ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES ::TIRUPATI
(AUTONOMOUS)
INTERNSHIP DETAILS :: 2021– 22

S.No.	Title of the Project	Venue(Physical mode:Area/ Virtual Mode: Platform)	Duration	Mentor
1	Cloud-Bases Project on Health-Care and Pharma Sector	Online	2 Months	Mrs. B Rupa Devi
2	Face Emotion Recognition Using Sequential CNN Model	Online	2 Months	Mr. G Ramakrishna
3	Machine Learning Based Flood Prediction	Online	2 Months	Dr. S Jumlesha
4	Cloud based Data Analytics on Banking Domain	Online	2 Months	Ms K Divya Reddy
5	Cyber Security and Artificial Intelligence for Cloud-based Internet of Transportation Systems	Online	2 Months	Ms. G Kanishaka
6	Driver Drowsiness Classification Based on Eye Blink and Head Movement Features	Online	2 Months	Mr. N Venkatramana
7	Fake Reviews Detection Using Supervised Machine Learning	Online	2 Months	Ms. T Ramya Sri
8	Stress Detection in Social Media Blogs	Online	2 Months	Mr. M Kiran Moni
9	Flight Delay Prediction Based on Aviation Big Data and Machine Learning	Online	2 Months	Dr. K Navaz
10	Auotmatic Traffic sign Recognition using AI and Deep Learning Algorithm	Online	2 Months	Mr. B Ramana Reddy
11	An Efficient Spam Detection Technique For IoT Devices Using Machine Learning	Online	2 Months	Mr. G Ramakrishna
12	Road Accident Prediction Model	Online	2 Months	Mr. S Sundara Pandiyan
13	Detecting the Security Level of Various Cryptosystems Using Machine Learning	Online	2 Months	Mrs. P Charishma
14	Application of Visual Cryptography Scheme in Software Watermarking	Online	2 Months	Dr. S Athinarayanan
15	Implementing Data Cloud for Retail Data Analytics and Consumer Packge Goods	Online	2 Months	Mr. T Sreenivasula Reddy
16	Health care analysis using machine learning	Online	2 Months	Mr. B.Ramana Reddy
17	Predictive Diabetes Diagnosis using Datamining Algorithms	Online	2 Months	Ms.Reddi Durgasree
18	A light weight policy update scheme for outsourced personal health records sharing.	Online	2 Months	Mr.B.Sunil Kumar
19	Job Classification Using Machine Learning Algorithms	Online	2 Months	Mrs.B Rupa Devi
20	Detection and classification of Acute Illness of facial cues using Machine Learning	Online	2 Months	Mrs. H. Teja
21	Cryptanalysis of an anonymous and tracable group data sharing in cloud computing	Online	2 Months	Dr. S. Athinarayanan

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nology & Sciences, Tirupati-5

22	SENTIMENT ANALYSIS OF A PRODUCT BASED ON USER REVIEWS USING RANDOM FORESTS ALGORITHM	Online	2 Months	Ms. D Dhanya
23	A Categorization of Cloud-Based Services and Their Security Analysis in the Healthcare Sector	Online	2 Months	Dr. K. Navaz
24	Smart Tender/Contract Management System Using Blockchain	Online	2 Months	Ms. L Charitha
25	Security improvement of cloud data using hybrid cryptography and stegnography	Online	2 Months	Mr. T. Sreenivasula Reddy
26	A HIGHER - LEVEL SECURITY SCHEME FOR KEY ACCESS ON CLOUD COMPUTING	Online	2 Months	Mrs M.Lakshmi Preethi
27	FUZZY ELLIPTIC CURVE CRYPTOGRAPHY BASED CIPHER TEXT POLICY ATTRIBUTE BASED ENCRYPTION FOR CLOUD SECURITY	Online	2 Months	Dr.S.Jumlesha
28	Managing Privacy and Security in Cashless Society	Online	2 Months	Mrs.P.Anusha
29	Automatic grading of answer sheets of high school students	Online	2 Months	Mrs.S.Venkata Lakshmi
30	Detecting Fake Accounts on Social Media	Online	2 Months	Mr. B. Ramana Reddy
31	Project management system using Android	Online	2 Months	Dr.K.Navaz
32	Revocable Multi-Authority Encryption for Cloud Storage	Online	2 Months	Mr.T. Sai Kishore
33	ARTISPOT Mobile App	Online	2 Months	Mr. S. Athinarayanan
34	Covid-19 detection using CNN	Online	2 Months	Mr. S. Jumlesha
35	Detection & Classification of Pneumonia in Chest X-RAY images using deep learning techniques	Online	2 Months	Mr.T.Sreenivasula Reddy
36	Online Interaction among Students and Faculty	Online	2 Months	Mr. B. Sunil Kumar
37	Reform Mobile App	Online	2 Months	Ms. K.Susmitha
38	GAMBOL SPARK MOBILE APP	Online	2 Months	Ms. J. Sivarani
39	Hospital Management System	Online	2 Months	Mr.J.Chandra babu
40	Automatic parking space management using vehicle detection	Online	2 Months	Mrs. B. Rupa Devi Singh
41	Accident Prevention System	Online	2 Months	MR.S.PRATHAP

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Dept. of Computer Science & Engg
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Technology & Sciences, Tirupati-5

YLR INFOTECH PRIVATE LIMITED

10-14-582, Above HDFC Bank, Beside CMR Shopping Mall V.V Mahal Road
Tirupati - 517501, Chittoor Dist., A.P., India.
Mobile: +91 88856 56699, e-mail: ylrinfotech@gmail.com, info@ylrinfotech.com
Website: https//ylrinfotech.com

Date: 05-06-2022

INTERNSHIP CERTIFICATE

This is to certify that **Miss. P. NANDHINI** bearing **Roll no.: 18AK1A0584**, a student of **ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES (AUTONOMOUS)** has completed on internship in **PYTHON** from **30 - April - 2022 to 05 - June - 2022.**

P. NANDHINI has worked as a full stack Python developer. This internship involved over all Python concepts which was successfully completed by P. NANDHINI. She is well versed in PYHTON, DJANGO FRAME WORK.

We found her to be highly sincere, hardworking, result-oriented & innovative during her tenure with us. We wish her all the best in all her future endeavours.

Your Sincerely.

YASESHWINI ,
YLR Info tech.

For YLR INFOTECH PRIVATE LIMITED
Director

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Annamacharya Institute of
Technology & Sciences, Tirupati-5

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ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES :: TIRUPATI
(AUTONOMOUS)
Department of CSE
COMMUNITY SERVICE PROJECT(CSP)

Name of Event	Number of Activities	Number of Students Involved
CSP	24	193

HOD

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Dept. of Computer Science & Engg
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Technology & Sciences, Tirupati-5

Annamacharya Institute of Technology and Sciences::Tirupati
Department of Computer Science & Engineering
COMMUNITY SERVICE PROJECT

S.NO	ROLLNO	NAME OF THE STUDENT	BATCH	GUIDE NAME	Tittle of the Project
1	20AK1A0546	A JAHNAVI	1	Ms.Y.Saroja	Teaching and tutoring ideas
2	20AK1A0544	M HIRANMAYEE			
3	20AK1A0507	P BHAGYA SRI			
4	20AK1A0531	V GNANIKA			
5	20AK1A0550	JAYANTHI			
6	20AK1A0551	JAYSHEEL			
7	20AK1A0543	HIMAKAR			
8	21AK5A0504	BHOOMIKA			
9	20AK1A0537	P HARIKA	2	Dr.Shaik Jumelesha	Agriculture and Farming
10	20AK1A0521	C DEEPTHI			
11	20AK1A0540	G HEMALATHA			
12	20AK1A0539	A HEMALATHA			
13	20AK1A0530	V GNANAPRASUNA			
14	20AK1A0532	GOPICHANDANA			
15	20AK1A0542	R HIMABINDHU			
16	21AK5A0501	ARJUN	3	Dr.S.Athinaryanan	Ideas to help Environment and fight climate change
17	21AK5A0502	BHANUPRAKASH			
18	21AK5A0505	CHANDRA			
19	21AK5A0506	CHANDRASEKAR			
20	21AK5A0507	DASTAGIRI			
21	21AK5A0508	DHANUSH			
22	21AK5A0509	HARSHIT			
23	21AK5A0510	KARTHIK			
24	20AK1A0504	AKHIL			
25	20AK1A0508	BHANUPRIYA	4	Dr.K.Navaz	Computer Literacy Awareness Survey
26	20AK1A0510	G BHARGAVI			
27	20AK1A0511	K BHARGAVI			
28	20AK1A0527	FASIYA			
29	20AK1A0535	HARIKA			
30	20AK1A0517	GAYATHRI A			
31	20AK1A0501	AASHRITHA VARMA C	5	Mr.J.Chandra Babu	Health and Wellbeign
32	20AK1A0513	EMURU CHANDHINI			
33	20AK1A0514	A CHANDRIKA			
34	20AK1A0557	K KAVYA			
35	20AK1A0555	C JYOTSNA			
36	20AK1A0552	JHANSI			

37	20AK1A0506	ANUSHA	6	Mrs.B.Rupa Devi	Animal Birth Control and Anti Rabies Vaccinationation for Stray Dogs
38	20AK1A0512	BHARGAVI			
39	20AK1A0547	JASHNAVI			
40	20AK1A0545	G.JAHNAVI			
41	20AK1A0505	AKHILA			
42	20AK1A0503	AJAY			
43	20AK1A0519	CHIRUDEEP			
44	20AK1A0560	KIRAN			
45	20AK1A0516	CHARITHA	7	Mr.S.Prathap	Organic farming
46	20AK1A0558	KAVYA			
47	20AK1A0526	DIVYA			
48	20AK1A0515	CHANDU			
49	20AK1A0518	CHIRANJEEVI			
50	20AK1A0523	DINESH			
51	20AK1A0509	BHARGAVI			
52	20AK1A0533	GOWTHAM	8	Mr.T.Sreenivasula Reddy	Community Cleanliness and Improvement
53	20AK1A0538	CHANDRA			
54	20AK1A0534	HARI KRISHNA			
55	20AK1A0559	KIRAN			
56	20AK1A0549	JAYANTH			
57	20AK1A0553	JITHESH			
58	20AK1A0556	VISWANATH			
59	20AK1A0502	ABHINAYA P	9	Mr.V.Sambasiva	planataion
60	20AK1A0520	DEEPA K			
61	20AK1A0522	DHEERAJ G			
62	20AK1A0524	DINESH P			
63	20AK1A0528	CHARITHA T			
64	20AK1A0529	GIRIDHAR REDDY M			
65	20AK1A0541	HEMANTH E			
66	20AK1A0554	JOHNSON PAUL R			
67	21AK5A0503	BHARGAV A			

Project Co-ordinator

HOD

HEAD
Dept. of Computer Science & Engg
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Technology & Sciences, Tirupati-5

Annamacharya Institute of Technology and Sciences::Tirupati

Department of Computer Science & Engineering

COMMUNITY SERVICE PROJECT

S.NO	ROLLNO	NAME OF THE STUDENT	BATCH	GUIDE NAME	Tittle of the Project
1	20AK1A0576	MANUVARDHINI	1	Mrs.S.Venkata Lakshmi	OrganicFarming on Fruits and Vegetables
2	20AK1A0577	MEGHANA.P			
3	20AK1A0583	MUKESH.D			
4	20AK1A0584	MUNI TEJA.V			
5	20AK1A0586	NAFEESA SULTHAN			
6	20AK1A05B9	ROHITH.J			
7	21AK5A0512	KULADEEP CHOWDARY.P			
8	20AK1A0562	KOUSHIK.U.S	2	Mr.C.Bhanu Prakash	Floriculture and ornamental Flowers
9	20AK1A0568	LIKITH SAI.G			
10	20AK1A0569	LIYAZ BHANU SHAIK			
11	20AK1A0571	MADHAVI.M			
12	20AK1A0578	MEGHANA REDDY.K			
13	20AK1A0579	MONIKA.M			
14	20AK1A0594	NIYATHI.L			
15	20AK1A0595	NIKITHA.P			
16	21AK5A0514	LAKSHMI VARA PRASAD			
17	20AK1A0598	OBAIAH.G	3	Mrs.P.Charishma	Health and wellbeing
18	20AK1A0599	PARTHA SARADHI NAIDU.K			
19	20AK1A05A0	PAVAN KUMAR.S			
20	20AK1A05A1	PAVAN TEJA.G			
21	20AK1A05A6	PREM KUMAR.M			
22	20AK1A05A7	PRUDHVI GANESH.T			
23	20AK1A05B5	SHAIK RAZAULLA			
24	20AK1A05C0	ROHITH KUMAR REDDY.I			
25	21AK5A0513	SURESH.B			
26	20AK1A0580	MOUNIKA.K	4	Mrs.G.Sailaja	Food collection and distribution
27	20AK1A0582	MOUNIKA.P			
28	20AK1A05A9	PUSHPANJALI.U			
29	21AK5A0511	KIRAN ACHARI.M			
30	21AK5A0515	LALITH KUMAR.K			
31	21AK5A0516	LOKESHWAR REDDY.Y			
32	21AK5A0518	MADHURI.V			
33	21AK5A0519	KAMALLI.M			
34	21AK5A0520	MANJUNATH.M			
35	20AK1A0565	LAKSHMI DEVI.M	5	Mr.D.Sainath	Crop rotation and organic farming
36	20AK1A0567	LAVANYA.G			
37	20AK1A0587	NANDINI.M			
38	20AK1A05A2	PAVITHRA REDDY.P			
39	20AK1A05A3	POOJITHA.C			
40	20AK1A05A4	POOJITHA.R			
41	20AK1A05B1	RACHANA.C			
42	20AK1A05B2	RADHIKA.M			
43	21AK5A0517	MADHU CHANDANA.G			

44	20AK1A0563	KRISHNA.K	6	Mr.B.Sunil Kumar	Plantation
45	20AK1A0564	KULLAI SWAMY.M			
46	20AK1A0566	LAKSHMI NARAYANA REDDY.			
47	20AK1A0574	MAHESH.M			
48	20AK1A0575	MAHESH.P			
49	20AK1A0591	NARENDRA.V			
50	20AK1A0593	NAVEEN KUMAR REDDY.B			
51	20AK1A0596	NITHIN KUMAR.S			
52	20AK1A05B6	REDDY PRAKASH.T			
53	20AK1A0561	KOMAL.K	7	Mr.N.Venkata Ramana	Road Problems in Rural Areas
54	20AK1A0570	LOKESHWAR REDDY.B			
55	20AK1A0572	MADHU SUDHAN.G			
56	20AK1A0589	NARAHARI MURTHY.V			
57	20AK1A0590	NARENDRA.D			
58	20AK1A0592	NAVEEN.P			
59	20AK1A05B0	RAAHID SHAIK			
60	20AK1A05B4	RANJITH NAIK			
61	20AK1A05B7	REDDY SHEKAR REDDY.B			

Project Co-ordinator

HOD

Dept. of Computer Science & Engg
Annamacharya Institute of
Technology & Sciences, Tirupati-5

Annamacharya Institute of Technology and Sciences::Tirupati

Department of Computer Science & Engineering

COMMUNITY SERVICE PROJECT

S.NO	ROLLNO	NAME OF THE STUDENT	BATCH	GUIDE NAME	Tittle of the Project
1	20AK1A05D7	K SREENIKHITHA	1	Mr.P.Bhanu Prakash	Career Choice Guidance
2	20AK1A05C7	T SWETHA			
3	20AK1A05G6	TEJASWINI			
4	20AK1A05G4	YASWANTH			
5	20AK1A05G5	YUGANDHAR			
6	20AK1A05C5	SAI GANESH			
7	20AK1A05C8	SAI VENKATA GANESH			
8	21AK5A0523	PRASANTH			
9	20AK1A05E7	B TEJASWINI	2	Mrs.Reddi Durga Sree	Blood Levels and Groups
10	20AK1A05C4	G SAI ESHMITA			
11	20AK1A05D6	T SINDHU SREE			
12	20AK1A05F1	S VYSHNAVI			
13	20AK1A05G0	O VINITHA			
14	20AK1A05E1	C SRUJANA			
15	20AK1A05F2	G VAMSI KRISHNA			
16	21AK5A0535	I SURYA			
17	19AK1A05F1	SASIRAJU			
18	20AK1A05D0	V SAI KEERTHI	3	Mrs.H.Teja	Organic farming
19	20AK1A05D4	V SANNUTHA			
20	20AK1A05D8	M SREELEKHA			
21	20AK1A05D9	R SREE VARSHA			
22	20AK1A05D1	SHAIK SAMEER			
23	20AK1A05F8	K VINAY KUMAR			
24	20AK1A05G3	M YASWANTH SAI			
25	21AK5A0527	K SOMESH			
26	21AK5A0530	E VENKAT			
27	20AK1A05F5	PV SUVITHA	4	Mrs.C.Hemavathy	Agriculture and Sustainable Farming
28	20AK1A05F6	C VENKATASUBBULU			
29	20AK1A05F9	S VINEELA			
30	19AK1A05G3	A SRAVANI			
31	20AK1A05D2	S SAMPOORNA			
32	21AK5A0536	DIWAKAR			
33	21AK5A0524	SAI RAM			
34	21AK5A0525	GHOUSE BASHA			
35	20AK1A05C1	A ROHIT SAI	5	Mr.U.Prem Sagar	Ideas on Tutoring School Students for their Better Future
36	20AK1A05C3	M SADDAM			
37	20AK1A05C6	D SAI SOWMYA			
38	20AK1A05C9	Y SAI YASHVANTH			
39	20AK1A05D3	M SANJANA			
40	20AK1A05E5	K SUNIL GANESH			
41	20AK1A05E8	K THANOOJA			
42	20AK1A05F0	T TONIKA			
43	20AK1A05F3	G VARSHITHA			

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Technology & Sciences, Tirupati-5

44	20AK1A05C2	RUKHAIAH	6	Ms.J.Siva Rani	Water facilities and drinking water availability
45	20AK1A05D5	P SASIKALA			
46	20AK1A05E0	MK SREYA			
47	20AK1A05E6	P TEJASWI			
48	20AK1A05E3	SULAIMAN			
49	20AK1A05E4	SUMANTH			
50	20AK1A05E9	THARUN SAI			
51	20AK1A05G2	YASASWINI			
52	20AK1A05F7	VIJAY			
53	21AK5A0521	MANOJA	7	Mr.S.Revanth Babu	ideas for community cleanliness and improvement
54	21AK5A0522	NEELAKANTESWARA			
55	21AK5A0526	SIVA KRISHNA			
56	21AK5A0528	SUCHARITHA			
57	21AK5A0529	SUDHEER			
58	21AK5A0533	VISHNU			
59	19AK1A05I3	VINAY			
60	21AK5A0531	B VENU GOPAL	8	Mr.T.Sai Kishore	Government Schemes in Agriculture Sector
61	21AK5A0532	G VINAY KUMAR			
62	21AK5A0534	S VISWANADH			
63	20AK1A05G1	VINUTHNA			
64	29AK1A05E2	SUDHEER BABU			
65	20AK1A05F4	CH VENKATA SOWMYA			

Project Co-ordinator

HOD

HEAD
Dept. of Computer Science & Engg.
Annamacharya Institute of
Technology & Sciences, Tirupati-517

Annamacharya Institute of Technology and Sciences::Tirupati
Department of Computer Science & Engineering
COMMUNITY SERVICE PROJECT

