a Java pregram using Javadoc.

the a newion control system to track source code in a project.

So. Hice Thomas





S - Alice The Property States No. 100 March 19 Park No. 100 March



### ACHIEVED OUTCOME

The project on which and team had worked on and completed is now under it's final stage of testing and deployment will be over soon.



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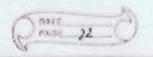
# ENCREASE IN KNOWLEDGE AND SKILLS

In today's Competitive would, a good academic record alone is not enough to get you into the Jah of your dreams when you are starting out.

Most Companies profer freshers with some work experience (not a mandatory) requirement) as their future employees. This is where internships come into the picture. Internship provide you with real inclustry experience that could add value to your CV white applying for the Jah. Grood indees internships comble infortiselents to learn a widen range of skills such as the basics of wineframing, benchmarking, SEO operation and ather technical skills defending on the nature of the internship. Though gaining the required enpertise in hard skills integral for your career trajectory, soft skills are something that you always need, no matter what the



nature of your Cower is. These stills one the first things that you future employers may look for in you. Hence, let's take a look at some of the top both skills that you could learn and improve through an internship: Communication and interpersonal skills -Grand Communication skills are essential and personal life. It is one of the Search Jan im you and someting that can be improved through intermships. During an internship you might have to communication with your project managers, write and respond the emails. Schodule meetings, outiculate your ideas, etc. All these tasks help you improve various aspects of Communication, including your and and written skills. Jeamwork and Collaborations: - Air Them you might be great at most hard and however, you'll be part of a team un a projessional setting. Hence, most



emplayers expect you to be a Jeann player who could work and Communication will with the Jean Internship preside you an appointurity to improve skills. During the internship you got a chance to work and Collaborate in Jeanns, where each person's Contribution matter easily. This teaches you to work with other people with diverse ideas, meet deadlines, understand your own strengths and weakness etc.

Time Management and Multitasking :-

Effective time Management is exential to find a balance between your daily lasks in the office and personal life Besides, good time management allows you to achieve your doigned desired goals with less effort within the given time. There is no better way than an internship to learn effective time management strategies.

Diving internship you may have to manage several projects at the same time, with stringent deadlines. It's not always possible to finish a task within the stipulated time because all States expressional studies.



might face a now challenge every day and with all these challenges you'll learn new ways of handelling an insul. This exercise improves your critical thinking skills, lithers you are taught to not take semething for its face value, but truly understand why it may be baneficial, to when, and under what circumstances.

### Accountability :

This is an inwitable skill you need to have at the workplace. Accountability refers to taking responsibility for your work (be it right or wrong), doisions, performance, etc. Internships teach you to be accountable for your aum work by providing you hands on experience to the day to day work in the workplace.

To conclude, an internaship is propersional studies way to learned hand skills and saft skills and saft skills and saft skills required to succeed and survive at a job Romember, in this competitive world, employers consider saft skills equally important as hand skills. Hence, even if you are great in all Lechnical skills, it is important.



move on, you'll learn to be considered with your work and will be able to adequately manage a number of tacks without missing a deadline.

Assortiueness :-

During internships, often you will be asked to do things that one beyond your capaidy. This may not gust pertain to thing that are above your skills level, but also tasks that take up too much of your time, you might have come across teamonates who refuse to do as much as you do. There instances teach you to assertive, and bay no when you need to Assertiveness is an important skill in a workplace

Critical Thinking :

S- Hice Thomas

Most rectruiters value employees MOORE Who

passes and critical thinking skills

These skills are needed in all aspects

of a business as well as in all

departments of an organization. Hence,

to succeed in your careen, you need

to learn and improve your critical

thinking skills. Internobile will help

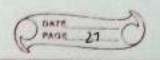
you do that. During internobiles you



to gain some interreship experiences and learn all the skills it has to affer.

S. Hice Thomas

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### CONCLUSION

The rise of the II section, which encouraged the growth of various other businesses, has been occurring at one of the most remarkable rates in the world. People today rely on trustworthy programmes written by Java developers in every corner of the globe to keep in touch and collaborate despite being thousands of mules apard.

Future planning after doing jse:

We are planning to learn framework.

These are the most popular frame works



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### St. Paul Institute of Professional Studies, Indore



Name of Student: Payal Prajapat BCA III Year

2023-24

# Internship/Apprenticeship Training Report Undertaken At

NIDEANEXT

| Guided by:                | Authorized Ry:       |
|---------------------------|----------------------|
| Prof Bhovana sangamnerkar | Principal :          |
| Head Of Department        | Date S- Alize Thouse |
| Strips, Indore            | 124                  |

HIDORE

#### Declaration by the Student

1 hereby declare that the Internship/Apprenticeship Training Report submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by me under the guidance of Prof Bhawana Sangamnerkar, and this report is submitted in the partial fulfilment of the requirement for the award of the degreeof Bachelor of Computer Application. The Analysis/ Results embodied in this report have not been submitted to any other University or Institute for the award of any degree ordiploma.

Place:

Date:

Signature: ...

Name: PAYAL PRAJAPAT...

Class: BCA TITY YEAR

Roll No. 14

S- Hice Thomas

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### Certification by Internship/Apprenticeship Guide

This is to certify that Ms. Payal Prajapat of Class BCA Illrd Year,

Roll No. 14 has carried out the Internship Training under my guidance

and supervision in partial fulfillment of the degree

LCA offered by the Devi Ahilya

Vishwavidyalaya, Indore (MP).

The above work is done in Nideanext from 2023to 2024.

I wish him / her all the success in the future endeavors.

Signature: PSS TH12124

Name of the Guide: Pol Bhavana Songamnerkan

Designation HOD, Dept. of Scills - B

S- Hice Thomas

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INDORE

### Work Completion Certificate by the Organization on Company Letter Head

This is to certify that Ms. Payal Prajapat of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project / Internship Training from 2023 to 2024 in our organization.

His / Her work and behavior during this period was good. We wish him/her a bright future.

Signature:

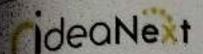
Name of the Org: Nidea next

Head/Delegate: Nikita Dubcy

Stamp: .

S. Hice Thomas

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#### **INTENT TO HIRE**



#### Nideanext.com

371 - A Pushparaton Park Devgudaria Indore- 452016 (MP)

1st, November 2023

payal Prajapat

DEAR Payel,

with reference to the discussion we had with you, we are pleased to appoint you as a Digital Marketing Intern. in our company with the Subming terms and conditions.

that CTE will be Rs. 600001 - per annum, inclusive of studytory deductions. Toxes. Annual banefits Etc.

Date of joining and be 1st, November 2025 and will have to report at 10:00 and sharp.

At the time of joining the company, you will be required to sign and adde by Employment Agreement and Policies of the Company

The will be an probation period of 5 manths from the date of joining. You will be confirmed in the services of the company on successful impletion of your probation and confirmation, as and when done, shall be in writing.

The company has the right to increase, decrease and alter salary structure based on the performance.

At the time of joining, you need to submit the following Documents:

A Photocopy of your highest Qualification.

Medieving letter and salary slip of previous company if any

Gany Gove 10 and address proof.

Dia Passport size photographs.