S.NO	ROLLNO	NAME OF THE STUDENT	BATCH	GUIDE NAME	Tittle of the Project
1	20AK1A05D7	K SREENIKHITHA	1	Mr.P.Bhanu Prakash	Career Choice Guidance
2	20AK1A05C7	T SWETHA			
3	20AK1A05G6	TEJASWINI			
4	20AK1A05G4	YASWANTH			
5	20AK1A05G5	YUGANDHAR			
6	20AK1A05C5	SAI GANESH			
7	20AK1A05C8	SAI VENKATA GANESH			
8	21AK5A0523	PRASANTH			
9	20AK1A05E7	B TEJASWINI	2	Mrs.Reddi Durga Sree	Blood Levels and Groups
10	20AK1A05C4	G SAI ESHMITA			
11	20AK1A05D6	T SINDHU SREE			
12	20AK1A05F1	S VYSHNAVI			
13	20AK1A05G0	O VINITHA			
14	20AK1A05E1	C SRUJANA			
15	20AK1A05F2	G VAMSI KRISHNA			
16	21AK5A0535	I SURYA			
17	19AK1A05F1	SASIRAJU			
18	20AK1A05D0	V SAI KEERTHI	3	Mrs.H.Teja	Organic farming
19	20AK1A05D4	V SANNUTHA			
20	20AK1A05D8	M SREELEKHA			
21	20AK1A05D9	R SREE VARSHA			
22	20AK1A05D1	SHAIK SAMEER			
23	20AK1A05F8	K VINAY KUMAR			
24	20AK1A05G3	M YASWANTH SAI			
25	21AK5A0527	K SOMESH			
26	21AK5A0530	E VENKAT			
27	20AK1A05F5	PV SUVITHA	4	Mrs.C.Hemavathy	Agriculture and Sustainable Farming
28	20AK1A05F6	C VENKATASUBBULU			
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31	20AK1A05D2	S SAMPOORNA			
32	21AK5A0536	DIWAKAR			
33	21AK5A0524	SAI RAM			
34	21AK5A0525	GHOUSE BASHA			
35	20AK1A05C1	A ROHIT SAI	5	Mr.U.Prem Sagar	Ideas on Tutoring School Students for their Better Future
36	20AK1A05C3	M SADDAM			
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39	20AK1A05D3	M SANJANA			
40	20AK1A05E5	K SUNIL GANESH			
41	20AK1A05E8	K THANOOJA			
42	20AK1A05F0	T TONIKA			
43	20AK1A05F3	G VARSHITHA			

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Dept. of Computer Science & Engg
Annamacharya Institute of
Technology & Sciences, Tirupati-5

44	20AK1A05C2	RUKHAIAH	6	Ms.J.Siva Rani	Water facilities and drinking water availability
45	20AK1A05D5	P SASIKALA			
46	20AK1A05E0	MK SREYA			
47	20AK1A05E6	P TEJASWI			
48	20AK1A05E3	SULAIMAN			
49	20AK1A05E4	SUMANTH			
50	20AK1A05E9	THARUN SAI			
51	20AK1A05G2	YASASWINI			
52	20AK1A05F7	VIJAY			
53	21AK5A0521	MANOJA	7	Mr.S.Revanth Babu	ideas for community cleanliness and improvement
54	21AK5A0522	NEELAKANTESWARA			
55	21AK5A0526	SIVA KRISHNA			
56	21AK5A0528	SUCHARITHA			
57	21AK5A0529	SUDHEER			
58	21AK5A0533	VISHNU			
59	19AK1A05I3	VINAY			
60	21AK5A0531	B VENU GOPAL	8	Mr.T.Sai Kishore	Government Schemes in Agriculture Sector
61	21AK5A0532	G VINAY KUMAR			
62	21AK5A0534	S VISWANADH			
63	20AK1A05G1	VINUTHNA			
64	29AK1A05E2	SUDHEER BABU			
65	20AK1A05F4	CH VENKATA SOWMYA			

Project Co-ordinator

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Dept. of Computer Science & Engg.
Annamacharya Institute of
Technology & Sciences, Tirupati-5

Annamacharya Institute of Technology and Sciences::Tirupati

Department of Computer Science & Engineering

COMMUNITY SERVICE PROJECT

S.NO	ROLLNO	NAME OF THE STUDENT	BATCH	GUIDE NAME	Tittle of the Project
1	20AK1A0576	MANUVARDHINI	1	Mrs.S.Venkata Lakshmi	OrganicFarming on Fruits and Vegetables
2	20AK1A0577	MEGHANA.P			
3	20AK1A0583	MUKESH.D			
4	20AK1A0584	MUNI TEJA.V			
5	20AK1A0586	NAFEESA SULTHAN			
6	20AK1A05B9	ROHITH.J			
7	21AK5A0512	KULADEEP CHOWDARY.P			
8	20AK1A0562	KOUSHIK.U.S	2	Mr.C.Bhanu Prakash	Floriculture and ornamental Flowers
9	20AK1A0568	LIKITH SAI.G			
10	20AK1A0569	LIYAZ BHANU SHAIK			
11	20AK1A0571	MADHAVI.M			
12	20AK1A0578	MEGHANA REDDY.K			
13	20AK1A0579	MONIKA.M			
14	20AK1A0594	NIYATHI.L			
15	20AK1A0595	NIKITHA.P			
16	21AK5A0514	LAKSHMI VARA PRASAD			
17	20AK1A0598	OBAIAH.G	3	Mrs.P.Charishma	Health and wellbeing
18	20AK1A0599	PARTHA SARADHI NAIDU.K			
19	20AK1A05A0	PAVAN KUMAR.S			
20	20AK1A05A1	PAVAN TEJA.G			
21	20AK1A05A6	PREM KUMAR.M			
22	20AK1A05A7	PRUDHVI GANESH.T			
23	20AK1A05B5	SHAIK RAZAULLA			
24	20AK1A05C0	ROHITH KUMAR REDDY.I			
25	21AK5A0513	SURESH.B			
26	20AK1A0580	MOUNIKA.K	4	Mrs.G.Sailaja	Food collection and distribution
27	20AK1A0582	MOUNIKA.P			
28	20AK1A05A9	PUSHPANJALI.U			
29	21AK5A0511	KIRAN ACHARI.M			
30	21AK5A0515	LALITH KUMAR.K			
31	21AK5A0516	LOKESHWAR REDDY.Y			
32	21AK5A0518	MADHURI.V			
33	21AK5A0519	KAMALLI.M			
34	21AK5A0520	MANJUNATH.M			
35	20AK1A0565	LAKSHMI DEVI.M	5	Mr.D.Sainath	Crop rotation and organic farming
36	20AK1A0567	LAVANYA.G			
37	20AK1A0587	NANDINI.M			
38	20AK1A05A2	PAVITHRA REDDY.P			
39	20AK1A05A3	POOJITHA.C			
40	20AK1A05A4	POOJITHA.R			
41	20AK1A05B1	RACHANA.C			
42	20AK1A05B2	RADHIKA.M			
43	21AK5A0517	MADHU CHANDANA.G			

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44	20AK1A0563	KRISHNA.K	6	Mr.B.Sunil Kumar	Plantation
45	20AK1A0564	KULLAI SWAMY.M			
46	20AK1A0566	LAKSHMI NARAYANA REDDY.			
47	20AK1A0574	MAHESH.M			
48	20AK1A0575	MAHESH.P			
49	20AK1A0591	NARENDRA.V			
50	20AK1A0593	NAVEEN KUMAR REDDY.B			
51	20AK1A0596	NITHIN KUMAR.S			
52	20AK1A05B6	REDDY PRAKASH.T			
53	20AK1A0561	KOMAL.K	7	Mr.N.Venkata Ramana	Road Problems in Rural Areas
54	20AK1A0570	LOKESHWAR REDDY.B			
55	20AK1A0572	MADHU SUDHAN.G			
56	20AK1A0589	NARAHARI MURTHY.V			
57	20AK1A0590	NARENDRA.D			
58	20AK1A0592	NAVEEN.P			
59	20AK1A05B0	RAAHID SHAIK			
60	20AK1A05B4	RANJITH NAIK			
61	20AK1A05B7	REDDY SHEKAR REDDY.B			

Project Co-ordinator

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Dept. of Computer Science & Engg
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Technology & Sciences, Tirupati-5

Annamacharya Institute of Technology and Sciences::Tirupati
Department of Computer Science & Engineering
COMMUNITY SERVICE PROJECT

S.NO	ROLLNO	NAME OF THE STUDENT	BATCH	GUIDE NAME	Tittle of the Project
1	20AK1A0546	A JAHNAVI	1	Ms.Y.Saroja	Teaching and tutoring ideas
2	20AK1A0544	M HIRANMAYEE			
3	20AK1A0507	P BHAGYA SRI			
4	20AK1A0531	V GNANIKA			
5	20AK1A0550	JAYANTHI			
6	20AK1A0551	JAYSHEEL			
7	20AK1A0543	HIMAKAR			
8	21AK5A0504	BHOOMIKA			
9	20AK1A0537	P HARIKA	2	Dr.Shaik Jumelesha	Agriculture and Farming
10	20AK1A0521	C DEEPTHI			
11	20AK1A0540	G HEMALATHA			
12	20AK1A0539	A HEMALATHA			
13	20AK1A0530	V GNANAPRASUNA			
14	20AK1A0532	GOPICHANDANA			
15	20AK1A0542	R HIMABINDHU			
16	21AK5A0501	ARJUN	3	Dr.S.Athinaryanan	Ideas to help Environment and fight climate change
17	21AK5A0502	BHANUPRAKASH			
18	21AK5A0505	CHANDRA			
19	21AK5A0506	CHANDRASEKAR			
20	21AK5A0507	DASTAGIRI			
21	21AK5A0508	DHANUSH			
22	21AK5A0509	HARSHIT			
23	21AK5A0510	KARTHIK			
24	20AK1A0504	AKHIL			
25	20AK1A0508	BHANUPRIYA	4	Dr.K.Navaz	Computer Literacy Awareness Survey
26	20AK1A0510	G BHARGAVI			
27	20AK1A0511	K BHARGAVI			
28	20AK1A0527	FASIYA			
29	20AK1A0535	HARIKA			
30	20AK1A0517	GAYATHRI A			
31	20AK1A0501	AASHRITHA VARMA C	5	Mr.J.Chandra Babu	Health and Wellbeign
32	20AK1A0513	EMURU CHANDHINI			
33	20AK1A0514	A CHANDRIKA			
34	20AK1A0557	K KAVYA			
35	20AK1A0555	C JYOTSNA			
36	20AK1A0552	JHANSI			

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37	20AK1A0506	ANUSHA	6	Mrs.B.Rupa Devi	Animal Birth Control and Anti Rabies Vaccinationation for Stray Dogs
38	20AK1A0512	BHARGAVI			
39	20AK1A0547	JASHNAVI			
40	20AK1A0545	G.JAHNAVI			
41	20AK1A0505	AKHILA			
42	20AK1A0503	AJAY			
43	20AK1A0519	CHIRUDEEP			
44	20AK1A0560	KIRAN			
45	20AK1A0516	CHARITHA	7	Mr.S.Prathap	Organic farming
46	20AK1A0558	KAVYA			
47	20AK1A0526	DIVYA			
48	20AK1A0515	CHANDU			
49	20AK1A0518	CHIRANJEEVI			
50	20AK1A0523	DINESH			
51	20AK1A0509	BHARGAVI			
52	20AK1A0533	GOWTHAM	8	Mr.T.Sreenivasula Reddy	Community Cleanliness and Improvement
53	20AK1A0538	CHANDRA			
54	20AK1A0534	HARI KRISHNA			
55	20AK1A0559	KIRAN			
56	20AK1A0549	JAYANTH			
57	20AK1A0553	JITHESH			
58	20AK1A0556	VISWANATH			
59	20AK1A0502	ABHINAYA P	9	Mr.V.Sambasiva	planataion
60	20AK1A0520	DEEPA K			
61	20AK1A0522	DHEERAJ G			
62	20AK1A0524	DINESH P			
63	20AK1A0528	CHARITHA T			
64	20AK1A0529	GIRIDHAR REDDY M			
65	20AK1A0541	HEMANTH E			
66	20AK1A0554	JOHNSON PAUL R			
67	21AK5A0503	BHARGAV A			

Project Coordinator

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ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES :: TIRUPATI
(AUTONOMOUS)
Department of CSE-CIC
COMMUNITY SERVICE PROJECT(CSP)

Name of Event	Number of Activities	Number of Students Involved
CSP	5	42

HOD

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Annamacharya Institute of
Technology & Sciences, Tirupati-5

Annamacharya Institute of Technology and Sciences::Tirupati

Department of CSE-CIC

COMMUNITY SERVICE PROJECT

S.NO	ROLLNO	NAME OF THE STUDENT	BATCH	GUIDE NAME	TITLES
1	20AK1A3619	P.MANOJ	1	Ms.T.Ramya Sree	AWARNESS ON CYBER CRIMES
2	20AK1A3610	L.ESWAR KUMAR REDDY			
3	20AK1A3618	C.MANASA			
4	20AK1A3629	K.SAI RAVI TEJA			
5	20AK1A3635	D.SRAVANI			
6	20AK1A3622	K.POOJITHA			
7	20AK1A3614	P.HARSHITHA			
8	20AK1A3625	J.RAJ KUMAR			
9	20AK1A3630	SAI TEJA	2	Mr.M.Kiranmoni	FOOD COLLECTION AND DISTRIBUTION
10	20AK1A3628	SAI KUMAR			
11	20AK1A3601	ABHISHEK			
12	20AK1A3606	CHANDU			
13	20AK1A3637	SUMAN			
14	20AK1A3607	CHARAN			
15	20AK1A3641	C THARUN			
16	20AK1A3602	AKASH			
17	20AK1A3631	S. HASEEB	3	Mrs.G.Sailaja	HUMANITY AND CYBER AWARNESS
18	20AK1A3620	K.NAVAZ			
19	20AK1A3633	S.MANSOOR			
20	20AK1A3623	PRAVEEN			
21	20AK1A3604	CHAITANYA			
22	20AK1A3605	S.CHANDANA			
23	20AK1A3615	B.KARTHICK			
24	20AK1A3640	V.TEJASWINI			
25	20AK1A3626	RAKESH.V	4	Mr.T.Sai Kishore	AWARNESS ON INTERNET AND HOW TO USE INTERNET EFFICIENTLY
26	20AK1A3611	GEETHASRI.A			
27	20AK1A3624	RAJARSHI REDDY.AV			
28	20AK1A3632	JASMINE.S			
29	20AK1A3608	DILEEP.S			
30	20AK1A3616	KEERTHI.A			
31	20AK1A3627	ASHRITHA.P			
32	20AK1A3644	VIGNESH			
33	20AK1A3617	LAVANYA.P			
34	20AK1A3642	O.VAMSI KRISHNA	5	Ms.K.Susmitha	RURAL COMMUNITY CLEANLINESS AND ENVIRONMENTAL CONSERVATION
35	20AK1A3621	M NIELESH KUMAR			
36	20AK1A3643	VENKATESH			
37	20AK1A3638	P SUNIL REDDY			
38	20AK1A3646	S.HARSHAVARDHAN			
39	20AK1A3639	G TARUN			
40	20AK1A3609	DURGA PRASAD			
41	20AK1A3645	HARIVARDHAN			
42	20AK1A3636	SRI HARSHAVARDHAN N			

Project Co-ordinator

HOD

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Technology & Sciences, Tirupati-5

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES :: TIRUPATI
(AUTONOMOUS)
Department of CSE-AIDS
COMMUNITY SERVICE PROJECT(CSP)

Name of Event	Number of Activities	Number of Students Involved
CSP	7	59

HOD

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Dept. of Computer Science & Engg
Annamacharya Institute of
hnology & Sciences, Tirupati-5

Annamacharya Institute of Technology and Sciences::Tirupati

Department of CSE-AIDS

COMMUNITY SERVICE PROJECT

S.NO	ROLLNO	NAME OF THE STUDENT	BATCH	GUIDE NAME	TITLES
1	20AK1A3029	T NEELIMA	1	Ms.K.Susmitha	FARMING AND AGRICULTURE
2	20AK1A3031	V PRASANTH			
3	20AK1A3033	C.N.RAHUL			
4	20AK1A3044	D SREENIVASULU			
5	20AK1A3035	S ROHITH			
6	20AK1A3037	P SAI ESHA			
7	20AK1A3049	K THANUJA			
8	20AK1A3048	A SWEETHA			
9	20AK1A3052	P SAI JEEVANA			
1	20AK1A3054	R. YAMINI POOJITHA	2	Mr.M.Kiranmoni	IDEAS FOR COMMUNITY SAFETY AND CRIME PREVENTION
2	20AK1A3028	V. NAVYASRI			
3	20AK1A3002	V. BHUVANESWARI			
4	21AK5A3001	S. ABHISHEK			
5	21AK5A3005	S. SALMAN			
6	21AK5A3002	CHAITANYA			
7	21AK5A3006	THIRUPATHAIAH			
8	21AK5A3007	VAMSI			
1	20AK1A3023	MUNI SRINIVAS.D	3	M. Kiran Moni	IDEAS FOR HEALTH AND WELLBEING
2	20AK1A3040	SASI SREE.T			
3	20AK1A3017	KARTHIK.M			
4	20AK1A3018	LAKSHMI CHARITHA.R			
5	20AK1A3045	SURYA TEJA.K			
6	20AK1A3016	JYOTHSNA.A			
7	20AK1A3038	SAI NARAYANA.A			
8	20AK1A3019	LAKSHMI PRIYA.N			
9	20AK1A3009	DINESH.K			
27	20AK1A3001	J.ABHISHAKE	4	Ms.K.Divya	NUTRITION
28	20AK1A3003	K.BOON SAI			
29	20AK1A3007	K.DHANUSH			
30	20AK1A3013	A.GNANI			
31	20AK1A3020	C.LASYA			
32	20AK1A3022	S.MANJU			
33	20AK1A3032	A.PREETHI			
34	20AK1A3034	K.RAVITEJA			
35	20AK1A3036	K.ROJA			
36	20AK1A3026	M. NANDINI PIRYA	5	MS.G.Kanishka	IDEAS TO HELP THE ENVIRONMENT AND FIGHT CLIMATE CHANGES
37	20AK1A3047	M.SWATHI			
38	20AK1A3008	D. DILLI SUDHA			
39	20AK1A3050	VENKATA DINESH			
40	20AK1A3015	J.VAMSI VARDHAN REDDY			
41	20AK1A3012	A.GANESH KUMAR REDDY			
42	20AK1A3046	T.SWAROOP			
43	20AK1A3042	SIVA KESAVA			
44	20AK1A3014	HARSHA			

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45	20AK1A3004	CHANDRA SEKHAR S	6	Mrs.G.Geethanjali	COMMUNITY CLEANLINESS AND IMPROVEMENT
46	20AK1A3006	CHARVEE SANJANA REDDY A			
47	20AK1A3010	DINESH KUMAR M			
48	20AK1A3011	DUSHYANTH C			
49	20AK1A3021	LITHEESHA B			
50	20AK1A3024	MURTHI MOUNITH			
51	20AK1A3025	NAGA LAKSHMI J			
52	20AK1A3027	NAVEEN P			
53	20AK1A3039	SAI SARATH REDDY C	7	MS.L.Charitha	ANIMAL HUSBANDRY
54	20AK1A3043	SIVA RAMAKRISHNA C			
55	20AK1A3051	VENKATA GANESH P			
56	20AK1A3053	VISHNU PRIYA P			
57	21AK5A3003	KHALEED BASHA G			
58	21AK5A3004	RUPA DEVI T.C			
59	21AK5A3008	VAMSINATH REDDY B			

Project Co-ordinator

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ANNAMCHARYA INSTITUTE OF TECHNOLOGY & SCIENCES – TIRUPATI

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

EXPERIENTIAL LEARNING THROUGH COMMUNITY ENGAGEMENT

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

The specific objectives are;

- To sensitize the students to the living conditions of the people who are around them.
- To help students to realize the stark realities of the society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability.
- To make students aware of their inner strength and help them to find new /out of box solutions to the social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

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Annamacharya Institute of
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COMMUNITY SERVICE PROJECT (20CSP0501) OUTLINE

Preamble:

We organize seminars on offering free classes about higher education and to provide some knowledge about how to use present technologies like computers etc.., We train students to have a better hand on computers. We make students to realize, how a clean environment reduces the risk of contracting infections and illnesses, and can also improve mental health by reducing stress and anxiety. We mentor students on getting government jobs and letting them know that pursuing their dreams requires patience, persistence, and a strong attention to detail. As we all know extracurricular activities can also have a positive impact on academic performance. So, we decide to plan some of the activities like Sudoku, word building and also some indoor and outdoor games.

Title of Community service
Project: **Ideas on Tutoring Students for their Better Future**

Objectives of the Community service Project:

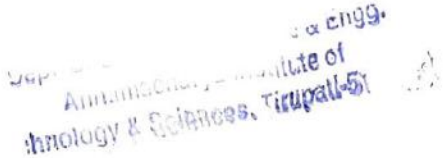
1. Aware of Higher education and taking right decisions after their SSC.
2. Aware of having technical knowledge about computers.
3. Aware of difference between computers and technologies.
4. Aware of Indoor activities which increases their mindset and concentration & also sharpens their brains and increase knowledge.

Phase -1 of the Project work aims on Conducting survey programs concerning about the Future of students

We initiated a survey on Technology and computers. We identified that most of the students were not aware of technologies and on computers. We have conducted survey regarding Higher Education, gave awareness on day-to-day technologies. Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning and listening to our guidance. We encouraged open communication and free thinking with the students to make them feel important. We praised the students and recognized them who are interested to participate in the survey.

Phase -2 of the Project work aims to Conducted awareness programs concerning about the Future of students and cleared the issues identified in phase-I

We demonstrated them how the technology is different from the computers. We let them know what are the different types of computers as well as technologies available from the ancient days to till date. We are thinking that now the students to whom we gave an awareness program regarding these topics are aware of computers and technologies and we think that we guided them some correct path to take their own decisions according to their own interests which will be never taught by their faculty. Students showed their own interests in participating the indoor activities which increases concentration to students. Later we demonstrated them how importance is to keep their surroundings clean and how plants play a major role in their lives.



SAMPLE SURVEY FORM OF C.S.P

Title: Ideas on Tutoring School Students for their Better Future

The Survey forms which we have conducted to school students are:

Form: Awareness on Virtual learning platform

Do you have any previous experience with online learning?

- ○ Yes
- ● No

Are you aware of computer terminologys?

- ● Yes
- ○ No

Do you own an internet-enabled device?

- ● Yes
- ○ No

How often do you use a computer away from school?

- ○ No
- ○ Sometimes
- ● May Be

Do you organization use any online tools to plan your lessons?

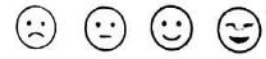
- ● Yes
- ○ No

What are your thoughts about online learning?

Your Ans: Online learning was [illegible] Area about interest

Name: [illegible]

Class: [illegible]



Rate Your Survey

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Form: Awareness on Further Studies

Do you require any kind of awareness on higher education?

- [x] Yes
- [ ] No

Do you know these streams?

- [ ] MPC
- [x] BIPC
- [ ] MEC
- [ ] HEC

Do you have an idea on entering into government sector after 10th & Intermediate?

- [ ] Yes
- [x] No

Do you have any idea on getting free seats for your higher education?

- [x] Yes
- [ ] No

Do you have an idea on entering into government sector after 10th & Intermediate?

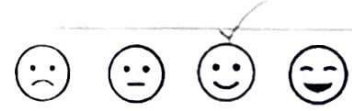
- [ ] Yes
- [x] No

Do you have idea which section suits you after 10th

- [x] Yes
- [ ] No

Name: D. Bhavitha

Class: 10th A/S



Feedback Survey

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AWARENESS TO STUDENTS DURING C.S.P

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Technology & Sciences, Tirupati-5

ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

DEPARTMENT OF COMPUTER SCIENCE& ENGINEERING

One Week Workshop

on

"Web Development Using Django "

Mr. N. Ravi Kumar, APSSDC, Govt. of Andhra Pradesh

25th to 31st May 2022

An One Week Workshop on **"web Development Using Django"** was organized by department of Computer Science and Engineering of Annamacharya institute of Technology and Science Engineering College for II B.Tech CSE students from 25th to 31st May 2022 in collaboration with APSSDC.

The objective of the workshop is to acquire knowledge on Django framework .This course, students will learn about the most advanced Web-app development environments with immense exposure on practicality. The course is designed for an aspiring developer to enrich the knowledge of different Web based Python Frameworks. In this curriculum, we have covered Python fundamentals including OOPS concepts. The course has been designed in such a way that a candidate can handle both the Frontend and Back-end development processes. MySQL is also covered to connect our application with the Database..

Program was organized in two batches consisting of 63 students and it was coordinated by **Mr. B. Ramana Reddy**, Asst. Professor and HOD, **Ms. K. Divya Reddy**, Asst. Professor and **Ms. G. kanishka**, Asst. Professor, Department of Computer Science and Engineering.

The resource persons are experienced trainers from APSSDC, Govt. of Andhra Pradesh. They interactively demonstrated, taught and inculcated to the students the working with the application. The feedback from participants has been taken to understand and analyze the resource persons' domain knowledge, content delivery, and interaction during the workshop, can enable the department to organize such workshops in future. Overall, the event was successful.

Outcomes:

- Students gained knowledge on developing a web pages.
- It helped students to develop creative thinking and imagination skills.

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hnology & Sciences, Tirupati-5.

ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES::TIRUPATI
(AUTONOMOUS)

DEPARTMENT OF COMPUTER SCIENCE& ENGINEERING

HEAD
Dept. of Computer Science & Engg.
Annamacharya Institute of
nology & Sciences, Tirupati-5

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3	20AK1A05C1	A Rohith Sai Reddy	rohithsai9396@gmail.com
4	20AK1A05C2	Rukhaiah	syedrukhaiah@gmail.com
5	20AK1A05C3	M. Saddam Hussain	saddam71720@gmail.com
6	20AK1A05C4	G. Sai Eshmita	eshmitasetty@gmail.com
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8	20AK1A05C6	D Sai Sowmya	saisowmyad007@gmail.com
9	20AK1A05C7	Thotlagiri Sai Swetha Krishna	saiswethakrishnathotlagiri@gmail.com
10	20AK1A05C8	Mekala Sai Venkata Ganesh	saivenkataganesh287@gmail.com
11	20AK1A05C9	Y Sai Yaswanth	yashvanth5267@gmail.com
12	20AK1A05D0	Venkatesh Sai Keerthi	venkateshsaikeerthi@gmail.com
13	20AK1A05D1	Shaik Sameer	sameershaik2602@gmail.com
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16	20AK1A05D4	Venumbaka Sannutha	sannuthavenumbaka@gmail.com
17	20AK1A05D5	Pulluru Sasikala	iamsasikala2002@gmail.com
18	20AK1A05D6	Thalari Sindhusree	srees7307@gmail.com
19	20AK1A05D7	K. Sree Nikhitha	nikhithakotte@gmail.com
20	20AK1A05D8	Madanapalli Sreelekha	sreelekhamadanapalli4@gmail.com
21	20AK1A05D9	M.R.Sree Varsha	sreevarsha889@gmail.com
22	20AK1A05E0	Mk.Sreya	sreyakrishnamurthy2143@gmail.com
23	20AK1A05E1	C Srujana Lakshmi	chittarisrujana@gmail.com
24	20AK1A05E2	Koppoku Sudheer Babu	koppokusudheer@gmail.com
25	20AK1A05E3	Nossam Sulaiman	sulaimanxyz000@gmail.com
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36	20AK1A05F4	C.V.Sowmya	prabakarchalla143@gmail.com
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41	20AK1A05F9	Somisetty Vineela	vineelasomisetty13.sv@gmail.com
42	20AK1A05G0	O.Vinitha	obulreddyvinitha18@gmail.com
43	20AK1A05G2	Vakati Yasaswini	vakatiyasaswini@gmail.com
44	20AK1A05G3	M Yaswanth Sai	saiyaswanth92@gmail.com
45	20AK1A05G4	Kanderi Yaswanth	yaswanthchowdary2003@gmail.com
46	20AK1A05G5	L.Yugandhar	yugandhar5g5@gmail.com
47	20AK1A05G6	Veeramreddy Nagatejashwini	vteju2003@gmail.com
48	21AK5A0521	Vennapusa Manoja	vennapusamanoja13@gmail.com
49	21AK5A0522	P Neelakanteswara	neelupagadala123@gmail.com
50	21AK5A0523	Duggineni Reddy Prasanth	prasanthdme18@gmail.com
51	21AK5A0524	Matampalli Sairam	sairammattampalli8@gmail.com
52	21AK5A0525	Sahik Gouse Basha	shaikgousebasha773@gmail.com
53	21AK5A0526	Opputhott Siva Krishna	sivakrishnaopputhotti1234@gmail.com
54	21AK5A0527	Kodamanchali Somesh	kodamanchalisomesh33@gmail.com
55	21AK5A0528	T.Sucharitha	sucharithas506@gmail.com
56	21AK5A0529	M.Sudheer Kumar	mr.sudheerkumar18@gmail.com
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Technology & Sciences, Tirupati-5

2.3.1 - ME- File (1)

Estd: 2007

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES
(AUTONOMOUS) TIRUPATI -517520

List of Titles for the Internship Program

S. No	Title of the Internship Program	No. of Participants
1	Sales force Developer virtual Internship	25
2	Sales force Administrator virtual Internship	41
3	MICROSOFT	4

M. Babu

Signature of HoD

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AITS., TIRUPATI - 517 520

EXPERIENTIAL LEARNING THROUGH INTERNSHIPS

One of the most common and biggest issue freshers has to deal when they are applying for the job is work experience. In today's competitive world every employer is looking for the best candidate with work experience. Getting a degree is not good enough for a student to secure a good job, they need industrial experience and here internship plays a crucial role for them. An internship is the phase of time for students when they are trained for their skill, they are good at and it gives them a chance to apply their knowledge practically in industries. Internships open the opportunities for students to apply their theoretical knowledge they have learned in their classroom, practice for employers in industries. We can say that an internship is the best way to bridge the gap between the employer's requirements and academics learning. Internship works as a trial for students and it helps them to choose their desired field among multiple options available for them. It also helps them to decide their goals, things they are passionate about and to choose a company they are interested to work or collaborate with. The toughest part for a student and fresher is to get interview calls. A resume with hands-on experience is much more desirable by the employers than a fresh resume without having industrial experience. An internship is the best way to enhance the skills and to add experience in a CV. During the internships, freshers and students acquire desired skills and gain experience which they can demonstrate in their resume. They can list out all the tasks and projects they have done during that period and they can get interview calls to land up in a job they are really looking for. Internship helps students to learn from their mistakes during their training period and they can get suggestions from their mentors to correct those mistakes. Learning from their mistakes eventually refine their skills which can be really helpful for them while transitioning into a full-time job role. It helps them to know about their strength, weakness, knowledge or skill they need to learn to perform well in their job role.

THRUST ON INTERNSHIPS IN ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES- TIRUPATI

- Mandatory Internships has been included in the curriculum at Sixth, seventh and eighth semester levels of B. Tech students.
- Partnered with APSCHE-LMS which is offering internships through Microsoft Inc.
- Internships in key domains such as Sales force, Azure, Microsoft tools etc., are being undertaken by our students.

M. Behra
HEAD
DEPT. OF MECHANICAL ENGG
AITS., TIRUPATI - 517 520

Smart Internz

CERTIFICATE OF COMPLETION

January 11, 2023

Kola Badrinath

Salesforce Administrator Virtual Internship

During the 8 Weeks period of Virtual Internship **(August-October 2022),** Kola Badrinath has completed the following Salesforce Trailhead modules

Salesforce Fundamentals
Organizational Setup
Relationship & Sales Cloud
Service Cloud & Process Automation
Flow & Chatter
Security, Reports & Dashboards
Data Management

Super Badge - Security Specialist
Super Badge - Business Administration Specialist
Super Badge - Lightning Experience Reports & Dashboards Specialist

Certificate ID: SISFVIPAD2022-48808 | Verify this certificate @https://smartinternz.com/internships/salesforce_certificates/0d8f919297a24c7c5223d403735715d7

Shri Buddha Chandraseker
Chief Coordinating Officer (CCO), NEAT Cell-AICTE

Prof K. Hemachandra Reddy
Chairman, Andhra Pradesh State Council for Higher Education

Mr Amarender Katkam
Founder & CEO, TheSmartBridge & SmartInternz

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Estd: 2007

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES
(AUTONOMOUS) TIRUPATI -517520

List of Titles for the Internship Program

S.No	Title of Hands on Training Programs	No. of Participants
1	One- Week Hands-on Training Program on CATIA Software	68
2	Two Days National Workshop on Vital Service Requirements on Automobiles	150

M. Babu

Signature of HoD

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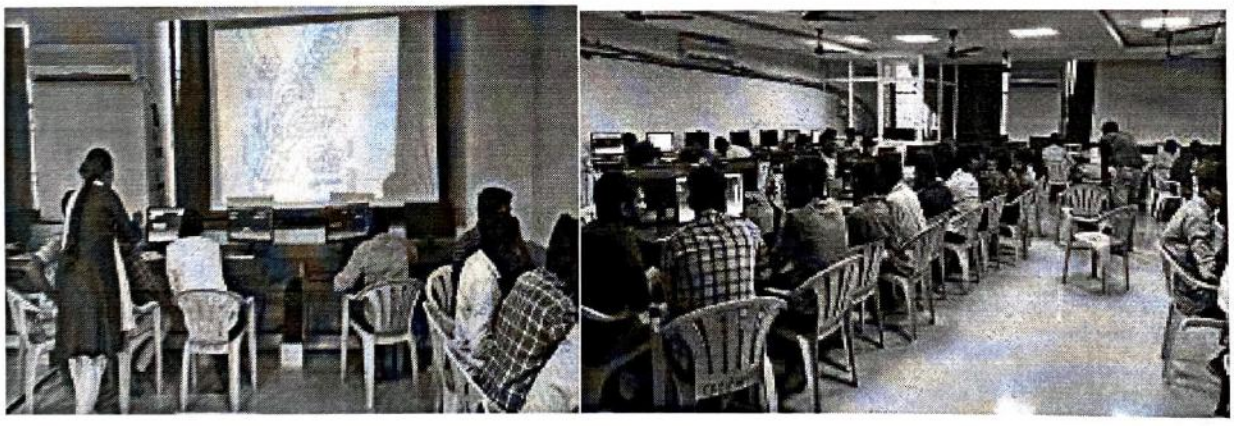
AITS., TIRUPATI - 517 520

One Week Hands-on Training Program on CATIA Software

Department of Mechanical Engineering, Annamacharya Institute of Science and Technology – Tirupati (AITS-TPT), had organised a **"One-week Hands-on Training program on CATIA software"** in collaboration with the AP State Skill Development Corporation (APSSDC) from Oct, 31st, 2022 to Nov, 05th 2022. A total of 67 students were trained by two specialist trainers Mr. A. Rukesh Reddy and Ms. G. Sumohana from 'Dassault Systems'. Dr. M. Chaitanya Reddy, Assistant Professor and Dr. B. Sudheer Reddy, Assistant Professor acted as coordinators from the Department of Mechanical Engineering for this training program.



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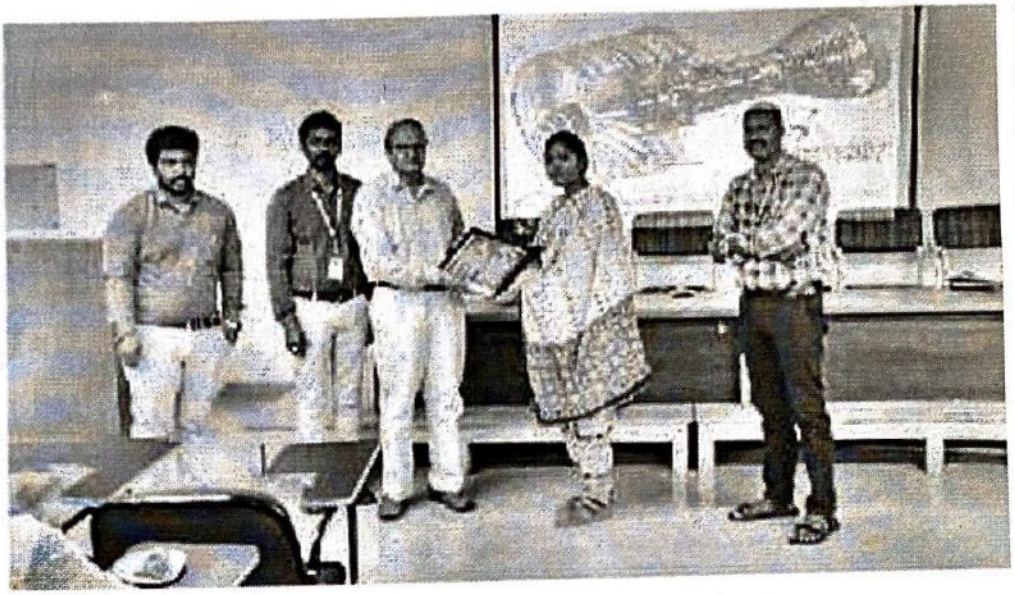
AITS.. TIRUPATI - 517 526

ఆంధ్రప్రభ
www.prabhanews.com
Journalism First

ఎన్నమాచార్య కళాశాలలో సిఎటిఐఎ సాఫ్ట్‌వేర్‌పై శిక్షణ

తిరుపతి,ఎడ్యుకేషన్, ంబర్ 5 (ప్రభ న్యూస్): ిక కరకంబాడి రోడ్ లోని న్నమాచార్య ఇంజనీరింగ్ శాలలో మెకానిక్ జనీరింగ్ విభాగం వారు టిఐఎ సాఫ్ట్వేర్ పై హాండ్స్ శిక్షణను ఒక వారం ులు నుండి నిర్వహిం రు. ఈకార్యక్రమాన్ని స్టేట్ స్కిల్ డెవలప్మెంట్ ్పొరేషన్,డాసాల్ట్స్ సిస్టమ్స్ ఆధ్వర్యంలో ట్రైనర్స్ రుకేష్ రెడ్డి, సుమోహన క్యాటయ ఫ్ట్వేర్ పై ట్రైనింగ్ ఇచ్చారు.ఈ కార్యక్రమంలో 70 మంది సెకండ్ ఇయర్ మెకాని జనీరింగ్ చదువుతున్న విద్యార్థులు హాజరయ్యారు.05.11.2022 తేదీన ముగిం



కార్యక్రమంలో పాల్గొన్న నాదముని రెడ్డి, డిజాల్డ్ సిస్టం సిబ్బంది.