Please sign a copy of this letter as a token of you acceptance and return it to us.

take this apportunity to welcome you abound and look forward to a long and mutually beneficial association.

Thank You Teuly (Mrector) Nikita Dubey

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I Accept Your Offer Name: Payal Prajapat

Date: 1st, November 2023

### Acknowledgements

I would like to express my gratified for the guidence and support provided during my Internation at star Nideamers Company. I am also thankful for the collaboration and alynamic work experience at Nideamers. I would tike to thank our like Bhawna sungamnekay for constant support as a quide and all the one who encourage me during this Internation. Thanks to all.

Place Date: Sign of the Student Layot. Prajapat Name: Byat Brujapat

Class BCA III year.

. Roll No......

S. Alize Thomas

ir Paul metitute of Professional Studies
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# FORMAT A2

| No Description |                                                   | Page No. |  |
|----------------|---------------------------------------------------|----------|--|
|                | Area / Scope of Internhip.                        | 1        |  |
| 2              | Details of the organization                       | 4        |  |
| 9.             | Importance and Petails of<br>the work Done.       | б        |  |
| q.             | Objectives /Meshods.                              | 9        |  |
| 5.             | Intended Outcomes.                                | 12       |  |
| ଟ-             | Archieved Outcomes.                               | 13       |  |
| 4.             | Increase knowledge and skills                     | 19       |  |
| 8.             | Application of Internation work                   | 15       |  |
| 9.             | conclusion and planning                           | . ,      |  |
| 2              | PRINCIPAL Str. Paul Institute of Professional Stu |          |  |

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# Scope of Internship

An Internation can give you the experience needed to propel your digital marketing coreen vertically from any Zero. The scope of work hander from creative work to techinical Implementation varying, from Search engine optimisation to diffigul advertising, Social media market from and email marketing. The actual Toh scope and internation und may extend to company outfilling creatives, supporting lead generation company, and constructing reports. Cretting into the field of digital marketing may seem difficult, especially time many positions.

In this field required Some level of experience. To compound this barribu, companies are usey selective in their hiring process despite having a hard time finding skilled digital marketous.

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Bene file of a Digital manketing Internship.

Unlike in school or online - based
teanning (c-teauning), in an Internship
, you get practical expensione
working on real world digital
manketing camapaigns as you
teaun on the Jab, which
will benefit you and also I
much more than theory-based
teakwise and profect-based assignments.

diffigal Agency can be a very different experience from interioring at a company (client - stde) Interior in a digital agency may get to work an multiple client company across various industries, while interior on the client - stde usually experience only one industry.

This gives diftal agency interns more exposure to how digital marketing strategies can be applied across various industries and appartunities to get hand an However the

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workload in a digital agency can be much heavior than the dient -- side.

In larger marketing teams, interns also get networking opportunities and Jeann The for and outs of the industry through conversing with mare experienced digital marketers.

S- Alize Thomas

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# Details of the Organization

| orgital marketing for half a century                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| digital channels such as social                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| media optimization (seo), content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| marketing social media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| montreting, social medica optimization, pisplay advertising, Blogging, PPC and so on.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Blogging, PPC and so on.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Nideanext a leading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Digital marketing company in central                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| India servery you skilled and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Digital marketing company in central  Thatia Servery you skilled and  Experts who know how to  enhance your brund and  productivity and swin your  conversation into 9 potential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| enhance your brand and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| productivity and seen your                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| conversation into a potential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| customer through updated strategies  of Diffigital marketing.  Nideanext                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Nedeanext                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| is hourng experienced in Building quality websites for own clients.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| augisty webster for owr drents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| we start with strategy and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| planning to build vision about                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| what one the nequirements or                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| need of the great Nitteanext having                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| The second secon |

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| a complete solution for your Bushess.                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| As well as nideanext  Specialized in lago and branding  Senvices graphic design and print  design coe (Nideanest) can help  create or improve your identity  or just help with what even  Senvices you need in a way  that is both just and easy. |
| Mideanext committed to  delivering the sturming final Result  to Enhance the identity of the  valuable humber your room                                                                                                                           |
| my Digital marketing Internship I  learned various new things. In  the beginning I hate my work  but just after I or of days  when I stauted creating posts and                                                                                   |
| but just offer for of days                                                                                                                                                                                                                        |
| ether works at mounter 1 stayled                                                                                                                                                                                                                  |
| louing my work it included posting, Directory Submission, Book marking, Blog posting Article keyword                                                                                                                                              |
| Blog posting Article keyword  Research on page Sto off Page  Sto and so on                                                                                                                                                                        |
|                                                                                                                                                                                                                                                   |

S. Alice Thomas

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# Importance & Details of the Work

| Digital ustit in Scarch pay- email ing, | manker                    | na                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Enteun                    | 11.111          | o U.        | umal    |
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| With with                               | - eki                     | dulene                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ed                        | pronto es       | Y Day       | I.      |
| 94                                      | Socral                    | mede                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 0 0                       | contes          | Pon         | .,      |
| Search                                  | enoir                     | )e                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | antimiza                  | tion            | 000         | nl      |
| pcur -                                  | neu - d                   | rck (                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ppc)                      | advest          | elma.       | · · · · |
| email                                   | may                       | k et Proc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | . Can                     | tent            | may         | Ket     |
| ing.                                    | and o                     | they                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | AMPAIL                    | ienc_           | 1000        | D.K.I   |
| J,                                      |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | WIXIN                     | Ac              | a.          |         |
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| be                                      | eaden                     | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | leavin                    | - Do            | 1           | LM      |
| attent                                  | iou                       | lo det                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | arli.                     | and             | Lomn        | n -     |
| UNCERNITE                               | - WP                      | 10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | neu ro                    | MAN TENTO       | MALK        |         |
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| go -                                    | multiple<br>They r        | reed 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | o be                      | able            | to          | 0 5     |
| put                                     | fasker                    | Pn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | отвен                     | al              |             |         |
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|                                         | hey r<br>taskei<br>rtance | ******                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                           | J               | The         | 1250    |
| taski                                   | and                       | respo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | nsthill                   | iei             | of a        |         |
| degital                                 | may                       | ce &Pno                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Inte                      | d'h             | wil         |         |
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| OHE                                     | Inma                      | Cióm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | rk !                      | which           | 1)          | 10 00   |
| Loop                                    | dane                      | me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | · · mu                    | Inte            | HINS HIS    | 2.      |
|                                         |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |                 |             |         |
| ka                                      | Resounch                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Se. Al                    | ice il          | 101100      |         |
| keyword                                 | TEA WILLIAM               | + 311                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | PRIN<br>Paul institute of | CIPAL           | Studieë * * |         |
|                                         |                           | The state of the s | HOLINISTITUTE TO          | L (2) COMMITTEE | -           |         |