్యక్రమం నందు ప్రిన్సిపాల్ డాక్టర్ నాధముని రెడ్డి ప్రసంగిస్తూ క్యాట్యా సాఫ్ట్వే ుక్క ముఖ్య ఉపయోగాలను,ఉద్యోగ అవకాశాల గురించి వివరించారు.ఈ ్యక్రమంలో విద్యార్థులు మాట్లాడుతూ ఈ ట్రైనింగ్ ద్వారా వారు తమ నైపుణ్యాలన చుకోవడానికి తోడ్పడుతుందని తెలిపారు.ఏపీ ఎస్ ఎస్ డి సి మరియు డిజాల్డ్ సిస్ట రికి కళాశాల యాజమాన్యం గంగిరెడ్డి కృతజ్ఞ తలు తెలిపారు. ఈ కార్యక్రమంలో ఓ బాలకృష్ణ ఇతర సిబ్బంది పాల్గొన్నారు.

M. Balu
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DEPT. OF MECHANICAL ENGG
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Date: 06/11/2022, Edition: Chittoor, Page: 4
Source : https://epaper.prabhanews.com/

ANDHRA PRADESH STATE SKILL DEVELOPMENT CORPORATION (APSSDC)

(Department of Skills Development and Training, Govt of Andhra Pradesh)

Skill AP APSSDC

Certificate

DASSAULT SYSTEMES

The 3DEXPERIENCE® Company

Regd. No: 22AK5A0301

This is to certify that Mr/Ms ABHILASH B of ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES, TIRUPATI has actively participated and Sucessfully completed the requirements for Dassault Systemes Catia Workshop 2022-34 organized by Andhra Pradesh State Skill Development Corporation (APSSDC), in association with Dassault Systemes from 11-11-2022 to 16-11-2022

Smt. H. Bharathi Reddy
General Manager -Technical
APSSDC

Dr. D.V. Rama Koti Reddy
Executive Director
APSSDC

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Andhra Pradesh State Skill Development Corporation, Government of Andhra Pradesh

Estd: 2007

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES
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List of Titles for the Community Service Project

S. No	Title of the Community Service Project
1	Extraction of Zinc Nano Particles from the Tinosporacordfolia for Sensitizing Human Health Issue
2	Organic Fertilizers
3	Village People and their Problems
4	Community Cleanliness and Improvement
5	Water Facilities and Drinking Water Availability
6	Vermicompost and Crop Rotation
7	Ideas for Health and Well being
8	Stress Levels on Coping Mechanisms
9	Health and Hygiene
10	Vermicomposting by using EISENI FOETIDA Earthworms
11	Survey on Tourism
12	Remedial Measures on Water Facilities in Rural Areas

M. Belin

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ANNAMCHARYA INSTITUTE OF TECHNOLOGY & SCIENCES – TIRUPATI

DEPARTMENT OF MECHANICAL ENGINEERING

EXPERIENTIAL LEARNING THROUGH COMMUNITY ENGAGEMENT

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

The specific objectives are;

- To sensitize the students to the living conditions of the people who are around them.
- To help students to realize the stark realities of the society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability.
- To make students aware of their inner strength and help them to find new /out of box solutions to the social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

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VERMICOMPOSTING BY USING EISENIA FOETIDA EARTHWORMS

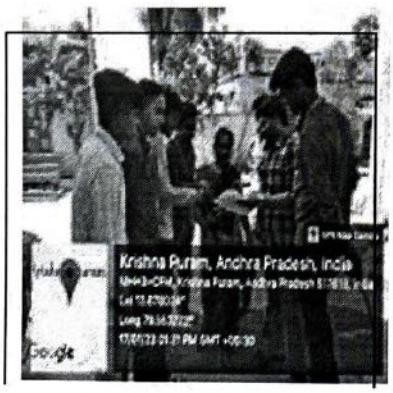
By

AITS Studets

Vermicomposting, the conversion of organic waste intovermicompost, is mediated by the combined action of earthworms and microorganisms. This interesting and attractive alternative to regular composting turns organic waste into a substrate that can be used as a soil amendment and as a growing medium for use in horticulture.

Soil is not required in vermicomposting as the organic matter acts as both the substrate and food, and therefore only epigeic earthworms can be used in the process. Several earthworm species have been evaluated for their potential use in vermicomposting, including Eisenia fetida (Savigny), Eisenia andrei (Bouché), Dendrobaena veneta (Rosa), Dendrobaenahortensis (Michaelsen) Eudrilus eugeniae (Kinberg), and Perionyx excavatus (Perrier). The species most commonly used in vermicomposting and vermiculture facilities worldwide are Eisenia andrei and Eisenia fetida.

This chapter reviews and updates the controversy surrounding the taxonomic differentiation between E. andrei and E. fetida, and between D. veneta and D.hortensis, showing that these are all different species and emphasizing the importance of maintaining pure cultures in vermicomposting systems. In the final section, methods of cultivating epigeic earthworms to ensure high rates of growth and reproduction are described.



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JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR
(Established by Govt. of A.P., Act. No. 30 of 2008)
ANANTHAPURAMU – 515 002 (A.P) INDIA

Prof. C. SASHIDHAR
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M.Tech., Ph.D.

Ph: 08554-272433 & Fax: 272437
Email: registrar@jntua.ac.in
Mobile: + 91: 99080 88806

Ananthapuramu
Dt: 23-09-2022

To
All the Principals of Constituent, Autonomous & Affiliated Engineering Colleges, JNTUA

Sir/Madam,

Sub: JNTUA – Community Service Project Report Preparation – Guidelines Issued –Reg.

The University has introduced Community Service Project for all UG programmes under R20 regulations after the end of IV semester. Community Service Project involves students professional skills for community development and service activities. This experience shall help in personal and academic development of the student. Community Service Project is to link the community & college students for mutual benefit.

The students admitted into B.Tech. programme from 2020-21 onwards has to compulsorily do the Community Service Project after II/II & during III/I semesters. In this regard, the format and guidelines for submitting the Community Service Project report for evaluation during III/I semester is enclosed. All the Principals are informed to give personal attention on the guidelines issued and implement Community Service Project effectively.

REGISTRAR

Encl:
1. Guidelines for submitting Community Service Project Report for evaluation
2. Guidelines for implementing Community Service Project

GUIDELINES ON THE PREPARATION OF B.TECH. COMMUNITY SERVICE PROJECT REPORT

The report has to be organised in the following order:

1. Cover/Title Page (Format Enclosed)
2. Certificate signed by Supervisor/Mentor & Declaration signed by Candidate (s) (Format Enclosed)
3. Acknowledgements
4. Table of Contents
5. Text of the Report (not more than 15 pages): CHAPTERS
   - I. Abstract &Introduction of the Project (not more than 2 pages)
     Abstract is one page summary of entire work covering motivation, methodology, findings, discussion & conclusions. Introduction should cover the Area of work, goal, project description, Location of community service, Target beneficiary, Name of Government body/ NGO involved, Brief description of who benefited from the project and what kind of impact the project had on their lives
   - II. Objectives & Methodology/Procedure Adopted (not more than 2 pages)
   - III. Activities done and time dedicated, Major obstacles or challenges and how the individual/group dealt with the challenges, Observations and Experiences during interactions with the community with photographs and media coverage (if any) (not more than 5 pages)
   - IV. Achievements / benefits of the project & Individual Contributions of the group members (not more than 5 pages)
   - V. Conclusions and Inferences (one page)
     References

General Guidelines:

1. **Report Size**: Report may contain maximum of about 30 pages
2. **Paper Size**: Use A4 size paper
3. **Margins**: Top: 2.54 cm, Bottom: 2.54 cm, Left: 3.81 cm, Right: 2.54 cm, no print matter should appear in the margin except the page numbers. All page numbers should be centred inside the bottom margin
4. **Font**: Times New Roman (TNR) 12-point font and fully justified is to be used throughout the running text. The captions for tables and figures should have font size of 11. Tables & figures shall be numbered chapter-wise. Figure caption shall be located below the figure. Table number and caption shall be located above the table.
   Headings: Title Page – Centred TNR 14 Point bold and caps, Section Heading - Left aligned with number, TNR 12 points, bold and caps
5. **Line Spacing**: The line spacing in the main text should be 1.5. Single line spacing should be given for figure captions & table captions. Two consecutive paragraphs should be separated by triple line spacing.
6. **Pages**: The odd numbered pages are always on the right and even-numbered pages are always on the left. Every chapter should start on odd page.
7. **Printing & Submission**: Printing of all material in general should be double sided in black ink. Binding of the report submitted for evaluation are to be soft bounded. An electronic version of the report (word & pdf) should be submitted to the Head of the department and the file should contain student (s) name, roll number and date of submission

ANNAMCHARYA INSTITUTE OF TECHNOLOGY & SCIENCES – TIRUPATI

DEPARTMENT OF CIVIL ENGINEERING

EXPERIENTIAL LEARNING THROUGH COMMUNITY ENGAGEMENT

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- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

COMMUNITY SERVICE PROJECT (20CSP0101) OUTLINE

Preamble:

Solid Waste Management: Through proper waste management, we can reduce pollution in the environment as well as ensure the safety and well-being of human beings and all other living beings. There will also be a reduction in the generation of waste as people resort to recycling and reusing. The principle of reducing waste, reusing and recycling resources and products is often called the "3Rs." Reducing means choosing to use things with care to reduce the amount of waste generated. Reusing involves the repeated use of items or parts of items which still have usable aspects.

Water Filtration: Water is the major criteria for the living hood of any species and it is important to assess and the treat the water. It is observed that the quality of the water

available in the Karakambadi Village, Renugunta Mandal is unacceptable for domestic purpose. Based on the quality analysis of water the concentration of Total Hardness is ranging from 80 to 880mg/l. the limit of Total hardness for drinking water and alkalinity is high in the ground water. The purpose of this filtration system is to treat the waste water which is generated from various dwellings and commercial spaces. The filtration system also includes the quality of water and establishment of habitats of maintaining ecology. The structure of this filter contains three layers of filtration media having gravel, coal and coarse sand as a bedding material. The recycled and treated water will further supplied to the communities for domestic and for the minimization of wastewater generation.

Repair of Roads: Roads play a vital role in preventing the villages which are isolated, providing various opportunities to the people in those villages which in turn resulting in their self-development and also development of nation. Because of well road connectivity too such types of villages, the immediate action also can be taken during emergencies or any type of natural calamities. As a result of well development means of transport many recreational and social trips can be formed. By providing well developed roads in rural areas it becomes easy to transport material or goods to distant places like market places. To avoid further degradation and costly pavement repairs, potholes and other pavement disintegration should be fixed as soon as feasible. Water can infiltrate into the sub grade and create more significant pavement failures if not patched promptly. Hot mix bitumen and proprietary patching mixes with unique blends of aggregate and modified binders for patching.

Water Quality and Soil Testing : Soil and water are vital natural resources that help to supply food and fiber for humans and plants. They additionally maintain the ecosystems there on all life on Earth ultimately depend. Soil may be medium for plant growth; a sink for heat, water, and chemicals; a liter for water; and a biological medium for the breakdown of wastes. Soil interacts intimately with water, air, and plants and acts as a damper to variations inside atmosphere. Soil mediates several of the ecological processes those manage water and air quality that promote plant growth. Poor quality water usually in change of slow growth, poor aesthetic quality of the crop and, in some cases, could result inside the gradual death of the plants. High soluble salts will directly injure roots, meddling with water and nutrient uptake. Salts will accumulate in plant leaf margins, initiating burning of the sides. Water with high pH will adversely have an impact on the hydrogen ion concentration of the growing medium, meddling with nutrient uptake and indicting nutrient decencies that compromise plant health. Reclaimed water, runoff water, or recycled water may need reconditioning before use for irrigation since infection organisms; soluble salts and traces of organic chemicals may even be present. Soil quality is best outlined in reference to the functions that soils perform in natural and agro ecosystems. Healthy soils are the foundation of the food system. Our soils are the basis for agriculture and the medium in which nearly all food-producing plants grow. Healthy soils produce healthy crops that in turn nourish people and animals. Indeed, soil quality is directly linked to food quality and quantity. Soils supply the essential nutrients, water, oxygen and root support that our food-producing plants need to grow and flourish. They also serve as a buffer to protect delicate plant roots from drastic fluctuations in temperature. And it is also necessary to assess the load bearing capacity of the soil for the future development of the area.

Title of Community service Project: **Geographical survey and awareness of water filtration & Solid waste management.**

Objectives of the Community service Project:

1. To realize the stark realities of the society using soil and water conditions in a selected community.
2. To develop societal consciousness, sensibility, responsibility, and accountability towards saving water in that selected community.
3. Conduct awareness program to educate the solid waste management in that community.
4. Study the impact of survey and conservation efforts advocated / suggested.

Phase -1 of the Project work aims in identification of the habitat

Detailed survey of villages in and around the temple town of Tirupati was carried out with the support from Grama Sachivalayam employees, Village Revenue authorities and NGOs. Once the identification of Rural – Urban classification was completed, the identification of exact community of interest was chosen. A detailed survey of geographical about soil and water, roads ,Solid waste management problems identified

Phase -2 of the Project work aims to collect Geographical data through survey forms

Surveys can help gauge the representativeness of individual views and experiences. When done well, surveys provide hard numbers on people's opinions and behaviours that can be used to make important decisions. One of the best advantages of a survey is that they can be used to question an audience over a protracted period of time. The identified homes were then surveyed for various inputs pertaining to connected loads, utility pattern and the occupants view on use-save scope. 1500 homes were surveyed and the inputs are presented in sections to follow.

Phase -3 of the Project work aims to analyze and identify the scope for Awareness of Water Filtration & Waste management in the homes and also repair of roads by patching where survey was conducted.

After in length analysis of the connected loads, usage pattern, cost paid and inclination to conserve, a road map for conservation was laid down. Starting with are the following feasible options that can be implemented and upon which awareness shall be done for effective participation of the consumers. The key observations and conclusions drawn from the survey conducted is briefly listed up in the sections to follow.

SAMPLE SURVEY FORM OF C.S.P

T. Surya
21AK5A0172

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES
(AUTONOMOUS)
TIRUPATI

PART A: SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILE

Name of the Respondent: R. Sujatha

Address: vy kuntapuram, Kavali

1. Family Details

S.No	Name of the Family Member	Age	Gender	Education Qualification	Profession
1.	R. Sujatha	37	Female	P.G	Teacher
2.	R. Ramu	39	Male	Inter	Provision shop
3.	R. Sai	12	Male	student	-

2. Religion: Hindus

3. Caste: OC

4. Do you have transport?

1.Four Wheeler 2.Two Wheeler ✓ 3.Tractor 4. Bullock Cart 5. None

5. Does the respondent's house have electricity? ***Instruction: OBSERVE AND WRITE***

☑ 1. Yes. ☐ 2.No

6. Type of House
Instruction: OBSERVE AND TICK ONE

☐ 1. Hut
☐ 2. Semi Pucca
☐ 3. Pucca
☐ 4. Apartment
☑ 5. Independent house/Bungalow

7. Where do you get your Drinking Water?
Instruction: TICK ONLY ONE

☐ 1. Tap in the House
☐ 2. Common Tap
☐ 3. Hand pump / Bore well
☐ 4. Well
☐ 5. Tank/ Pond
☑ 6. Others: (specify): Water Can

8. What type of cooking fuel do you use
Instruction: TICK AS MANY AS APPLICABLE

- ☑ 1. LPG/Gas
- ☐ 2. Kerosene
- ☐ 3. Firewood
- ☐ 4. Gobar gas/bio fuels
- ☐ 5. Others: Specify:_____

9. What toilet arrangements do you have?
Instruction: TICK ONLY ONE

- ☑ 1. Private (in your own house)
- ☐ 2. Common (shared by others)
- ☐ 3. Open fields
- ☐ 4. Others: Specify:_____

10. Are there any persons with disabilities in the house?
Instruction: *TICK ONLY ONE*

☐1. Yes. ☑2.No

11. If yes, state nature of disability:

- ☐ 1.Visual
- ☐ 2.Speech

12. Currently are you member of a Self Help Group?
Instruction: TICK ONLY ONE
☐1. Yes. ☑2.No

If yes indicate name:

Activity:

Is the group holding regular meeting:
☐1. Yes. ☑2.No

Does the group have a Bank Account:
☑1. Yes. ☑2.No

13. Currently are you a member of any social group, association etc?
Instruction: TICK ONLY ONE
☐1. Yes. ☑2.No

If yes indicate name:

14. Indicate your economic status *Instruction: TICK ONLY ONE*

1. Below Poverty Level
2. Above Poverty Level ✓

15. Name five most pressing problems faced by your community?
(Indicate *area and issue: e.g. Health, Epidemic, Environment, Pollution, Education, Drainage, Roads, Electricity, drinking water, sanitation, service delivery of Government Programmes etc*)

	Area	Issue
1.	Vykuntapuram, 4th line	Roads
2.	Vykuntapuram, 4th line	Sanitation
3.	Vykuntapuram, 4th Line	Drainage
4.	Vykuntapuram, 4th Line	Drinking Water
5.	Vykuntapuram, 4th Line	Dustbin


Narasinga Puram, Andhra Pradesh, India
Narasinga Puram, Andhra Pradesh, India
Chittoor, Andhra Pradesh, India
Chittoor, Andhra Pradesh, India
Chittoor, Andhra Pradesh, India
Chittoor, Andhra Pradesh, India
Chittoor, Andhra Pradesh, India

AWARENESS DURING C.S.P - PAMPHLETS DISTRIBUTED& DEMONSTRATION OF WATER FILTRATION

Solid Waste Management Authorization:

Annamacharya Institute of Technology & Sciences,
Tirupati(Autonomous)
Department of Civil Engineering

Issued in Public interest by Students of Department of Civil Engineering

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES :: TIRUPATI

Department of CIVIL Engineering

IV B.Tech Section-A — **Surveying Camp Schedule** — **AY : 2021 - 2022**

		DATE		
Batch No.	**Roll Number**	**4/11/2022**	**4/12/2022**	**4/13/2022**
1	18AK1A0101	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	18AK1A0102			
	18AK1A0103			
	18AK1A0104	Topographical area survey By Using Total Station	Levelling	
	18AK1A0105			
	18AK1A0106			
Batch No.	**Roll Number**	**4/18/2022**	**4/19/2022**	**4/20/2022**
2	18AK1A0107	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	18AK1A0108			
	18AK1A0110			
	18AK1A0111	Topographical area survey By Using Total Station	Levelling	
	18AK1A0112			
	18AK1A0113			
Batch No.	**Roll Number**	**4/21/2022**	**4/22/2022**	**4/23/2022**
3	18AK1A0114	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	18AK1A0115			
	18AK1A0116			
	18AK1A0117	Topographical area survey By Using Total Station	Levelling	
	18AK1A0118			
	18AK1A0119			

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Department of CIVIL Engineering

IV B.Tech Section A — **Surveying Camp Schedule** — **AY : 2021 - 2022**

		DATE		
Batch No.	**Roll Number**	**4/25/2022**	**4/26/2022**	**4/27/2022**
4	18AK1A0120	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	18AK1A0121			
	18AK1A0122			
	18AK1A0124	Topographical area survey By Using Total Station	Levelling	
	18AK1A0125			
	19AK1A0103			
Batch No.	**Roll Number**	**5/4/2022**	**5/5/2022**	**5/6/2022**
5	19AK1A0105	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK1A0108			
	19AK1A0110			
	19AK1A0111	Topographical area survey By Using Total Station	Levelling	
	19AK1A0112			
	19AK1A0113			
Batch No.	**Roll Number**	**5/9/2022**	**5/10/2022**	**5/11/2022**
6	19AK1A0114	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK1A0117			
	19AK1A0118			
	19AK1A0120	Topographical area survey By Using Total Station	Levelling	
	19AK1A0121			
	19AK1A0122			
Batch No.	**Roll Number**	**5/12/2022**	**5/13/2022**	**5/14/2022**
7	19AK1A0123	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK1A0124			
	19AK1A0125			
	19AK1A0127	Topographical area survey By Using Total Station	Levelling	
	17AK1A0127			

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Department of CIVIL Engineering

IV B.Tech Section B **Surveying** **Surveying Camp Schedule** **AY : 2021 - 2022**

Camp Schedule

		DATE		
Batch No.	**Roll Number**	**5/19/2022**	**5/20/2022**	**5/21/2022**
1	**19AK5A0130**	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK5A0131			
	19AK5A0132			
	19AK5A0135	Topographical area survey By Using Total Station	Levelling	
	19AK5A0136			
	19AK5A0137			
Batch No.	**Roll Number**	**5/23/2022**	**5/24/2022**	**5/25/2022**
2	**19AK5A0138**	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK5A0139			
	19AK5A0140			
	19AK5A0141	Topographical area survey By Using Total Station	Levelling	
	19AK5A0142			
	19AK5A0143			
Batch No.	**Roll Number**	**5/26/2022**	**5/27/2022**	**5/28/2022**
3	**19AK5A0144**	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK5A0145			
	19AK5A0146			
	19AK5A0147	Topographical area survey By Using Total Station	Levelling	
	19AK5A0148			
	19AK5A0150			

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IV B.Tech Section B — **Surveying Camp Schedule** — **AY : 2021 - 2022**

		DATE		
Batch No.	**Roll Number**	**5/30/2022**	**5/31/2022**	**6/1/2022**
4	**19AK5A0151**	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK5A0152			
	19AK5A0153			
	19AK5A0154	Topographical area survey By Using Total Station	Levelling	
	19AK5A0155			
	19AK5A0156			
Batch No.	**Roll Number**	**6/2/2022**	**6/3/2022**	**6/4/2022**
5	**19AK5A0157**	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK5A0158			
	19AK5A0159			
	19AK5A0160	Topographical area survey By Using Total Station	Levelling	
	19AK5A0161			
	19AK5A0163			
Batch No.	**Roll Number**	**6/6/2022**	**6/7/2022**	**6/8/2022**
6	**19AK5A0164**	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK5A0166			
	19AK5A0167			
	19AK5A0168	Topographical area survey By Using Total Station	Levelling	
	19AK5A0170			
	19AK5A0171			
Batch No.	**Roll Number**	**6/9/2022**	**6/10/2022**	**6/11/2022**
7	**19AK5A0172**	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK5A0173			
	19AK5A0174			
	19AK5A0175	Topographical area survey By Using Total Station	Levelling	
	19AK5A0177			
	19AK5A0178			
Batch No.	**Roll Number**	**6/13/2022**	**6/14/2022**	**6/15/2022**
8	**19AK5A0179**	Levelling	Topographical area survey By Using Total Station	Column Marking by using Total Station
	19AK5A0180			
	19AK5A0181			

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Department of Electronics and Communication Engineering

List of Experiential learning courses

S.no	Name of Experiential learning course	Duration
1.	Workshop on Embedded systems using TIVA series	3 days
2.	Amazon Web Services Technical Essentials Workshop	3 days
3.	Workshop on Advanced Process Control & Instrumentation System (ICT11)	5 days
4.	A Workshop on Problem Solving Skills Using C for students of II B.Tech	8 days
5.	Workshop on LAB VIEW	3 days
6.	A One Week Workshop On Programmable Logic Controllers & Its Applications In Automation	1 Week
7.	Workshop on Python	3 days
8.	Workshop on Entrepreneurship	1 day
9.	Workshop on Internet of Things	5 days
10.	Workshop on Soft Skills Training Programme	6 days
11.	Workshop on Design and Hovering of an Unmanned Aerial Vehicle	3 days
12.	Arduino with scratch workshop	9 days
13.	Workshop on Basics of PLC (APSSDC)	1 Week
14.	Data point solutions Internship	2 Months
15.	INTERNSHIP PROGRAM – Internet of Things	9 days
16.	Sales Force Internship	3 Months
17.	Phytec Internship Program	2 Months

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EXPERIENTIAL LEARNING THROUGH INTERNSHIPS

One of the most common and biggest issue freshers has to deal when they are applying for the job is work experience. In today's competitive world every employer is looking for the best candidate with work experience. Getting a degree is not good enough for a student to secure a good job, they need industrial experience and here internship plays a crucial role for them. An internship is the phase of time for students when they are trained for their skill, they are good at and it gives them a chance to apply their knowledge practically in industries. Internships open the opportunities for students to apply their theoretical knowledge they have learned in their classroom, practice for employers in industries. We can say that an internship is the best way to bridge the gap between the employer's requirements and academics learning. Internship works as a trial for students and it helps them to choose their desired field among multiple options available for them. It also helps them to decide their goals, things they are passionate about and to choose a company they are interested to work or collaborate with. The toughest part for a student and fresher is to get interview calls. A resume with hands-on experience is much more desirable by the employers than a fresh resume without having industrial experience. An internship is the best way to enhance the skills and to add experience in a CV. During the internships, freshers and students acquire desired skills and gain experience which they can demonstrate in their resume. They can list out all the tasks and projects they have done during that period and they can get interview calls to land up in a job they are really looking for. Internship helps students to learn from their mistakes during their training period and they can get suggestions from their mentors to correct those mistakes. Learning from their mistakes eventually refine their skills which can be really helpful for them while transitioning into a full-time job role. It helps them to know about their strength, weakness, knowledge or skill they need to learn to perform well in their job role.

THRUST ON INTERNSHIPS IN ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES- TIRUPATI

- Mandatory Internships has been included in the curriculum at Sixth, seventh and eighth semester levels of B. Tech students.
- Partnered with APSHE-LMS which is offering internships through Microsoft Inc., AICTE Internships
- Internships in key domains such as Sales force, Azure, Microsoft tools etc., are being undertaken by our students.

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Department of Electronics and Communication Engineering
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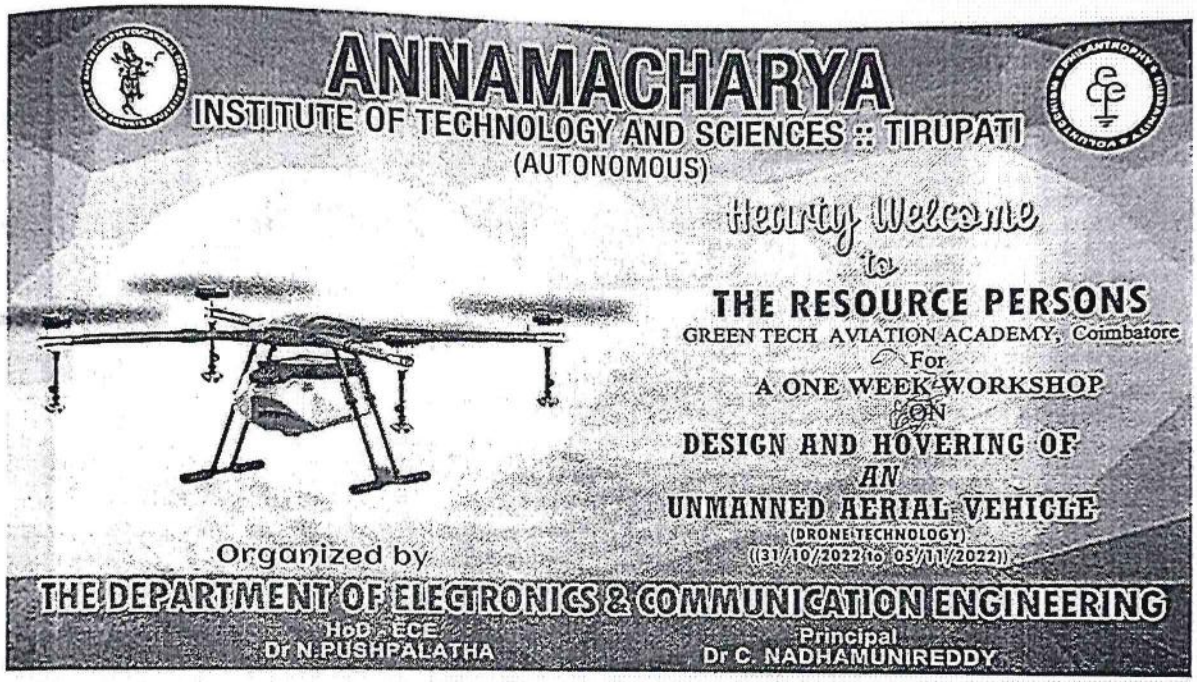
A Report on A One Week Workshop on

Design & Hovering of An Unmanned Aerial Vehicle (DRONE TECHNOLOGY)

Organized by the

Department of Electronics & Communication Engineering



Annamacharya Institute of Technology & Sciences-Tirupati, has organized a one week workshop on **Design & Hovering of An Unmanned Aerial Vehicle** from 31st Oct to 5th Nov 2022 to its students of the department in Electronics & Communication Engineering. The Workshop Resource persons are **Sourcing officer Mr. P.Nehru** and **Chief Instructor Mr.Karthikeyan** and their associating team members from Green Tech Aviation Academy, Coimbatore.

Workshop Outcomes:

- Participants will learn basics of Drone design, Assembling and flying
- Applications of Drone Technology
- RC Flight simulator software for Drone Flying Training
- Intro to autonomous flight system for drones
- R&D projects in UAV Technology

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Schedule

Day	Time	Content	
Monday	9:30AM to 10:00AM	Workshop Inauguration	Faculty & IV B.Tech ECE Students
	Session - 1 10.00 AM to 01.00 PM	Intro to Drone Technology, Classification & Applications of Drones. UAVs in Current Scenario. Intro to Multicopters – Control flow chart – Payloads - How Quadcopter Fly - Pitch, Yaw and Roll. Components used in Drones – BLDC Motors, ESC, Flight Controller, Battery, Propeller, GPS, Accelerometer, Gyro Sensors, Transmitter and Receiver.	IV B.Tech ECE Section 1,2 & 3 Venue: E-Class Room
	Session - 2 2.00 PM to 04.30 PM	Practical Session I Frames – Quad Configurations - Assembly of Quadcopter – Components and Tools Used – Frame Assembly and Electronics Integration. Drone Flying Training – Intro to Flight Simulator - Control Sticks – Flight Maneuvers – Do's and Don'ts in Flying – Preflight Checks – Simulator Flying Practice I	IV B.Tech ECE Section 1 Venue: BG-03
Tuesday	Session - 3 9:30AM to 1.00 PM	Intro to Flight Controllers – Sensors used in Quadcopter – Gyroscope – Accelerometer – IMU - Thermal & Humidity Sensor – GPS. Battery – Charging & Discharging – Battery rating – Safety Precautions. Commercial Applications of Drones – Career and Entrepreneurial Opportunities. Simulator Flying Practice II	IV B.Tech ECE Section 1 Venue: BG-03
	Session - 4 2.00 PM to 04.30 PM	Practical Session II – Calibrations – Intro to Mission Planner Software – Intro to Autonomous Flight Systems – Test Flying – Simulator and Live Flying Training. DGCA Regulations for Drones – Safety Precautions and Maintenance.	IV B.Tech ECE Section 1 Venue: BG-03
Wednesday	Session - 2 9.30 AM to 01.00 PM & 2:00PM to 04:30PM	Practical Session I Frames – Quad Configurations - Assembly of Quadcopter – Components and Tools Used – Frame Assembly and Electronics Integration. Drone Flying Training – Intro to Flight Simulator - Control Sticks – Flight Maneuvers – Do's and Don'ts in Flying – Preflight Checks – Simulator Flying Practice I	IV B.Tech ECE Section 2 Venue: BG-03
Thursday	Session - 3 9:30AM to 1.00 PM	Intro to Flight Controllers – Sensors used in Quadcopter – Gyroscope – Accelerometer – IMU - Thermal & Humidity Sensor – GPS. Battery – Charging & Discharging – Battery rating – Safety Precautions. Commercial Applications of Drones – Career and Entrepreneurial Opportunities. Simulator Flying Practice II	IV B.Tech ECE Section 2 Venue: BG-03
	Session - 4 2.00 PM to 04.30 PM	Practical Session II – Calibrations – Intro to Mission Planner Software – Intro to Autonomous Flight Systems – Test Flying – Simulator and Live Flying Training. DGCA Regulations for Drones – Safety Precautions and Maintenance.	IV B.Tech ECE Section 2 Venue: BG-03

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Friday	Session - 2 9.30 AM to 01.00 PM & 2:00PM to 04:30PM	Practical Session I Frames – Quad Configurations - Assembly of Quadcopter – Components and Tools Used – Frame Assembly and Electronics Integration. Drone Flying Training – Intro to Flight Simulator - Control Sticks – Flight Mancuvers – Do's and Don'ts in Flying – Preflight Checks – Simulator Flying Practice I	IV B.Tech ECE Section 3 Venue: BG-03
Saturday	Session - 3 9:30AM to 1.00 PM	Intro to Flight Controllers – Sensors used in Quadcopter – Gyroscope – Accelerometer – IMU - Thermal & Humidity Sensor – GPS. Battery – Charging & Discharging – Battery rating – Safety Precautions. Commercial Applications of Drones – Career and Entrepreneurial Opportunities. Simulator Flying Practice II	IV B.Tech ECE Section 3 Venue: BG-03
	Session - 4 2.00 PM to 04.30 PM	Practical Session II – Calibrations – Intro to Mission Planner Software – Intro to Autonomous Flight Systems – Test Flying – Simulator and Live Flying Training. DGCA Regulations for Drones – Safety Precautions and Maintenance.	IV B.Tech ECE Section 3 Venue: BG-03

Faculty In charge Schedule:

S.No	Day	Name of the Faculty	Lab Technician
1	Monday & Tuesday	Ms.K.B.Meenakumari, Ms.Anitharani, Dr.Senthamil Selvan, Mr.P.Rajesh	Ms.Hemalatha
2	Wednesday & Thursday	Ms.G.Anitharani, Mr.P.Rajesh Dr.Senthamil Selvan, Mr.P.Praveen	Ms.Vimalarani
3	Friday & Saturday	Ms.E.Devisri,Mr.P.Rajesh, Ms.K.B.Meenakumari, Ms.K.Kalyani, Dr.Senthamil Selvan, Mr.R.Nagaraj	Ms.Hemalatha
Faculty Coordinator-1		Dr.P.Harish,	Associate Professor
Faculty Coordinator-2		Mr.N.Dilipkumar	Assistant Professor

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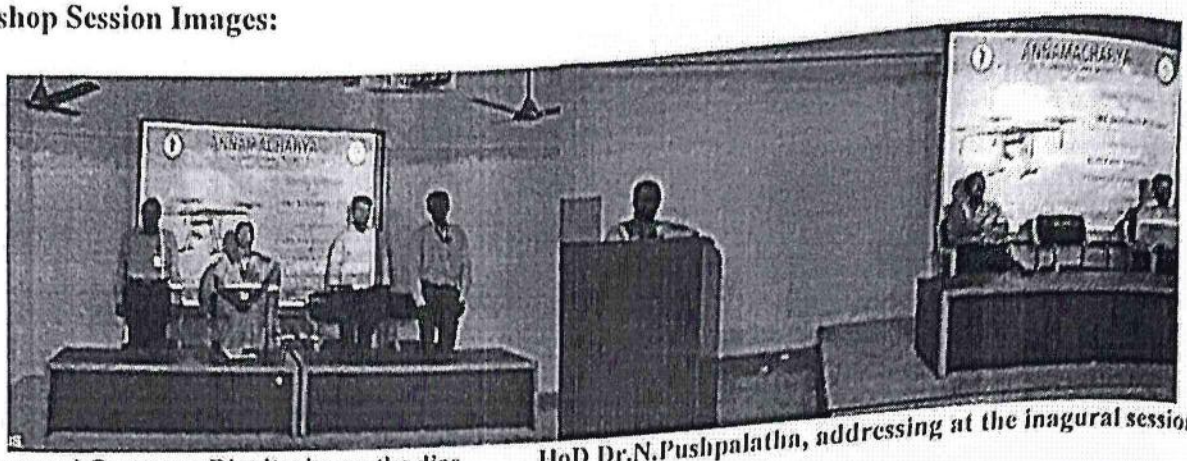
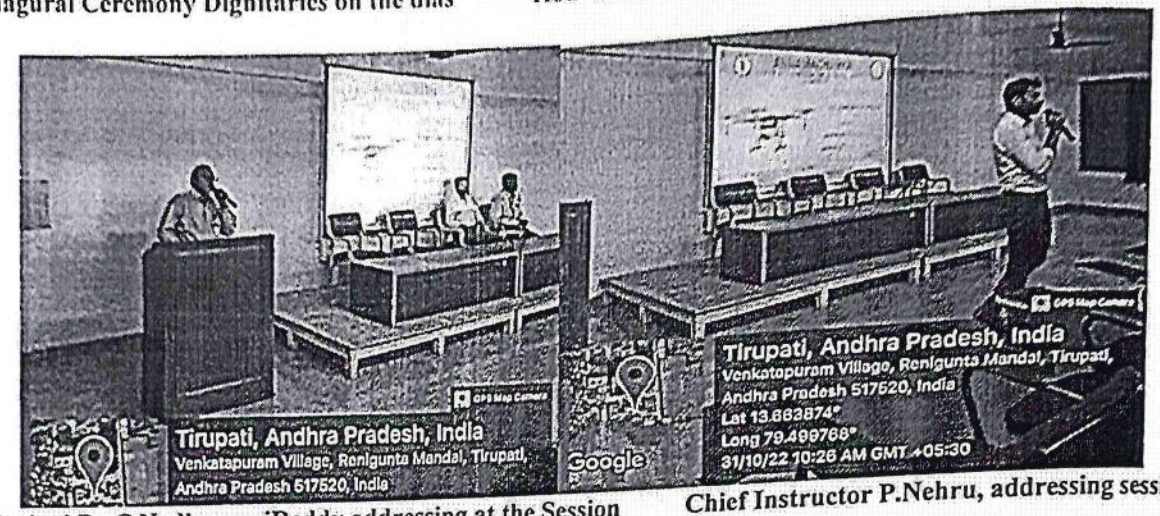
Workshop Session Images:



Inagural Ceremony Dignitaries on the dias

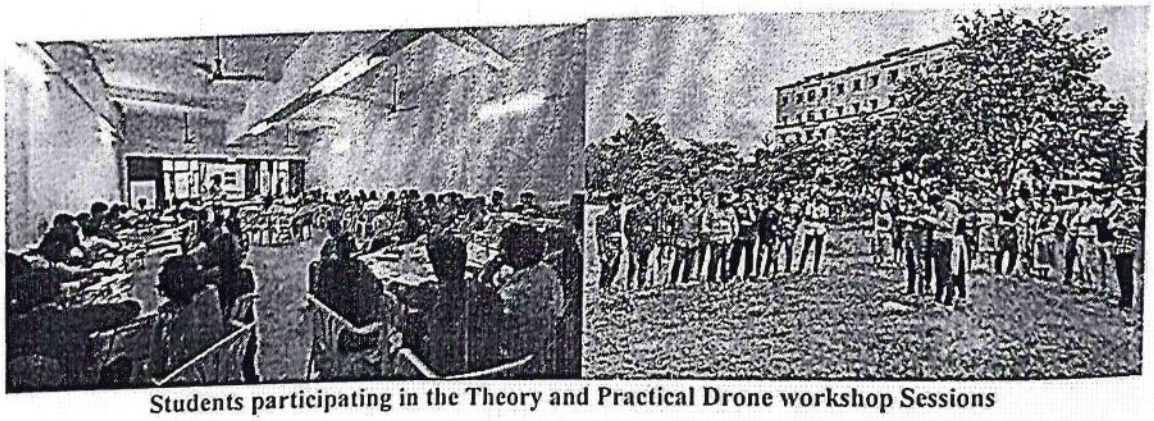
HoD Dr.N.Pushpalatha, addressing at the inagural session



Principal Dr.C.NadhamuniReddy addressing at the Session

Chief Instructor P.Nehru, addressing session

At the Inaugural session of the Workshop The Principal Dr.C.Nadhamuni Reddy has addressed the students about the application, advantages and usage in the real time world and Head of the Department-Dr.N.Pushpalatha gave message students about the importance of Unmanned Aerial Vehicles in now-a-days.