INDORE

| Keyword Research is the process of finding and analyting search terms that people enter into search engines with the goal of using the data for a specific purpose often for search engine aptimization (seo) or general amarketing keyword hesearch can uncover queries to target, the popularity of these queries, their stanking difficulty and more.  1 Make a list of important relavant topics hased on what you know about your Buriness  2. Fill in those topic Auckets with Keywords.  3. Understand How Intent Affects keyword lesearch and Analyse Accordingly. |         |                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------------------------|
| amounketing. Keyword Hesearch can Uncover queries to target, the popularity of these queries, their ylanking difficulty and more.  1 Make a list of important relevant topics haved on what you know about Your Buriness  2. Fill in those topic Auckets with Keywords.  3. Understand How Intent Affects keyword Research and Analyze Accordingly.                                                                                                                                                                                                                        |         | Keyword Research is the process of    |
| amounketing. Keyword Hesearch can Uncover queries to target, the popularity of these queries, their ylanking difficulty and more.  1 Make a list of important relevant topics haved on what you know about Your Buriness  2. Fill in those topic Auckets with Keywords.  3. Understand How Intent Affects keyword Research and Analyze Accordingly.                                                                                                                                                                                                                        |         | Inding and analyting Search           |
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| 1 Make a list of important successful topics based on what you know about Your Buriness 2. Fill in those topic Auckets with Kerywords.  3. Understand How Intent Affects keyword Research and Analyze Accordingly.                                                                                                                                                                                                                                                                                                                                                         | =0      | engine optimization (seo) or general  |
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| 1 Make a list of important successful topics based on what you know about Your Buriness 2. Fill in those topic Auckets with Kerywords.  3. Understand How Intent Affects keyword Research and Analyze Accordingly.                                                                                                                                                                                                                                                                                                                                                         |         | populary of these quenter, their      |
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| 2. Fill in those topic Auckets with Keywords.  3. Undenstand How Intent Affects keyword Research and Analyze. Accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 22      | based on what unit know about         |
| 2. Fill in those topic Auckets with Keywords.  3. Undenstand How Intent Affects keyword Research and Analyze. Accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         | Your Burness                          |
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| Keywords.  3. Understand How Intent Affects keyword Research and Analyze Accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2.      | frll in those topic Auckets with      |
| Research and Analyze Accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 9       | Keywords.                             |
| Research and Analyze Accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                                       |
| Research and Analyze Accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3.      | Understand How Intent Affects keyword |
| Zi Damush siciated Janush terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2       | Research and Analyze Accordingly.     |
| I Parmer sichatan Januah tentra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |                                       |
| PERSON PERSON OFFICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4.      | Research related tearch terms         |
| 5 You can we keyword Research tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         | No con the harmal Research Leads      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 7       |                                       |
| to your advantage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2       | to gotest accountage                  |
| sewich Engline Optimization (seo):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         | secuch Engine (Sptimization (seo):    |
| S. Hice Thomas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         | S. Hice Thomas                        |
| PRINCIPAL ST. Gard constitution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         | PROMICIPAL<br>St. Gard constitution   |
| St. Figul (net)flute of Professional Studies INDORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | P2      | INDORE (NDORE                         |

The core of eligible mankering; as an intern, you might be diked to them, you might be diked to excluse key word hereauch and even conduct unabsite and competitor analysis. After that we will be Directing (pirectory submission) and Book manking Submission, local listing Glog parting, Article submission, profile creation and many more. · Email moulketing. If you're profesient, you can create empileus on took or even handle subscriber lists and analyze the performance of the emallou as on Mexn. Manage socral media accounts. As an intern gynu will be responsible for handling social media accounts, including post creation and tracking performance Analytics and reporting Interns may help collect and Analyze

.

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data to rate the success of digital supports and make

# Objectives

### NOTALE REVENUE

The primary goal of any marketing strategy is ultimately to increase sevenue, and internet marketing is no exception. Thankfully the Internet provides plenty of apportunities for every business to improve their bottom line.

#### Build a Brand

Internet marketing objective, often
fincludes Building or Brand This
means not only establishing your
logo and company nome in
the minds of consumers, but
also what your company stands
for

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### IMPROVE LOCAL SEO

Many small Bushnesses, as well encompained focused on increasing sales in a specific geographic degion, focus much of their marketing elforts on improving their local secured.

SEO. This means optimizing various elements on their sites in order to attract local customers who are looking for the isenses they provide

### INCREASE QUALTETED TRAFFIC

Frey Business owner wants to see numbers thise in terms of upstrons to their site and landing pages.

However, those numbers are meaningless of they wien't the right kinds of traffic.

#### MANAGE ONLINE REPUTATION.

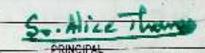
In an age when anyone with a computer or smartphone can post their opinions about compaines products, and Sexufres for the whole world to see, It's important for Businesses to maintain a Solid onlines Reputation. This means

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monthering your company's name, mointaining social profiles, and sterponding to bad Reviews occordingly.

#### BECOME AN INFLUENCER IN YOUR FIELD

Every industry how a few well-known individual or compained that others look to as though leaders. They stay at the forefort to new technologies and ideas and are often the first to shake new information.



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### Methods

Scarch Engine Optimization, or Sto, is a digital marketing methods that thudway creating more troppic to a website by making stare a website appears higher up in the sessets of a Search engine tike troogle. This methods helps business marketing by improving a Brond's awarness.

fract's one a great

monketeng methods to get customens

to return to a Brand and purchase

here products. First, a company

must get people to sign up for

an email list after they have

made a purchase Then, based on the

knowledge they recieve from the

emails, it is highly likely

there rustomens will return

Personalizing Brand awayeness and creating a unfique style can make people believe whether a company is successful or not. An example of this is Nike's impamous swoodh logo, when people see it on a shoe or piece of clothing it is instanly synonymous with the high quality. Nike printer itself on.

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Divining internitips. You'll have to remain tocased on the teams goals you should also develop a patront,

positive, and considerate attitude

tohenever disagreement oxises among members of your team. Software Education Internation are an excellent opportunity

Abr all Hound improvement.

Apart from making your resume

Look good, they have so much

more to give By learning to use

software like Adobe Photoshop. Rayles (anno pro or Inbesign , during an advertesing internship you can deliver more value at a future Job. Criffcal Thinking and problem solving skills.

Themship woles will help you think critically to provide creative solutions to work challenges. This is a skill that is highly valued and emphasized by many by employers.

So. Mice Thomas:

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### Project management skills

You must learn how to cope with workload early in your consert. Internation
offen excellent reasoning experiences
in this negated. You'll learn to
take keeponishility and prioritize
town laxeer good.

### Networking

Proper hetworking to another valuable skill you can learn during your interprishing.

I am the most little porson to working as part of the nompany, exploring outside the box options is also a great experience that will certainly improve your overall communication with others.