Students participating in the Theory and Practical Drone workshop Sessions

The training session was participated by total students of 201 in number from Electronics & Communication Engineering department and along with them the event coordinators Dr.P.Harish, Mr.N.Dilipkumar and other faculty members also took part in the session.

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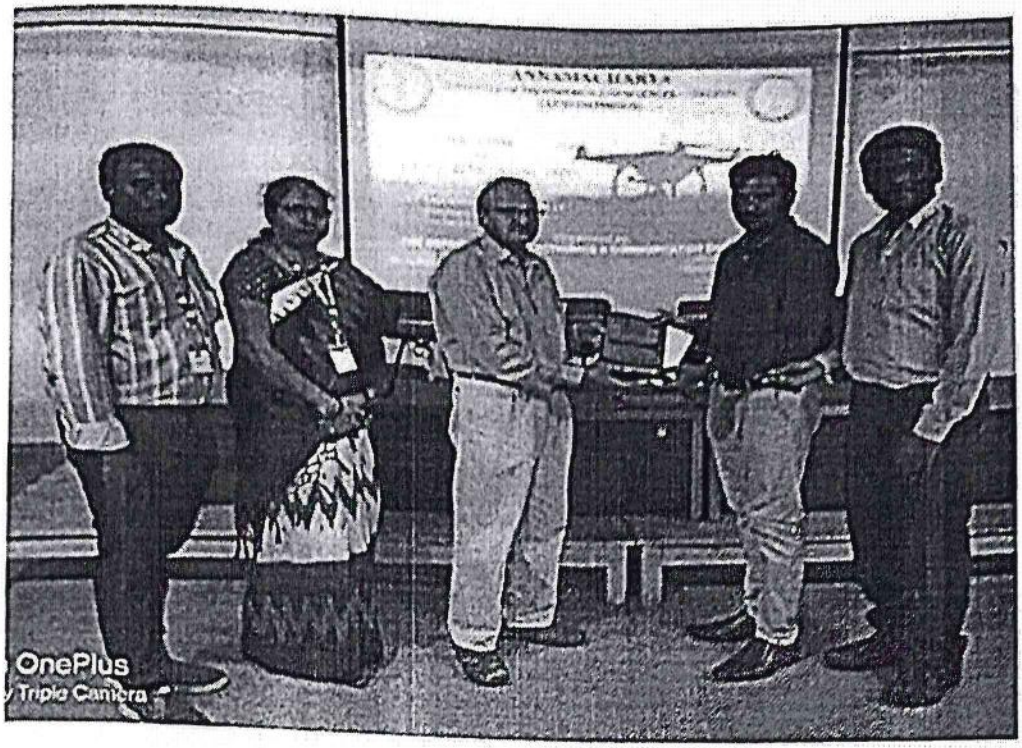

At the end of the Day-6 session2, Valedictory session was conducted. The Principal Dr.C.Nadhamuni Reddy has presented a memento to the resource persons of the workshop recognizing their services of honor on behalf of the college management.

The resource persons expressed that the students have shown an active involvement during the hands on sessions and conveyed their thankfulness for providing good hospitality by the college management during the six days of the workshop.

Few students have took part in giving feedback about their practical experience throughout the six days workshop session and expressed that the training was given on the various aspects to drone technology-like components of a drone, assembling & dissembling of drone, Calibrating the drone on a computer between Flight Control system, Transmitter & Receiver and flying a drone on Altitude Hold mode, Position Hold mode and Manual mode and landing a drone and the various drone models Quad-Copter, Hexa-Copter, RC-Flight Copter, Agricultural Pesticide sprinkling drone etc.

N. Pushpalatha

Hod-ECE

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PRINCIPAL
ANNAMACHARYA INSTITUTE OF
TECHNOLOGY & SCIENCES
VENKATAPURAM (Vill.)
RENIGUNTA (M), TIRUPATI-517 520

Annamacharya Institute of Technology and Sciences
(Autonomous)
Department of Electronics and Communication Engineering

List of Community Service Projects(2021-22)

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3	20AK1A0403	AKBAR BASHA T		
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20	20AK1A0423	DINESH K		
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28	20AK1A0431	GNANA PRASUNA S	Cyber Security	Mr.Y.Penchaiah
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A

Community Service Project Report on

CAREER GUIDANCE

Submitted in partial fulfillment of the requirements
for the award of the degree of

BACHELOR OF TECHNOLOGY

In

ELECTRONICS AND COMMUNICATION ENGINEERING

Submitted by

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Under the esteemed guidance of

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ELECTRONICS AND COMMUNICATION ENGINEERING

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES (AUTONOMOUS)
(Approved by AICTE, New Delhi & Permanent Affiliation to JNTUA, Anantapuramu. Two B. Tech Programmes (CSE & ECE&CE) are accredited by NBA, New Delhi. Accredited by NAAC with 'A' Grade, Bangalore. Accredited by Institution of Engineers (India), KOLKATA. A-grade awarded by AP Knowledge Mission. Recognized under sections 2(f) & 12(B) of UGC Act 1956.)
Tirupati- 517520.

2020-2024

CERTIFICATE

This is to certify that the community project report

CAREER GUIDANCE

submitted to **"DEPARTMENT OF ECE"**

of

"ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES"

is a bonafide record of work done under my supervision.

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ACKNOWLEDGEMENT

It is our insightful duty and pleasure to express our gratitude to all those who helped us in completion of this work successfully.

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Last but not least, we feel more responsible to express our sincere thanks to our friends and family members for their moral support, time without which the successful completion of the work would not have been possible

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ABSTRACT

Career guidance and an extremely broad and a comprehensive concept. in order to implement this task effectively there are number of factors that need to be taken under narration The guidance regarding ones career and the counselling of students involves a versation between a career counsellor who should be an expert in his field. he should possess at the skills. abilities. knowledge and information regarding the job opening prospects. opportunities that are available and possess the ability to effectively communicate with the person who is seeking counselling and guidance. On the other hand. the students or job seekers or a person who is already engaged in employment and is willing to make a transformation is required to possess effective communication skills, a pleasant personality, an approachable nature, an amiable attitude. should be well qualified and possess the required skills and abilities to work and get engaged into an employment setting. In this research paper, the researcher has conducted research in order to recognize the significance of career guidance and student counselling the main areas that have been underscored in this research paper are understanding the significance of career guidance the consequence of career guidance. Purposes of counselling and guidance, characteristics of career counselling. assumptions underlying the practice of career counselling, and influential factors in career Guidance Career guidance has gained importance in all educational institutions. in higher educational institutions there is a separate counselling centre where people who are in an apprehensive state or worried or stressed about their career prospects and future life, come to acquire help and assistance, so that their concerns can be alleviated, they are able to acquire an employment opportunity or get engaged in a good career which may bring them contentment.

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Introduction

Career guidance helps plan occupational goals and take actionable steps. Career guidance is a type of counseling undertaken by professionals to identify and explore the most suitable careers and occupations to start their career in the right direction.

A career guide is a group that provides guidance to people facing a variety of career challenges. These challenges may include (but are not limited to) dealing with redundancy; seeking a course; finding colleges; new job; changing careers; returning to work after a career break; building new skills; personal and professional development; going for promotion; and setting up a business. The common aim of the career guide, whatever the particular situation of the individual being guided, is normally to help that individual gain control of their career and, to some extent, their life.Ultimately, career counselling can help individuals make informed decisions about their careers, leading to greater satisfaction and success. Navigate the job market: A career guidance counsellor can help an individual learn about different job options that are available, and help them understand the job market.

Objective

- There are 5 objectives, they are
    1. **Assume Responsibility**: Students takes charge, make decisions and act on decisions.
    2. **Imagine career ideas and build trust :** Tap into the students life experiences as a base to generate career ideas.
    3. **Deal with negative emotions or thoughts which inhibit career progress :** Counselor listens to student complaints
        - Develops strategies for overcoming the stated problems
        - Find ways to manage the negative emotions.
    4. **Task Setting** : Ask the student to gather information or experiences that are directly relevant to students job or career objectives.
    5. **Establishing the Yes, Buts** - identifying the students concerns and main obstacles they believe may stand in the way of job or career goals.

To become acquainted with various forms of employment and to develop job acquisition and job retention skills.To experience hands-on activities for self appraisal purposes and for exploratory career experiences.To develop a tentative career and educational plan relevant to their individual interests, abilities, aptitudes, and goals.

Implementation

- Every student should put in a 1week for the Community Service Project during the weekends.
- Each class/section should be assigned with a mentor.
- A log book has to be maintained by the group, where the activities undertaken/involved to be recorded.

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Chapter 1

Career guidance after 10th Standard

About Career Guidance After Class 10

It is not easy to decide on the career option that will determine the rest of each student's life especially when they are in class 10. It does not help them as even parents are left confused about the right advice to offer. The confusion a student faces is varied and huge in nature. They will be doubtful about which group they opt to choose and even which degree to pursue after their completion of schooling and whether it must be done regularly or in correspondence.

Career options after Class 10

So, Career Guidance After 10th gives confidence to students in order to choose the right career after their completion of board examinations. There won't be any necessity to panic or become anxious even if they have scored lesser marks in it. The matter of fact is that in today's generation of self-starters, the number of options open to students is several and varied. It is not recommended to make unplanned, hasty decisions dues to parental/peer pressure. It is significant to pursue a field that a student is usually passionate about.

Students should seek career guidance as early as class 10th and 12th. After everything, having to choose between commerce and science is an essential factor in simplifying the career after class 10. The course of study after this class may be more generalized, but they are significant in giving a student a solid foundation for career courses after schooling. Doing the research in advance can save students a lot in life.

Choosing the right career after class 10 may be challenging as there are plenty of options available. Career counselling with a trained career counsellor can assist students to solve all their problems. A career counsellor makes use of the career assessment to estimate a perfect career path for the student's future. So, a career assessment test analyzes their interests, skills, abilities, and a clear road map is provided based on all these.

Career options after Class 10:

1.Science

- Science is the most favorite and popular career option for the majority of students and parents
- The science stream offers many profitable career options such as medical, engineering, IT, and even research

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- Language arts, design, humanities, performing arts are well-paid career options
- The subject of arts encourages self-expression and creativity
- Students who opt for the arts stream enhances critical thinking and also helps in increasing leadership qualities

Who can choose their art group after their 10th?

- If students are creative and want to go deep into humanity, then arts will be the right stream for them
- So, there are several options available after **class 10**

What are the other career options after class 10?

Picking the right career option after **class 10** is probably the most significant decision of each student's life and it should not be taken in a hurry

Short term courses:

Students can opt for short term courses like Graphics, DTP, and Tally after their Class 10

Paramedical courses:

Students can do paramedical courses like DOA (Diploma in Ophthalmic Assistant), DMLT (Diploma in Medical Laboratory Technology), and DOT (Diploma in Ophthalmic Assitant) if they are fascinated by the medical field

ITI (Industrial Training Institutes):

Students can do ITI courses for Electrician, Mechanical and Electrical after their Class 10

Polytechnic:

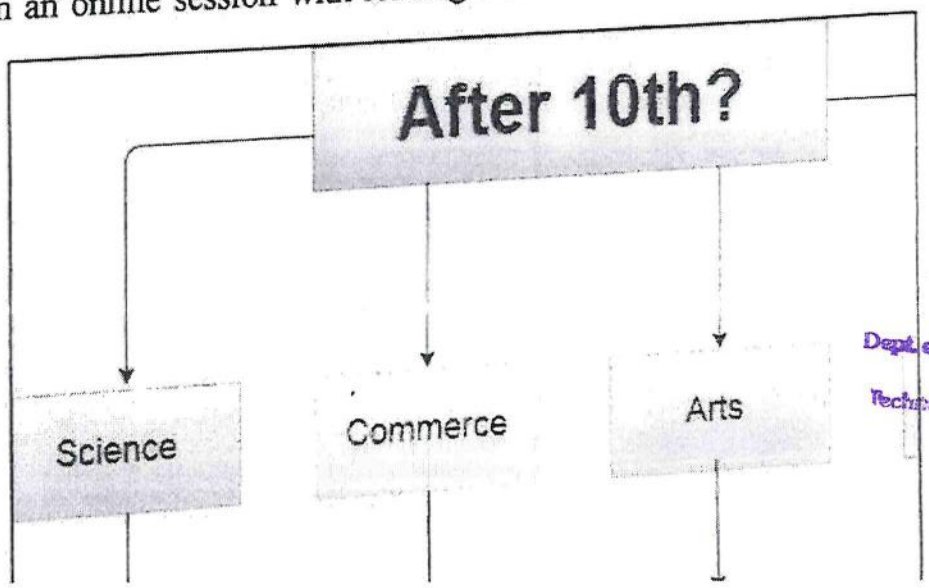
Students can do polytechnic courses like Civil, Mechanical, Computer, Chemical or Automobile after their High School. Polytechnic colleges offer diploma courses for a duration of 1 year, 2 years and also 3 years

Intermediate:

Students can choose subject groups like PCMB, PCM, PCB, Commerce without Maths, Commerce with Maths after their **class 10**. After the completion of class 12, one can do graduation in several disciplines based on the selection of subjects.

Thus, every field has multiple career opportunities. But, choosing the right stream which is suitable for the students should be the main concern. So, the right **Career Guidance After 10th** plays an important role in each and every student's life.

To plan an online session with leading counsellors and education consultants across India.



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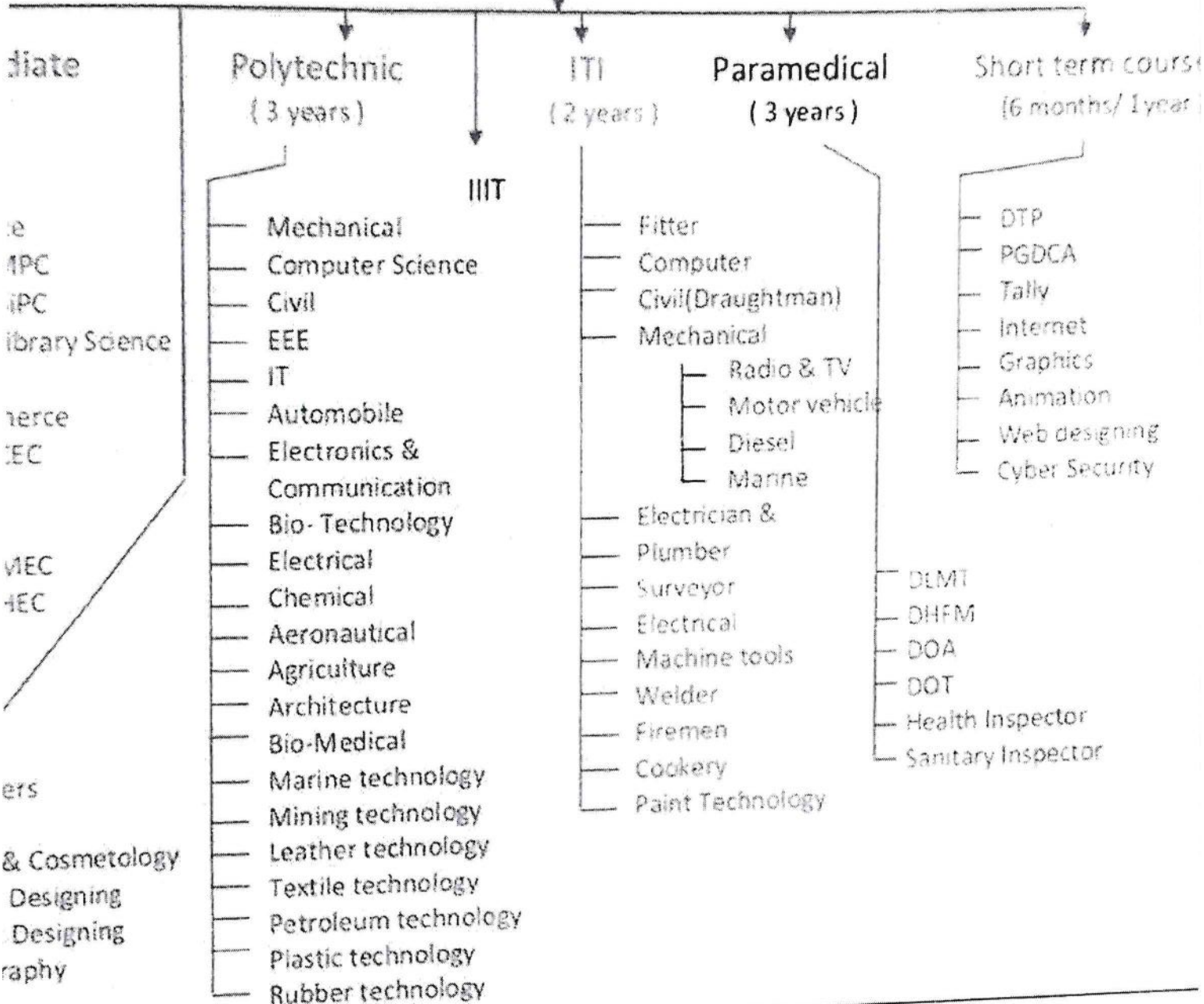
What Next ?

After 10 th class



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several doors to exciting career opportunities in various sectors. One can act as an auditor, tax consultant, financial officer, advisor, and much more. Candidates can choose to practice privately or to work with corporate ones.

Cost and Management Accountant - This course is offered by ICWAI or by the Institute of the Cost Accountants of India. Certified Cost Accountants does cost auditing, maintain cost accounting records, help in controlling, planning, and costing of products. Candidates can do their own practice as CMA or hold managerial positions in private as well as public enterprises. The role of a Cost Accountant goes beyond that of a Financial Accountant by helping in processes and in production operations. So, the certification, cost audit areas, and consulting areas can be chosen accordingly.