S. Hice Thomas

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31 Paul Institute of Professional Studies " INDORE

### Intended automes.

a dynamic playform for papirthy professionals to acquire practical skills, industry, knowledge and hands on-experience in the aver explaining landscape of online promotion. The intended outcomes of such an internation was multiplicated encompassing both tangible achievements. Building a robust skell set is a key objective Interns often work on tasks like creating engaging social media posts, developing content calendars, time to time Report creation, Self Problem solving, Do a lots of work at same time, analysis the data Craining proficiency in

SEO contributes to a holistic under

standing ey digital marketing,

as it is integral to driving

or ganic traffic and improving

online presences Hize There:

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### Achieved Outcomes

|                                           | There are arbieved outcomes:-                            |
|-------------------------------------------|----------------------------------------------------------|
| 1                                         | Explore carroer attennatives prior to graduration.       |
| 2                                         | Integrate theory and practice.                           |
| 3                                         | Assess interests and abilities in their field of atualy. |
| 24.                                       | Leaun to appearsate mark and its junction                |
| 1                                         | - In the enonomy.                                        |
|                                           | J                                                        |
| 5.                                        | Develop work habits and attitudes necessary              |
| N. S. | for Job sucres:                                          |
| 6                                         | Develop communication, interpersonal and                 |
|                                           | other cupital skells in the Job                          |
|                                           | Interview process.                                       |
| 7                                         | Build a record of work experience.                       |
|                                           | Acquire employment contacts leading                      |
|                                           | directly to a full-time Job following                    |
|                                           | graduation promotollege.                                 |
|                                           | Paul Institute of Professional Studies* * *              |

# Inouerse In Knowledge & Skills

Communition Skells. These are various ways

10 communicate these days, but potential
employees or interns one tend to

100k towards your applity to speak

and write professionally.

You ability

to communicate effectively by conveying,
information and translating ideas among

your convorkers, supervisions or clients,

becomes essential in any field.

Experience of work:

In this intermable training I got aloobs

of work experience. Experiencing of

my career choice and the hands-on

knowledge that can only be acquired

by actually working at a Rushess

one two very different things

Teamwork skells.

Internations are professional moles where every team members must work together to accomplish any task.

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of Paul Institute of Professional Studies
and Paul Institute of Professional Studies

# Application of Internship Work In Real life.

Internation emperience Serve as a bridge between acadamic learning and newly exposure gained during en internation not only ensiches One's understanding of the professional landschipe but also hones essential strills that are invaluable in real-life

Juning my interrobip. I ted that oppositionity to work with a dynamic popelization. One of the primary opplications of my internship work was the development of applications of my internship work was the development of honds - an Skills in my field.

The theoretical troubledge practical relevances as I trackled proctical relevances as respected processed challenges. For instance lapplied programming language and Joseph of Solves Principal problem,

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Which Significantly enhanced me lechanical phoficiency. Authornano, the internetic alland no to unitrees and Centribules

to the daily operations of the enganization. The first-hand experience Provided insights into the Project management to dient interviolence Onderstanding town to novigate and Contribute effectively within a projectional Setting is a settle that Connot be fully grouped through textbooks when.

Sa. Alice Thomas

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# Conclusion & Planning for Future.

| And the second s |
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| Throughout my intemphip in digital                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| marketing, I have had that                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| opportunity to delve into the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| intricates of this dynamic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| field, gaming involvable insights and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| honing my Skills, Quer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| the Gowse of the internship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| I've been exposed to various                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| faceto of digital montreting from                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Gonkerd Greation to analytics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| providing me with a Comprehensive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| upolen 5 Fanoling of the industry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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## St. Paul Institute of Professional Studies, Indore



B.Sc. III Year (2023-24)

#### Project Report

#### PASSIVE FILTERS

| S.No. | Name of Students | Class          | Roll Number |
|-------|------------------|----------------|-------------|
| 1.    | Shubham Shinde   | B.Sc. III year | 10          |
| 2.    | Vikas Patel      | B.Sc. III year | 14          |
| 3.    | Gautam Mehra     | B.Sc. III year | 4           |
| 4.    | Eliza D'Souza    | B.Sc. III year | 2           |
| 5.    | Shivangi Saxena  | B.Sc. III year | 9           |

Guided by:

Name of the Faculty: Dr.

Designation: Associate Professor 12/2/2024 27/1000/

SPIPS Indore

Authorized by:

Principal: Dr. Sr. Alice Thomas

St Paul Institute of Professional Studies

INDORE

Stamp:

Date:

### Certification by Project Guide

This is to certify that Mr. Shubham Shinde, Mr. Vikas Patel, Mr. Eliza

D'Souza, Mr. Gautam Mehra and Ms. Shivangi Saxena of Class B.Sc. III

year Roll No 10, 14, 4, 2, 9 has carried out the Project Training under my
guidance and supervision in partial fulfilment of the degree B.Sc. plain

offered by the Devi Ahilya Vishwavidyalaya,

Indore (MP).

The above work is done in Electronics and Electricals from 3/10/2023 to 18/10/2023 (part time)

I wish him / her all the success in the future endeavours.

Signature:

Name of the Guide Dr. Annind Join

Designation Associate Pref.

So- Alice Thomas

St Paul Institute of Professional Studies

#### DECLARATION BY STUDENTS

We hereby declare that the project work entitled "PASSIVE FILTERS" submitted to St. Paul Institute of Professional Studies, Indore, is a record of an original work done by us under the guidance of Dr. Arvind Jain (Associate Professor), and this project work is submitted in the partial fulfilment of the requirement for the award of the degree of bachelor of Science. The results embodied in this report have not been submitted to any other University or Institute for the award of any degree or diploma.

| Name of Students | Class          | Roll Number | Signature |
|------------------|----------------|-------------|-----------|
| Shubham Shinde   | B.Sc. III year | 10          | Suriede   |
| Vikas Patel      | B.Sc. III year | 14          | Valed_    |
| Gautam Mehra     | B.Sc. III year | 4           | Ganton    |
| Eliza D'Souza    | B.Sc. III year | 2           | 2 Disago. |
| Shivangi Saxena  | B.Sc. III year | 9           | Olin      |

S- Hize Thomas

St Paul Institute of Professional Studies

## Certification by the Organization on Company Letter Head

This is to certify that Mr. Shubham Shinde, Mr. Vikas Patel, Mr. Gautam Mehra, Mr. Elija D'Souza and Ms. Shivangi Saxena of St. Paul Institute of Professional Studies, Indore, has successfully completed the Project Training from 3/10/2023 to 18/10/2023 in our organization.

His / Her work and behavior during this period was good. We wish him/her a bright future.

Signature: ... Habit

Name of the Org: ELECTRONIC & ELECTRICAL

Head/Delegate: SHAILESH .. PATEL

Stamp: ....

ELECTRONIC & ELECTRICAL
INDORE (M.P)

Sa-Alice Thomas

SI Paul Institute of Professional Studies INDORE

## Performa-G2 Information and Consent Of The Organization

| I.Name and Registration of<br>ELECTRONICS | fthe ( | Organization<br>ELECTRICAL | INDORE     |
|-------------------------------------------|--------|----------------------------|------------|
| 2.structure(Government/Se<br>PRIVATE      | emi Ge | overnment/Private/ot/      | her        |
| 3. Nature of work MANUFACTURING           | OF     | SCIENTIFIC                 | INSTRUMENT |
| 4.Total no. of Collaborator               |        |                            |            |
| 5.maximum no. of Student                  | ts whi | ch you can guide           |            |
| 6.emloyment possibility aft               | ter Tr | aining                     |            |
| 7. other important Informa                | ation  |                            |            |
|                                           |        |                            |            |

Permission is given to the students of St. Paul Institute of Professional studies, Indore for the training in our organization.

ELECTRONIC & ELECTRICAL

Signature with date

Head/ Authorized person

of the organization

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St Paul Institute of Prafessional Studies

#### Performa-G4

#### Feedback Form

Name of Trainee Student: Shubham Shinde

College Name

: St. Paul Institute of Professional Studies

Class

: B.Sc. III. Year

Section and S.N.

| S.N. | Basis Of<br>Valuation                  | Grade(A/B/C)# | Remark |
|------|----------------------------------------|---------------|--------|
| I.   | Attendance                             | A             |        |
| 2.   | Theoretical skills gained              | A             |        |
| 3.   | Practical skills gained                | А             |        |
| 4.   | Sincerity&<br>Interest<br>towards work | А             |        |
| 5.   | Attitude and behavior during training  | А             |        |
| 6.   | Coordination with working group        | A             |        |
| 7.   | Overall grade                          |               |        |

Date:

Signature with date

Head Authorized person of the

organization SECTRONIC S

Place: INDORE

S- . Hice Thomas

it Paul Institute of Professional Studies . .

### Performa-G4 Feedback Form

Name of Trainee Student: Shivangi Baxena
College Name: St. Paul. Brotitute of Professional Studies

Class

: B.Sc. III Year

Section and S N

| S.N. | Basis Of<br>Valuation                  | Grade(A/B/C)# | Remark |
|------|----------------------------------------|---------------|--------|
| 1.   | Attendance                             | A             |        |
| 2.   | Theoretical skills gained              | А             |        |
| 3.   | Practical skills gained                | A             |        |
| 4.   | Sincerity&<br>Interest<br>towards work | A             |        |
| 5.   | Attitude and behavior during training  | A             |        |
| 6.   | Coordination<br>with working<br>group  | А             |        |
| 7.   | Overall grade                          | A             |        |

Date:

Signature with date

Head/ Authorized person of the

organization ELECTRONIC &

Place: INDORE

MOORE S- Alice Th

PRINCIPAL 51 Paul Institute of Professional Studies -INDORE

### Performa-G4 Feedback Form

Name of Trainee Student: Vikas Patel

College Name

:St. Paul Institute of Professional Studio

Class

: B.Sc. III Year

Section and S.N.

| S.N. | Basis Of<br>Valuation                  | Grade(A/B/C)# | Remark |
|------|----------------------------------------|---------------|--------|
| I.   | Attendance                             | А             |        |
| 2.   | Theoretical skills gained              | А             |        |
| 3.   | Practical skills gained                | А             |        |
| 4.   | Sincerity&<br>Interest<br>towards work | А             |        |
| 5.   | Attitude and behavior during training  | А             |        |
| 6.   | Coordination with working group        | 1 12          |        |
| 7.   | Overall grade                          | , A           | 1      |

Date:

Signature with date

Head/ Authorized persons of the

organization BLECTRONIC BLEECTRONIC BLEECT

NOORE

St Paul Institute of Professional Studies

Place: INDORE

#### Performa-G4 Feedback Form

Name of Trainee Student: Grantum Mehra

College Name

: St. Paul Institute of Professional Studies

Class

: B. Sc. III Year

Section and S.N.

| S.N. | Basis Of Valuation                     | Grade(A/B/C)# | Remark |
|------|----------------------------------------|---------------|--------|
| 1.   | Attendance                             | A             |        |
| 2.   | Theoretical skills gained              | A             |        |
| 3.   | Practical skills gained                | А             |        |
| 4.   | Sincerity&<br>Interest<br>towards work | A             |        |
| 5.   | Attitude and behavior during training  | A             |        |
| 6.   | Coordination with working group        | A             |        |
| 7.   | Overall grade                          | Α             |        |

Date:

Signature with date

Head/Authorized person of the organization INDORE (States

Place: INDORE

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### Performa-G4

#### Feedback Form

Name of Trainee Student: Eliza D'Souza

College Name

: St Paul Institute of Refessand Flats

Class

: B.Sc. III Year

Section and S.N.

| S.N. | Basis Of<br>Valuation                          | Grade(A/B/C)# | Remark |
|------|------------------------------------------------|---------------|--------|
| 1.   | Attendance                                     | A             |        |
| 2.   | Theoretical skills gained                      | А             |        |
| 3.   | Practical skills gained                        | А             |        |
| 4.   | Sincerity&<br>Interest<br>towards work         | А             |        |
| 5.   | Attitude and<br>behavior<br>during<br>training | A             |        |
| 6.   | Coordination<br>with working<br>group          | A             |        |
| 7.   | Overall grade                                  | A             |        |

Date:

Signature with date

Head/Authorized person of the organization of the

INDOR GREEN

Place: INDORE

S. Alice Thomas

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### Acknowledgement

In the accomplishment of completion of our project PASSIVE FILTERS, we would like to sincerely express our gratitude to Dr. Arvind Jain (Associate Professor), who has been supported through the completion of this project.

We would also be thankful to our Principal Dr. Sr. Alice Thomas of St. Paul Institute of Professional Studies, Indore for providing all the required facilities in completion of this project.

Finally, as one of the team members, I would like to appreciate all my group members for their support and coordination, I hope we will achieve more in our future endeavours

| Name of Students | Class          | Roll Number | Signature |
|------------------|----------------|-------------|-----------|
| Shubham Shinde   | B.Sc. III year | 10          | Sphinde   |
|                  | B.Sc. III year | 14          | Youter -  |
| Vikas Patel      | B.Sc. III year | 4           | Chautous  |
| Gautam Mehra     | B.Sc. III year |             | & D'yours |
| Elija D'Souza    |                |             | Char      |
| Shivangi Saxena  | B.Sc. III year |             |           |

Date:

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|   | 1 7 6                                           |
|   | TOPIC - PASSIVE PILTER                          |
|   | T                                               |
|   | INTRODUCTION OF PROJECT.                        |
|   | A filter is a circuit copable of passing        |
|   | Courties Insperson constanting Office Office    |
|   | important prequencies from single that          |
|   | also contain undestrable on virmuevant          |
|   | prequencies.                                    |
|   | Low-pass filters                                |
|   | High- hars filter                               |
| • | The Notch filler                                |
|   | 114 1 +64 +6600 11910 3 1100                    |
|   | but rather they saw frequency.                  |
|   | suspect to the cut-off frequency.               |
|   | Passine Filters & Postude only bassine          |
|   | of the transfer and the fortest                 |
|   | In Contrast active filters we active components |
|   | Such as openings in adjustings                  |
|   | Passine filler and for the south to 300hz       |
|   | The limitation on the former and is a result    |
|   | PRINCIPAL Shirter                               |

\$1 Paul Institute of Professional Studies INDORE I the fact that at low frequencies the Inductance on capacitance would have to be quite large. The support frequency limit is the to the other to the effect of parasitic capacitance and inductances carreful design pratices can external the use of passine circuits and late the gigahertz mange.

many common applical Systhestrers

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whing How to insent

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## Date: NTRODUCTION ORGANISATION. 00 This buisness is working in the following industry scientific and technical services.

Name: Electronius and Electricals.
Sector: Professional Services -> scientific and
technical activities n.e.c.