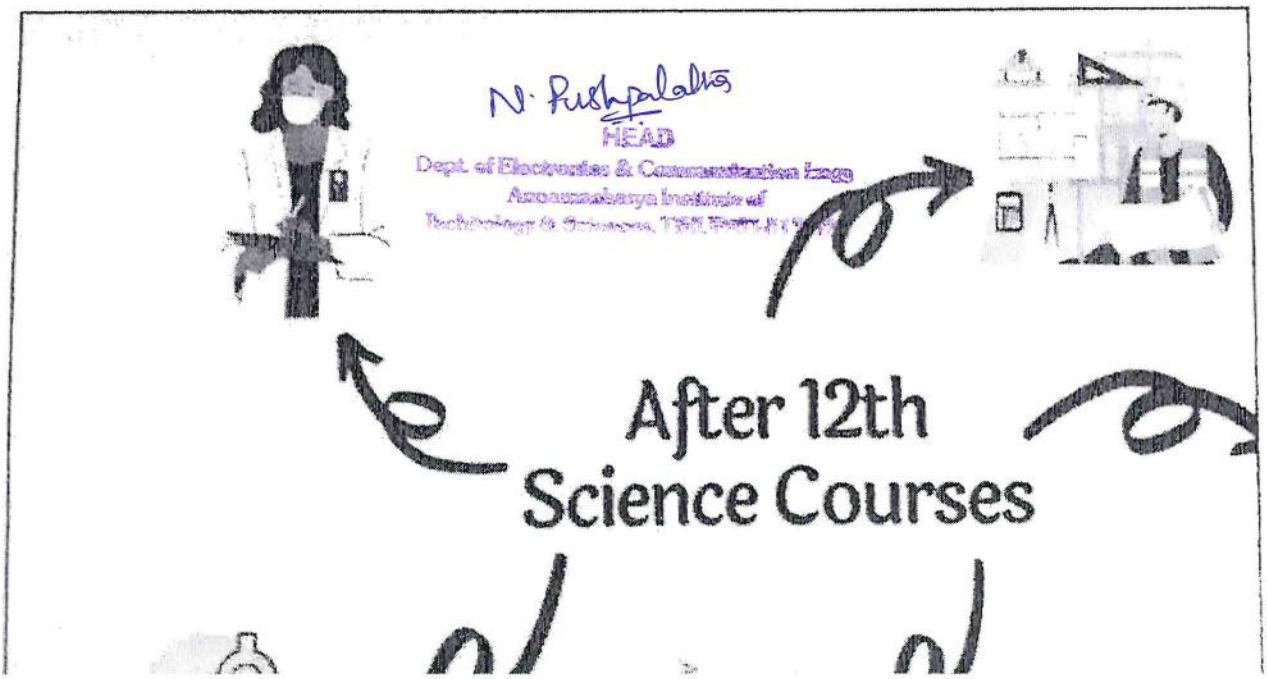
Bachelor's in Economics - Bachelor's in Economics offers practical knowledge on various economic policies, economic concepts, programs, analytical methods, etc. Candidates can certainly go for this program if they are interested in Economics and want to gain specialization in the economic framework. Graduating in economics can prove to be an added benefit if they want to prepare for civil services examinations.

Career Options After 12th Arts Group:

Candidates can get Career Guidance After 12th especially when they belong to the arts group as there are plenty of career options available for higher studies. They can choose courses like journalism, law, and mass communication from others like hotel management, fashion design, and graphic design.

Law - Candidates are given exposure to a number of legislations and are also given opportunities to get indulged in moot courts. Graduates can opt for corporate laws or can practice litigation. BBA LLB, BA LLB, B.Tech LLB (6 years), and B.Com LLB (5 years) are the courses available to candidates across law colleges in the country.

Fashion Design - Bachelor of Fashion Technology is a four-year degree program that introduces the subjects that deal with Pattern Making, Elements of Textiles, Design Management, Fashion Studies, Fashion Forecasting, etc. Graduates can either work as an interior designer, fashion designer, or work in a fashion house.



- The main benefit of opting for the science stream is, it keeps one's options open.
- Students might switch from science to arts or science to commerce. But they cannot do it the other way around.

Who can choose the science group after their 10th?

- If technology fascinates students and if they have flair for calculations, then they can choosing science after 10th will be the right option
- They can opt for Chemistry, Physics, and Maths
- If students want to make a mark for themselves in the medical field, then they can opt for Chemistry, Physics, Biology, and Math
- Now, there are many students who have such a hatred towards Maths. Either they are afraid of it or it doesn't interest them. But, the good thing is that Maths is not required to become a doctor. So, such students can focus more on Physics, Chemistry, and Biology (PCB).

2.Commerce

- Commerce will be the second most favourite career option after science for most people. If they love finances, numbers, or economics, then the finance will be the best option for them.
- It offers a wide variety of career options like MBA, Charted Accountants, investment in banking sectors, etc.
- Commercial knowledge can be acquired which is very significant for the business
- Students must be familiar with other subjects like Finance, Accountancy, or Economics if they opt for Commerce group
- They must be good with data, numbers and have a curiosity in Economics and Finance
- The popularity of the Commerce subject is increasing and several students are studying and making a living out of it

Who can choose the commerce group after their 10th?

- If students have affinities for business, numbers, economics, then commerce will be the right stream for them
- If they want to shape their career in the business world and economics, then this group will be the right career for them
- There are several options available for the commerce stream after **class 10**. Students can get career counselling from experts if they have any doubts regarding the choice of commerce stream
- Appropriate **Career Guidance After 10th** will be extremely important for having a hassle-free career

3. Humanities/Arts

- Humanities/Arts are nowadays very high in demand and more students opt for it

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Chapter 2

Career guidance after 12th Standard

About Career Guidance After Class 12

Selecting a good career opportunity after Class 12 is a challenging task. The career chosen should be of each one's areas of interest and it should also fetch a good salary. Students pursue their Higher Secondary classes in various streams like Commerce, Science, and Humanities based on the career fields that influence them the most. However, it is essential to do complete research on career options after the completion of schooling available in the domains that align with the student's interest as well.

There is a list of various career options available in various streams to pursue a bright start to the career. Students can take Career Guidance After 12th and explore their career opportunities according to the marks scored in their board results. So, they need to plan and apply for admission to good colleges and institutes based on their board results.

Career Options After 12th Science Group

Engineering and Medicine are the two most popular and in-demand careers after completing science courses in Class 12 whereas there are other flourishing careers as well. Students who are interested in Biology can opt for BDS, MBBS, Pharmacist, Optometrist, Microbiology, Forensic Science, and many more. Those who have opted for Chemistry, Physics, and Maths can opt for B.Tech, B.E, Aeronautics, B.Arch, etc.

MBBS - Candidates can become a part of the healthcare industry after clearing their Class 12 in Chemistry, Physics, and Biology. This could be done preliminarily by getting Career Guidance After 12th which not only suits each one's subjects but also makes a good career option. They can prepare for medical entrance exams to get admission to the best medical college for pursuing their MBBS graduation. There are several other entrance exams for admission to BDS/MBBS courses like AIIMS, NEET, JIPMER which they can take to get admission to the college of their choice. The candidates can either go for an MD to specialize in their areas of interest or choose to practice medicine after obtaining the MBBS degree.

Pharmacist - A course in pharmacy after Class 12 deals with teaching candidates how to prepare and dispense medicines. This will also make them aware of drug-related information. The candidates of this course will be able to give guidance on the health care program as they will be more aware of the prescriptions given by the physicians.

Career Options After 12th Commerce Group

Company Secretary (CS), Chartered Accountant (CA), Cost, and Accounting Management (CMA) are a few professional courses that the candidates can choose after completing their class 12 in Commerce. Certain regular courses include are Bachelor's in Economics, Bachelor's in Business Administration (BBA), and Bachelor's in Commerce. The right option can be chosen when the Career Guidance After 12th is received successfully.

Chartered Accountant - This is the most highly regarded professional course for building a bright career in Commerce. The profession of Chartered Accountant opens

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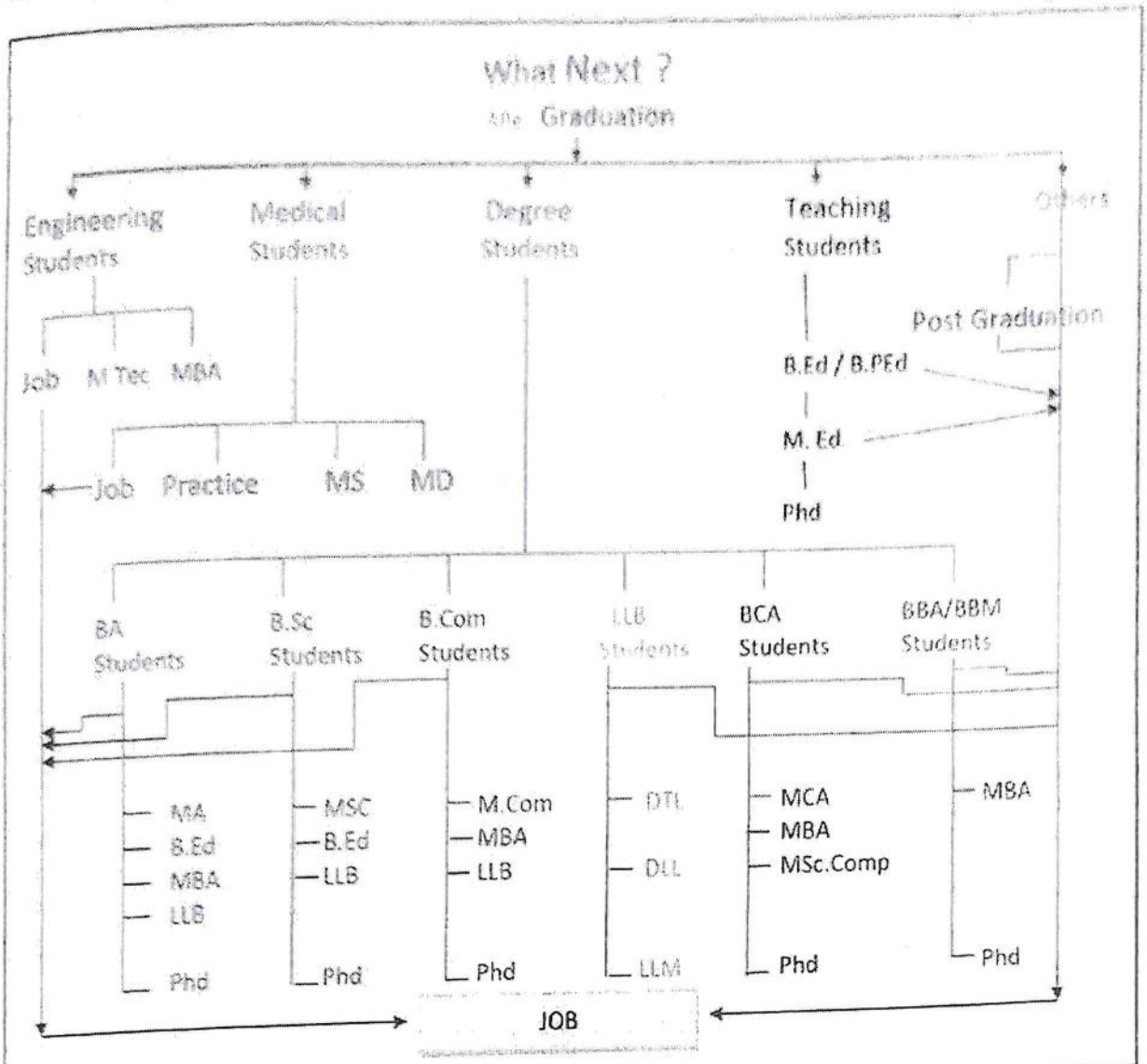

Post Graduation Course	Eligibility
MA Telugu	Any degree with one subject Telugu
MA English	Any degree with one subject English
MA Hindi	Any degree with one subject Hindi
MA Economics	BA with Economics one of the sub.
MA History	BA with History one of the sub.
MA Sociology	BA
MA Political Sci.	BA
MA Public Adm.	BA.
MS. Public rel.	BA
M.Sc Computers	B.Sc Comp / B.Com Comp / BA Comp / BCA
M.Com	B.Com/ BA with Commerce one of the subject.
MCA	BA/B.Sc with Maths.
MBA	Any degree
MA Archaeolog	BA

Post Graduation Course	Eligibility
M.Sc Maths	B.Sc / BA with one subject Maths
M.Sc Chemistry	B.Sc with Chemistry
M.Sc Botany	B.Sc with Botany
M.Sc Zoology	B.Sc with Zoology
M.Sc Physics	B.Sc with Physics
M.Sc Home Sci.	B.Sc with Botany + Zoology
M.Sc Anthrop	B.Sc with Zoology / BA
M.Sc Psychology	Any degree
M.Sc Bio-Chemis	B.Sc with one subject Chemi
M.Sc Bio-Tecno	B.Sc with one subject Bio-Tecnology
M.Sc Micro biolo	B.Sc with Zoology
MSc Virology	B.Sc with Zoology
MLIC	BLIC
LLM	BL / LLB

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Chapter 3

Career guidance after Graduation

M.Tech (Master of Technology)

The Master of Technology degree is more inclined toward technology and engineering in the list of professional courses after graduation. This is a two-year long course that requires you to accomplish your BTech degree first. One can also apply for MTech in India after completing their MSc degree from any reputed university. M.tech Degree helps you improvise your engineering skills and abilities to generate new and innovative ideas.

Scope

You can take an MTech Degree in a variety of fields like Information Technology. Mechanical, Statistics. Computer Science, Electrical, and Biotechnology. The future prospects of MTech in leading industries are Data Analysts. System Designers. Network Specialists, Software Designers, etc.

MBA (Master of Business Administration)

Since an MBA can be pursued by a student from any stream, many students from diverse domains apply for an MBA as a postgraduate degree. A degree in MBA provides you with a wide range of experience in different analytical fields that uplifts your confidence and boosts your communication skills.

Having the required skills and knowledge can help you find better career opportunities. From business to technology, and agriculture to journalism, a wide range of specialization fields are available for students.

Scope

One can pursue MBA in multiple fields. The common fields selected by students are Marketing. Human resources, Statistics. Economics, Finance. Information Technology, and Health care. It opens up various scopes like Logistics Manager. Financial Analyst. Investment B, Management Consultant. and many more.

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PGDM

PGDM refers to Post Graduate Diploma in Management. Many students from diverse domains tend to go for PGDM. The course structure of the PGDM program is similar to an MBA and is offered by various reputed universities. The curriculum of a PGDM program prioritizes the core of the management field that invokes flexible and creative thinking in the candidate.There is a huge demand for PGDM among the other professional courses after graduation.

Scope

There are multiple job opportunities for students after PGDM. You can apply for different jobs in both the Private and Public Sectors. The jobs majorly include Analytical Experts, Corporate Banking, Wealth Management, etc.

MA/MSc Economics

All of us hear a lot about the economy on a daily basis. A master's degree in economics like Master of Arts Honours in Economics or Master of Science Honours in Economics is a 2-year postgraduate degree providing training in economic theory, econometrics, and applied economics.Many Institutes like Delhi University and Ambedkar University offer a Master's degree in economics. Most economists usually become a lecturer and devote their time to the research of innovative ideas. Although it is one of the most complex courses, a person can make a huge amount of money out of it.

Scope

A Master's degree in economics will help you to gather experience in topics like stocks, market rates, the Indian economy, GDP and etc. Credit Analyst, Economic Researcher, Litigation Consultant, Financial Manager, etc are some of the prospecting job profiles under this post-graduation course.

MA/MSc Statistics/Mathematics

If you like to play with complex ideas like topology, calculus, and number line then mathematics/statistics can be an appropriate field for you. This is 2-year semester-based course that provides you with a postgraduate degree in Statistics or Mathematics major. With a sudden boom in technology, companies need employees to manage huge data that they encounter every day.

Many mathematics and statistics graduates prefer becoming lecturers and moving toward the research field that also pays you well. It is always a priority for Maths/statistics graduates in the list of professional courses after graduation.

Scope

This field provides a huge scope in business analytics and data science. Most statistics graduates are hired as Data Analysts or Data Scientists and they make an ample amount of money from it. Some of the career opportunities include Statistical Trainer, Content Analysts, Econometrician, Professor, etc.

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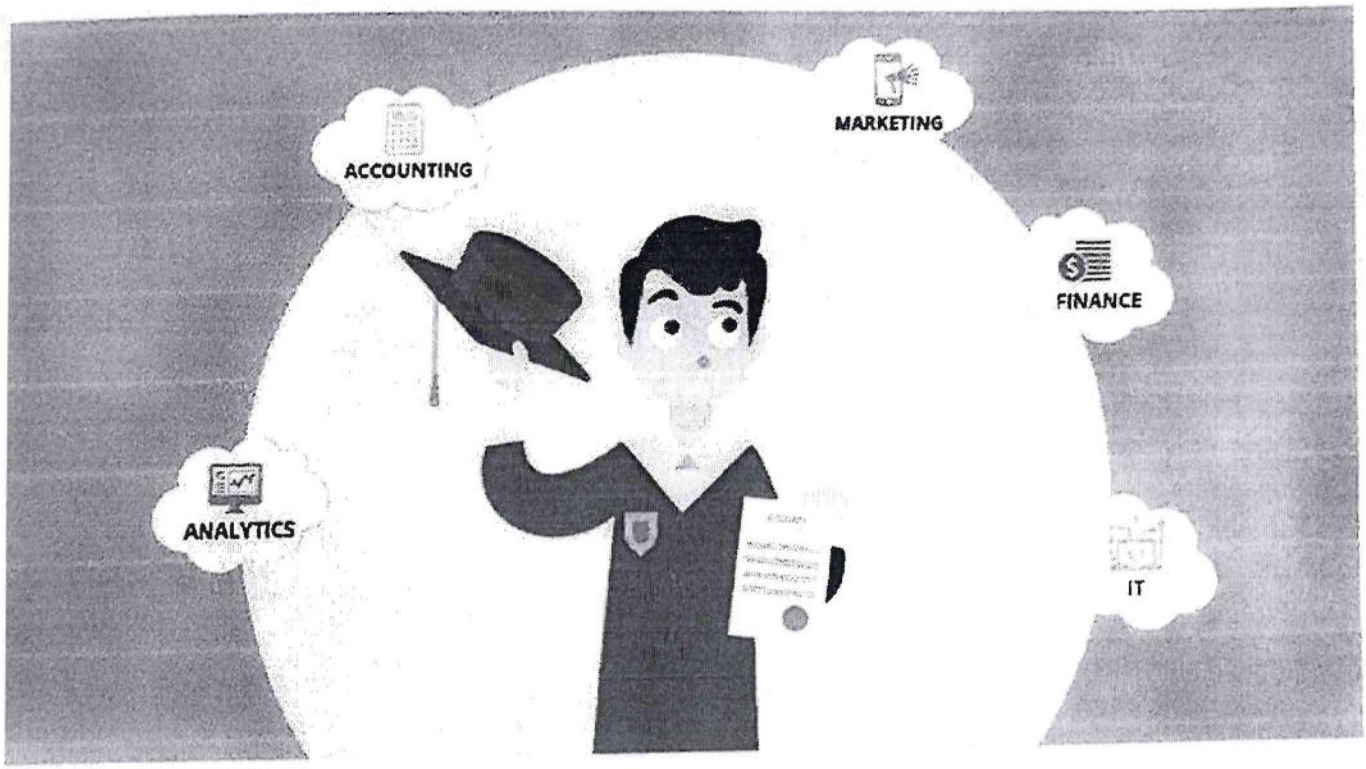
Scope

This post-graduate course exposes you to various remunerative career opportunities in the hospitality or management industry. The job positions include Account Executive, Shift Manager, Executive Chef, Restaurant Manager, etc

A hotel manager might start earning low, but the pay scale increases with increased experience. Based on the experience gained, the average annual salary of a candidate who finished the PDG Hotel Management course ranges from 2 6 Lakhs per annum.

learn innovative skills in the hotel or hospitality industry, food and beverage preparation, operations, and resource & personnel management. Students may also gain an experience in the international business setup. This field is an exciting option among the list of professional courses after graduation.