ISI( wdi: 7490

Contact Virtual Medico Technologies Bissate limited

Phone: 0731 255 8811

(a) coepsite: Vmatech. com

1 6-mail: info @ Imakeh.com

Address: 18-A, Electronic Compter, pardesipura,

Visitual Medico Technologies Put. Ltd

Virtual Median Technologies Put. Ltd is a 8 years 6 months old Pulliate Company incorporated on & sept 2013.
It's rigistered office in in Indone (me) the Company's status is active, and & has filled its arrupal sections and financial statements up to 31 Harch share having an authorized capital of Rollo Rath as per MCA. S. Alice Thomas

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## INTRODUCTION OF ORGIANISATION

Electronics of Electricals India in Nijay nagar, Indou is known to patisfacturily carry to the demands of its customer base. The business come into enistence in 1961 and has since then bun a known mame in its field. It stands located at 18-A Electronic Complex, Pardesipura, Vijay Nagar, Indone.

Electronius & Electricals how a strong market value from the last 55 years in the field of Educational Equipment, Intrument and Trainers. Buing prometres in educational lab items for science colleges, Engineering College, Industrial Training Institutes. They have also marked their excellence in test and measuring Instruments like CRO, 230, former supplies, different types of Meters atc.

Registered in 2013, Electronius & Electricals
has made a name for itself in the
list of top supplies of electrics in
India.

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## OBJECTIVE OF PROJECT.

In this project the student should be able to design and implement passive filter.

Materials Regulard:

- Resistors
- Inductors
- Capacitors
- > Oscilloscope
- Function Generator
- Multimeter
- > Jumper Whees
- > Bread Board

I some frequencies are not designed they can rejected with special abusine called filters. In this project the students should be able to design and construct all passive filter.

(passive means that the filter made of capacitors, Resistans and Inductors).

These abusines are be used as either high bass filter or low fass filter.

The main contribution of this project is
the utilization of evolutionary optimization
technique to achieve on optimize
of passive filter that can optimize
simultaneously several contradictory goals

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such as Achieving the maintnern fossible howmenic citemention at the lowest fossible filter size Composed with consentional design apprenich, the PSO based filter clesion apprenich values in lower numerical values of filter components, which leads to considerable reduction in the size and cost of the passive filter. Morrower, fitter design based on evaluationary search apprenich permits accomposation of several design criteria in the customized objective formation with arbitrary weighting factors upon system design requests and new guid codes apprenich across design requests and new

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## INTRODUCTION OF PASSIVE FILTER

passine litter is a filter built using passine components such as rusistores, a laboritors, inductors. It passine filter is a combination of capacitors and incluctors that are trivial to resonate at a single frequency or through a band of frequencies in power systems, passine filters are used to suppress harmonic currents and decreases voltage distribution appearing in stensitive form of the system.

Passine Filters work by exhibiting different impedance values at the response frequency. I filter Connected in Series Should present high Impedance to the harmonie frequency needs to be blosed. Although a series configuration is possible it is more common to connect filters in parallel such a shunt Configuration dissorts harmonic currents to bround and simultaneously provide reactive power, which may be used to connect the power factor. As such passine shunt filters are designed to be capacitive at the fundamental frequency.

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# BAND STOP FILTER

In alignal processing, a band-stop filter or band-rejection filter is a filter that passes most frequencies unattood, but attenuates those is a specific stand to very low lends. It is the apposite of a band-pass filter. A notch filter is a band-stop filter with a navulow stopband (light a factor).

Navirous notch filters (ophical) are used in Raman spectrusturpy, live sound representations (public address septems, on PA Systems) & in instrument amplifiers (especially amplifiers on precamplifiers for acoustic instruments such as acoustic quitar, mandalis, box intruments and amplifiers, etc.) to recture on premat and a feedback, while laving little noticeable effect.

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of any signals at pass Irou is a simpl oass Course

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# Work Experience

Jook a lot of line. 0h

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| lale: | Page : | 16   |
|-------|--------|------|
| 00000 |        | 1.12 |

## Field Work

| Passive filter are made up of passive of                                            | omponents |
|-------------------------------------------------------------------------------------|-----------|
| Such as resistors, copacitors, and that no amplifying elments (transistors). So her | havo      |
| no amplifying elments (transisters). So her                                         | ce ane    |
| signals' gain, therefore their outpo                                                | 1         |
| signals gain, therefore their outportered is always than input.                     |           |

filter are so named according to the frequency hange at signals that they allow to pass through their while blocking The most commany used filter design are there:

- The low-pass tiller The high-pass tiller
- · The band-pass tilter

The low pass tilter The low pass tilter only allow low trequency signals from OH. to lits cut-off trequency, to point to pass while blocking those any higher.

The high pass tilter. The high pass tilter only allows high frequency signals from its cut of trequency to point and higher to intinity to phase through while blacking there any lowers. There is the man

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The band - pass filter => low signals of any given The second Order low pass tilter was two passive tirst ander order as the higher becomes low pass to Proquency signals trom. PRINCIPAL

of Paul Institute of Professional Studies
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# The High Pass filters Gravit

In this circuit arrangement the rectance of the capacitor its very high at tow frequencies. So the capacitor acts like on open circuit and blocks any input signals off at Vin until the cut off trequent point (tc) is reached. Above the cut off trequency point the reactance of the capacitance has reached sufficiently as to now out more like a short circuit allowing all of the input signal to pass directly to the output.

Passive Bond Pass telter =>

Bond Pass tilter is obtained by cascoding passive low pass and passive high pass filters. This arrangement will provide a selective tilter which passes only certain trequencies. This new PE tilter circuit can able to pass cither are parrow range of trequencies or wide range of trequencies.

This Passage range at trequencies that is either narrow on wide range will depend upon the way the passive how pass I high pass tilter accode. The upper and lower cut left prequencies depend on tilter design. This bond pass tilter is simply appears like a trequency bond stapping between two points.

## Passive low Pass filler ->

That can be designed to modify, heshape and reject all unwanted high frequencies of a clertrical signal and accept an pass only those signals wanted by the arcuit designers. The other words filter out "unwanted signals and an ideal filter will separate and pass sinwodial input signals based upon this languages trequency. In low trequency application constructed (upo 100kHz) posive tiller are generally constructed using RC networks, while higher trequency filters are usually made from RIC components.

Simple first order passive filter can

Simple first order passive filter can be made by connecting together a single repartion in series across on input signals (Vzv) with the autput of the filter (Low) taken from the due tunction of there two components

S-Alice Thomas

PRINCIPAL 3t. Paul Institute of Professional Studies INDORE

| Deln: | Page: 20 |
|-------|----------|

while blocking both the frequencies cither sid lower and Passive Low low fass tiltor is a circuit that to modify, restope or reject signal and accep Signals and Proguency teltors and usua companents tinst onder passive . tilter can toacther capaciton asing V2V) Sia nats from the thore

S. Alize Thomas

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| - | (Date: Page: 21)                                                                                                                                                                                                   |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Ochandina on white                                                                                                                                                                                                 |
| _ | Depanding on which way around we cannect the susister and the capacitor with respect to                                                                                                                            |
| _ | the output usignal determines the tupe of                                                                                                                                                                          |
|   | the output usignal determines the type of filter construction resulting in either a low has filter and high pass filter                                                                                            |
| _ | Selective filter -                                                                                                                                                                                                 |
| _ |                                                                                                                                                                                                                    |
| _ | In this figure shows the bond pass filter cir-                                                                                                                                                                     |
| _ | The superties of low pass and high pass com bination give us band pass filter by assenging one set of RC element in versies and another set of RC element in proallel the circuit behaves like a band pass filter. |
| _ | bination give us band pass litter by assens-                                                                                                                                                                       |
| - | ing one iset of RC element in iteries and                                                                                                                                                                          |
|   | circuit behaves like a band pass litter.                                                                                                                                                                           |
|   |                                                                                                                                                                                                                    |
|   | This given us a secound order filter because the circuit has the two reaction component                                                                                                                            |
|   | one sapacitor belonge to low my filter                                                                                                                                                                             |
|   | litear without any variations in the input                                                                                                                                                                         |
|   | signal this hand pass filter will pass a con-                                                                                                                                                                      |
|   | Pass a certain sange of frequencies The filter                                                                                                                                                                     |
|   | does het produce any extra haise in the                                                                                                                                                                            |
| - | signals                                                                                                                                                                                                            |
| _ | S. Alice Thomas                                                                                                                                                                                                    |
| - |                                                                                                                                                                                                                    |
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| 1 |                                                                                                                                                                                                                    |

# BASIC CONCEPT OF WORKING

Concept Passive engineering Frequency blocke parallel.

## TYPES OF PASSIVE FILTERS

Filters are grouped and specified according to the type of frequencies they suppress or attenuate.

The four common filter classifications are

Low-pass filters attenuate or suppress
signals with frequencies above a porticular
frequency called cutoff or critical frequency
For example, a low pass filter (1.P.F)
with a cutoff frequency of Gottz can
eliminate noise with a frequency

High-Pass filters Suppren or alternate signals with frequencies lower than a particular frequency also called the cutoff or citical frequency. For example, a high-pass filter (the F) with a cutoff frequency of looks Can be used to suppress the unwanted Oc voltage in amplifier systems, if desired.

Band-Pas filter attenuate or suppress
Signals with frequencies outside to band
of frequencies. They are common in TV
or radio tuning circuits.

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## YPES OF PASSIVE FILTERS

Filters are grouped and specified according to the type of frequencies they suppress or attenuate.

the four common filter classifications are listed below:

Low-pass filters attenuate or suppress Signals with frequencies above a porticular frequency Called Cutoff or critical frequency Tax example, a low pass filter (1.P.F) with a cutoff frequency of totto can eliminate noise with a frequency of 60 Hz.

High-Pass filters Suppress or alternate signals with frequencies lower than a pasticular frequency also called the cutoff or critical required. For example, a high-pass filter MPF) with a twoff frequency of looks. Can be used to suppress the unwanted DC voltage in amplifier systems, if desired

Band-Pass filters attenuate or suppress signals with frequencies outside ti of frequencies. They are common in

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### ADVANTAGES AND DISADVANTAGES

#### OF PASSIVE FILTERS

Filtering Circuits are more important to many electronics designs because they are popular form because they do not need a power supply and depend on passive components rather than active components. This past gives information about the advantages and disadvantages of passive filters to better understand this Topic—

#### ADVANTAGE OF PASSIVE PILTERS:

t is reliable.

They can handle large voltage currents and power.
There is no limitation on the frequency

They do not need the additional do power supply for their operation.

Fusy to design.

Cheuter as Compared to active filter

No amplifying elements

Require no power supply

High frequency

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| and the same of |                                                                                                                                             |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------|
|                 | DISHOVANTAGIES OF PASSIVE FILTERS:                                                                                                          |
| =               | Response problems                                                                                                                           |
| >               | Tuning for fixed frequency                                                                                                                  |
| ->              | tixed reactive power compensative                                                                                                           |
| -1              | Large in Size                                                                                                                               |
| -1              | There is no isolation between Input                                                                                                         |
| -1              | The circuit becomes bulky if includors                                                                                                      |
|                 | There is always some loss of signal it can be in the pass band.                                                                             |
| ->              | This circuit can not provide any gain.                                                                                                      |
| ->              | Source loading can take place.                                                                                                              |
| 1               | There is no clear demarcation between pushand and stopband but actually, it gets mixed up.                                                  |
| 7//             | In this frequency response is not sharp since when switching from pursband to Stopband there is no sudden change in output. S. Alice Thomas |
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WHY IT IS CALLED AS PASSIVE FILTERS? Passive filters, so-called because they operate without a source of outside power, are known in the art. Generally these filters comprise cupacitive and inductors and make use to the rec impedance associated and testinate electric types of components to attenuate electric signals of a certain frequency. Passiv fiften also attenuate to Signals baving frequencies to be fittered, i.e. the which is to be passed. energy in the desired property the Source and of the System, all attenuate the pu to a certain extent. This loss is call · Inertion losy 1.

Another problem common to Pussive filters is that they are usually of relatively large size and bulk. This results from the fact that inductors are generally relatively large and bulky, components, typically individing coils and come of a size distracted by the amount of their inductance. Furthermore, a large amount of Inductance is required.

S-Alice Thomas

to attenuate low frequency signals. It is therefore Stunds that possive filters for attenuating low frequency signals may be uncludy large.

A further problem known to pursive inductive Capacitance filters is that Such filters are highly susceptible to outside noise interference. Interference, generally electromagnetic radiation, is picked up by the induction and thereby introcluces into the System. In order to protect the circuit from electromagnetic interference, the filter must be shielded furthermore contributing to the Size and bulk of the filter.

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|     | 10                                                                                                                                                               |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | PASSIVE FILTERS MAVE FOLLOWING DRAWBACKS?                                                                                                                        |
|     | Filtering of                                                                                                                                                     |
|     | affected by the Source impedance.                                                                                                                                |
|     | by the source impedance.                                                                                                                                         |
| 2.  | Amplification of currents on the Source Side at specific frequencies can appear the source and the parallel resonance between the source and the passive filter. |
|     | Side at specific frequencies can access                                                                                                                          |
| -   | the sa the parallel resonance between                                                                                                                            |
|     | she source and the passive filter.                                                                                                                               |
| 8.  | Excessive Current flow into the Passive Filter due to voltage distortion Caused by the possible series resonance with the source.                                |
|     | filter due to walting into the Parlie                                                                                                                            |
|     | by the possible script relation Caused                                                                                                                           |
|     | the source with                                                                                                                                                  |
|     | A                                                                                                                                                                |
| 1/2 | AND WITH RESPECT TO PUTINE FILTER:-                                                                                                                              |
| 4.  | The is difficult to construct a large.  outed current source with a rapid                                                                                        |
|     | rated current source with                                                                                                                                        |
| -   | current response.                                                                                                                                                |
| -   |                                                                                                                                                                  |
| a:  | There are high initial and running                                                                                                                               |
|     | Cost.                                                                                                                                                            |
|     |                                                                                                                                                                  |
| _   |                                                                                                                                                                  |
|     |                                                                                                                                                                  |
| -   | S. Alive Thomas                                                                                                                                                  |
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| 1   | INDORE -                                                                                                                                                         |

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## PROTECT WORK REPORT

| firstly, we took our topic and consult                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| well at when even we felt like its                                                                                                                  |
| well as when ever we felt like its                                                                                                                  |
| necessary carried out changes by any                                                                                                                |
| guide and than proceed for next                                                                                                                     |
| step. As we all know data plays or                                                                                                                  |
| essential role in making penale telique                                                                                                             |
| in your alluvations so we collected                                                                                                                 |
| proper Information le data regarding                                                                                                                |
| oui topie i.e Passive Cillers we                                                                                                                    |
| divided our marks or our the division                                                                                                               |
| of reposits. Took signature of peroject quide as erequired an our progress reposit use simply followed the project quidelines and instruction which |
| quide as evegenned for our Oprogress                                                                                                                |
| exeposit we simply followed the                                                                                                                     |
| purject guidelines and instruction which                                                                                                            |
| and composited with him we were                                                                                                                     |
| and corporated with him we were                                                                                                                     |
| provided with 4-5 Supervisors for                                                                                                                   |
| Que help & Supervision while working                                                                                                                |
| in the complex we worked manufactly                                                                                                                 |
| with commitment and engined that                                                                                                                    |
| the pergeot report Activity, complition                                                                                                             |
| done, as ben the scheduled time                                                                                                                     |
| gain time given by the guide 1.8.                                                                                                                   |
| days and avoided the last time!                                                                                                                     |
| rinuted hustle                                                                                                                                      |
|                                                                                                                                                     |

S. Alize Thomas

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# METHODS OF ANALYSIS

|   | Passive implementation are based an                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | combination all based an                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|   | (L) and Composition (R), inductors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|   | combination of metation are based and (1) and Capacidous (C). Those type are collectively known as Passive fielders external power supply and depend upon an external power supply and the order                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|   | because of their de tassive feller                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|   | contain upon an external pariser supply and they do not and they do not contain active                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|   | contain upon an supply and they do not                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|   | and they do not external parties supply                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|   | companent such as transistans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| J | 1 marxi Xiloux                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1 | Passive filters are a popular from and they are guranted stability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|   | they are a populary form and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|   | garantea Stability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|   | First we took the puint out on iron plate Iboard So that we could get its correct shape, size and line we stanted cutting the iron plate to connect the component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|   | board and the punt out on iron plate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1 | Share size and 100 could get its correct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|   | the iron plate to connect the component of the Capacitor (c), indicators (c) and resistors (c) Step by step. The method technology we applied is very unique and the challenging from all of w (5 Students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| I | is component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Ī | (e) and resiston                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|   | the sep by step. The method technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| İ | chall applied is very unique and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Ī | all of us (5 Students)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| - | The state of the s |
| - | such as duilling, cutting, connecting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| - | the nines together, how to put the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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## CHALLENGIES IN FIELD PROJECT

Challenger us freed during our field work

logistically challenging feld work Clauxann concouns duni devices In ing are placed start extra cautions Capacitors manage the proj

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# APPLICATIONS OF VASSIVE FILTER

There are used in univeless communication medium at transmitten to receive a Circuite. In transmitten section this filter will pass the only required signals and reduce the interfering of signals with other Stations. In received section, it will help from unwanted signal penetration in to the chammels.

These are used to optimize the signal to noise ratio of the recivers.

· There are used in optical communication

They are used in some of the terhniques

Inexe are also used in medical field. Instrument like EFG

In telephonic application, at DSL to split phone le borad band signals.

They are used in Radio tuning to a specific frequency.

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|   | (Onla: Page: 34)                                            |
|---|-------------------------------------------------------------|
|   | Used in pre-amplification, Equilization,                    |
|   | Extensively used in Medical Electronic                      |
| • | They are used in Signal processing circuit                  |
| • | Used to eliminate background Noise.                         |
|   |                                                             |
|   |                                                             |
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|   |                                                             |
|   |                                                             |
| - |                                                             |
| - |                                                             |
| ~ |                                                             |

Difference between Low pass and high pass filter Low pass filter High pass filter LIF one used for smape LPF are used for sh-aspeting the image It blocks by altogation It blocks on alternates low frequency Low frequency is High frequency is pre-LPF only pars below cut - of ferequency LPF only pass above out off frequency Resister is in the in-put side capaciton at the output uside Capaciton in the input isside and oversisted at output isde It is use to semove of It is use to in gremous of aliasing effect noise In communication sincuit as antialissing filter In audio amplifiers

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| Tate: | Page | 30  |
|-------|------|-----|
|       |      | 200 |

## FILTER TERMINALOGY

Possband The sange of frequencies where the subject

Stapbard The garge of ferequencies whose the out-

Passband sipple The variations or oscillation in the bandpass or excess band their arcillation typically occurs associated the value of 1.0 co. at a dB if the amplitude is expressed in decibels the supple yalue is 2a, where a is a parameter depandent on the circuit component

Stopbard Forequency The orepresents the variation in the stopbard oregion The oripple is equal to the parameter as which is determined by the listent component attributor.

Critical Frequency This is the frequency at which the exesponses leaves the payband supple.

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|                                                                   | Date: Page: 37                                                                           |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|                                                                   |                                                                                          |
| LONCLUSION                                                        |                                                                                          |
| LONCLUS LOI                                                       | V                                                                                        |
| Tilles desure a 1                                                 | sitical scale in many common                                                             |
| application, Such                                                 | application include pousest<br>lectronics and stadio commu-<br>can be of four main types |
| Supplies, audio el                                                | betainies, and madio commu-                                                              |
| nications tilter o                                                | can be of four main types                                                                |
| - LIM LINES - PROCEST                                             | 9                                                                                        |
| · High pass filter                                                |                                                                                          |
| · Notch / band stop                                               | Eltoer                                                                                   |
| · Band pass filter<br>· Notch / band stop<br>(though those are al | so all par filteres)                                                                     |
|                                                                   |                                                                                          |
| We leasined a bit a                                               | bout how to describe filters in accomplish.                                              |
| and what they co                                                  | in accomplish.                                                                           |
| Filters are lainte                                                | simple ones under tool and                                                               |
| are an inhoritant                                                 | tool for a signal hypocassim                                                             |
| engineer to be lan                                                | simple once understood, and tool for a signal processing vilian with.                    |
|                                                                   |                                                                                          |
| Morous here I as                                                  | gralude that a simple prising                                                            |
| and fass filter and                                               | high pass filter, can be meeting together in socies a a single capacitor an indector     |
| Mily made by con                                                  | meeting logether in societ a                                                             |
| magle heuster with                                                | a usingle saproule an indector                                                           |
|                                                                   |                                                                                          |
| For Low pass filter                                               | ,                                                                                        |
| in the pass fiction                                               |                                                                                          |
| ou par litter m                                                   | vates the signals with low<br>Sales the signals with high                                |
| frequency and atten                                               | vates the signal with high                                                               |
| frequency.                                                        | S. Alice Thomas                                                                          |
| 0 1-                                                              | PRINCIPAL                                                                                |

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### KEFERENCE LIST

+ https: 11 www. pscad. com > l'ilters > Passin filter

- hllps: // www. electronics. tutorials. ws.

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# Project Work









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