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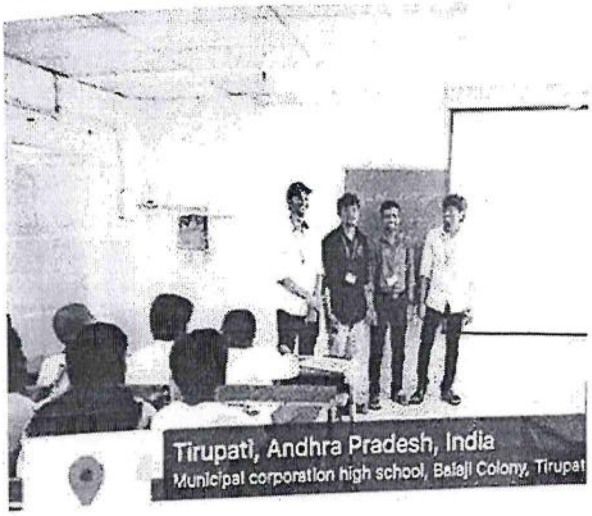
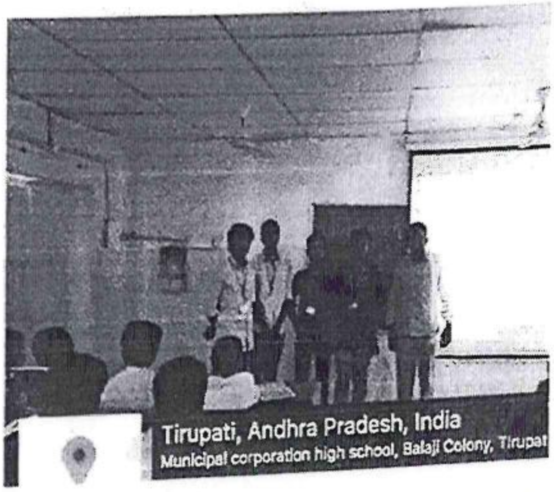
CHAPTER-4

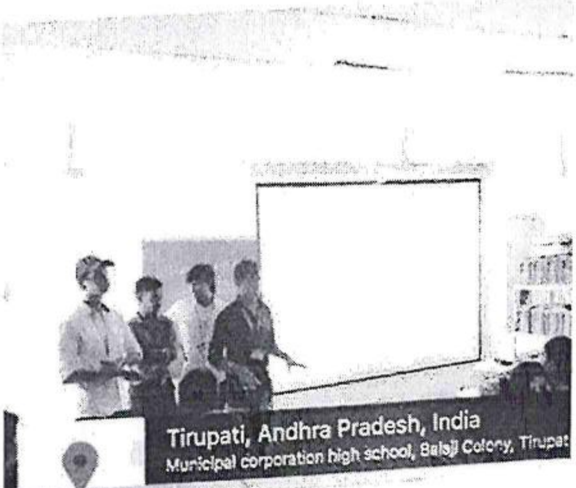
Career Guidance

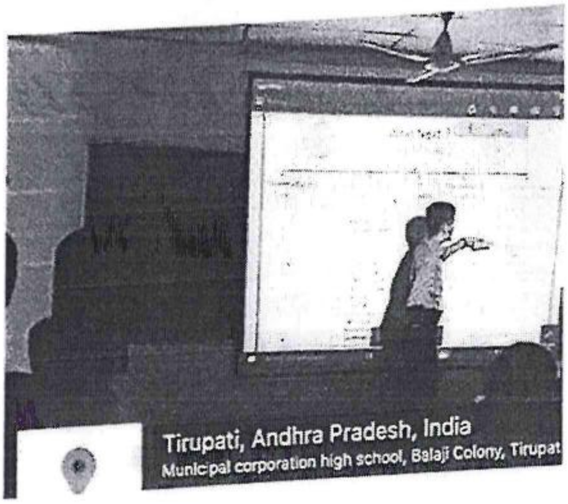
Day-1:

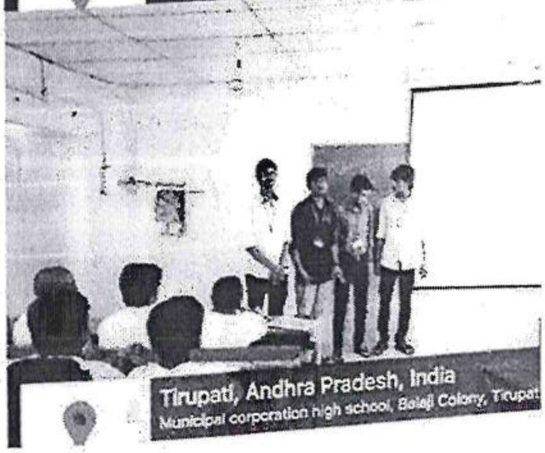
School Name: Muncipal Corporation High School











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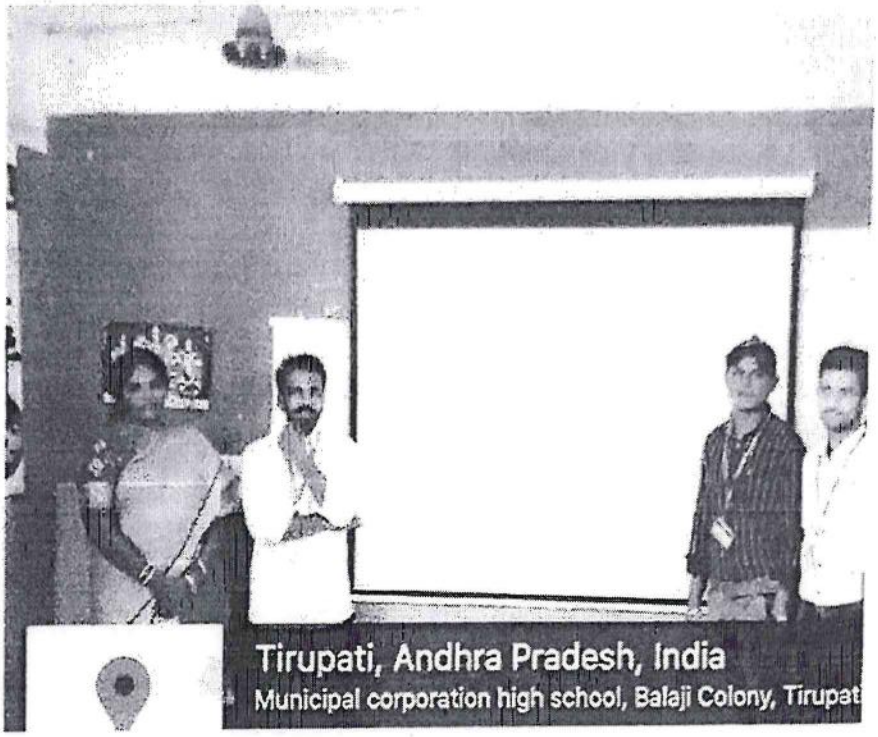
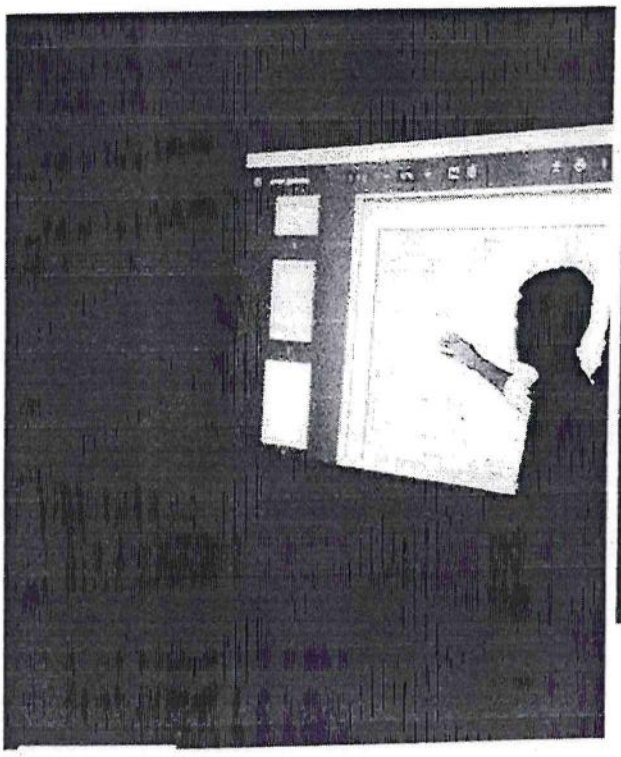
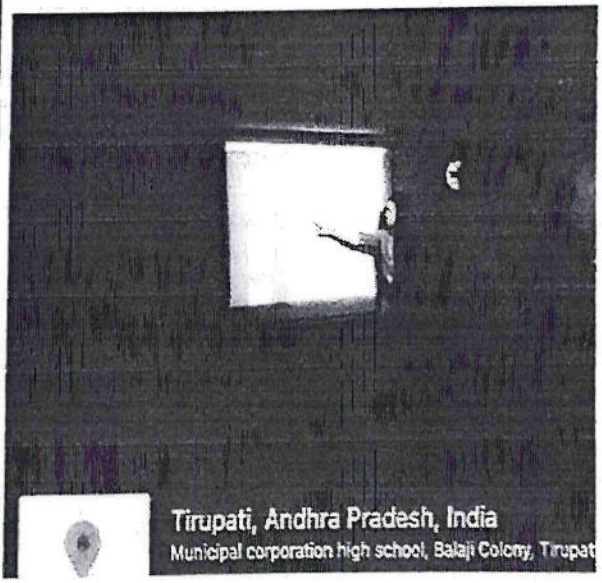
CAREER GUIDANCE

Day-3 :

School Name : C.S.THEJA OLYMPIAD HIGH SCHOOL







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DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING

List of Internships

1. Data point Internships
2. Sales force Internship
3. PHYTEC

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Andhra Pradesh.

DEPARTMENT OF ELECTRICAL & ELECTRONICS ENGINEERING

CERTIFICATE OF PARTICIPATION

This is to certify that,

Mr./Ms. T. SIVA PRASAD (18AK1A0212),

Studying in Second / Third / Final year EEE,

has participated in the Workshop on,

"Industrial Internet of Things"

held on 29th of December 2021.

HOD
(Dr. R. Murugesan)

PRINCIPAL
(Dr.C. Nadhamuni Reddy)

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Dept. of Electrical & Electronics Engg.
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ANNAMCHARYA INSTITUTE OF TECHNOLOGY & SCIENCES – TIRUPATI

DEPARTMENT OF ELECTRICAL & ELECTRONICS ENGINEERING

EXPERIENTIAL LEARNING THROUGH COMMUNITY ENGAGEMENT

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

The specific objectives are;

- To sensitize the students to the living conditions of the people who are around them.
- To help students to realize the stark realities of the society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability.
- To make students aware of their inner strength and help them to find new /out of box solutions to the social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

COMMUNITY SERVICE PROJECT (20CSP0201) OUTLINE

Preamble:

Electricity is the most useful innovation of science that has become an irreplaceable part of our modern life now. In 2020, an electrified Indian household consumed about 110 units (kWh) of electricity per month on an average; enough to run four tube-lights, four ceiling fans, a television, a small refrigerator, and small kitchen appliances with typical usage hours and efficiency levels in India. Indian power sector is on course for a decade of transition and transformation. India has set ambitious targets for the power sector. We are aiming for 24X7 power for all, with 450 GW of renewable capacity by 2030. Many of the government's major initiatives, such as Make In India or Aatmanirbhar Bharat, require access to reasonably priced, high quality power to take off. The history of power sector reforms tells us that India is too large and diverse for a one-size-fits-all approach. Importing external expertise, structural frameworks, and new technology will be required, but these steps will not be sufficient to drive India's power sector transition. Similarly, implementing retail choice through separation of content and carriage may not necessarily result in the full set of

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TIRUPATI - 517 507

theoretical benefits touted. A flexible and home-grown approach to reform, which allows for 'learning by doing', will be instrumental in determining the success of reforms. Conservation of electricity seems to be a viable approach which can aid the reform process.

Conservation:

Energy conservation makes sense environmentally and financially. Energy conservation is the decision and practice of using less energy. Turning off the light when you leave the room, unplugging appliances when they're not in use and walking instead of driving are all examples of energy conservation. Saving energy reduces air and water pollution and conserves natural resources, which in turn creates a healthier living environment for people everywhere. Energy conservation means using less energy, which means needing less electricity generation, which means emitting less CO_2 and other pollutants and in turn, reduces a home's energy-related carbon emissions.
Title of Community service Project: **Home energy audit and conservation.**

Objectives of the Community service Project:

1. To perform a survey of electricity use of households in a selected community.
2. Prepare a scheme for conservation of electricity in that selected community.
3. Conduct awareness camp / program to educate the households in that community.
4. Study the impact of survey and conservation efforts advocated / suggested.

Phase -1 of the Project work aims in identification of the habitat

Detailed survey of villages in and around the temple town of Tirupati was carried out with the support from Grama Sachivalayam employees, Village Revenue authorities and NGOs. Once the identification of Rural – Urban classification was completed, the identification of exact community of interest was chosen. A detailed survey of homes electrified through Saubhagya scheme was also identified to ensure the effectiveness of the efforts of conservation.

Phase -2 of the Project work aims to collect electricity usage data through survey forms

Surveys can help gauge the representativeness of individual views and experiences. When done well, surveys provide hard numbers on people's opinions and behaviours that can be used to make important decisions. One of the best advantages of a survey is that they can be used to question an audience over a protracted period of time. The identified homes were then surveyed for various inputs pertaining to connected loads, utility pattern and the occupants view on use-save scope. 50 homes were surveyed and the inputs are presented in sections to follow.

Phase -3 of the Project work aims to analyze and identify the scope for conservation of electricity in the homes where survey was conducted.

After in length analysis of the connected loads, usage pattern, cost paid and inclination to conserve, a road map for conservation was laid down. Starting with are the following feasible options that can be implemented and upon which awareness shall be done for effective participation of the consumers. The key observations and conclusions drawn from the survey conducted is briefly listed up in the sections to follow.

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SAMPLE SURVEY FORM OF C.S.P

ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES :: TIRUPATI
(AUTONOMOUS)
Venkatapuram (V), Karakambadi (P), Renigunta (M), Tirupati -517 520.
Chittoor Dist., Andhra Pradesh.

DEPARTMENT OF ELECTRICAL & ELECTRONICS ENGINEERING
COMMUNITY SERVICE PROJECT (20CSP0201) SURVEY FORM

Part-A

Sl. No	Questionnaire	Recorded response
1.1	Full address	3-52, Annaswampalli Venkatapuram Renigunta Allapalem, Chittoor
1.2	Name & age of the head of the family	P. Gopal Reddy / 43
1.3	Education qualification of the head of the family	10th
1.4	No. of earning members of the family	1
1.5	Total members in the family	4
1.6	Annual income of the family	60,000/-
1.7	Type of house [1BHK / 2BHK / 3BHK / 4BHK]	1 BHK
1.8	Floor number [GF/FF/SF/TF/FF]	GF
1.9	Type of house [Individual / Apartment]	Individual

Part-B

Sl. No	Questionnaire				Recorded response		
2.1	No. of Air conditioners						
2.2	No. of	Fans	Tube lights	LED lights	3	1	1
2.3	No. of	Mixie	Grinders	Fridges	1		
2.4	No. of	Heater	Motors	Oven			
2.5	No. of	TV/size	Digital display	Home theater	1		
2.6	No. of	Mobile	Laptop	Printers	2		
2.7	No. of	Iron box	Dryer	Washing M/c			0
2.8	UPS and its rating						
2.9	Any other major electrical equipment						

Part-C

Sl. No	Questionnaire	Recorded response
3.1	Last electricity bill amount paid	506
3.2	Are you experiencing frequent power cuts?	No
3.3	Do you receive quality power [without fluctuations]	Yes
3.4	Do you track and monitor your personal electricity consumption?	
3.5	Do you think electricity charges are high?	
3.6	Are you willing to reduce power consumption of your house?	Yes
3.7	Do you know that using less electricity saves earth?	Yes
3.8	Do you know what to do to reduce your electricity consumption?	
3.9	Are you willing to learn about saving electricity?	Yes

P. Gopal Reddy
Signature of the respondent

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SAMPLE AWARENESS PAMPHLETS DISTRIBUTED DURING C.S.P

Annamacharya Institute of Technology & Sciences, Tirupati
(Autonomous)

Start

- Take advantage of daylight by using light coloured curtains on windows allowing daylight to penetrate.
- Use energy efficient LED in place of incandescent bulbs.
- Always use full load wash in washing machine.
- A microwave oven consumes 50% less energy than conventional electric/gas stoves.

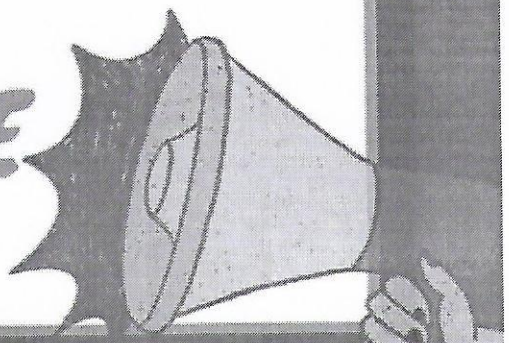
Pause

- Do not open the doors of the refrigerators frequently and make sure the doors seals are airtight.
- Switch off charging pug for - mosquito liquid vaporizers, mobiles, power banks etc. when not in use.
- Turn off the lights, fans, TVs and other appliances, when not in use.

Look Forward

- Prefer solar inverters in place of normal inverter.
- Prefer solar lamps in place of electric lamps.
- Use high star rated energy appliances.
- Prefer air conditioner having automatic temperature cut offs.
- Prefer solar water heater in place of electric water heaters.

పాల ప్యాకెట్‌ను కత్తిరించడం ద్వారా పర్వడే చిన్నముక్కను పడివేయడం ద్వారా కలిగే అనర్థాలను, తెలియపరుచుటల మరియు పర్యావరణాన్ని కాపాడుటానికి నిర్వహిస్తున్న ప్రతిభా పోటీలు ప్లాస్టిక్ వలన కలుగు అపర్థాలు మనందరికి తెలిసినదే, పాల ప్యాకేట్‌ను కత్తరించడం ద్వారా పర్వడే ముక్కను మరం పడివేయడం ద్వారా అది లీస్రైకింగ్ కాక వాతవరణ కాలుష్యాన్ని కలిగేస్తున్నది. కావున పాల ప్యాకెట్‌ను కత్తిరించినప్పుడు ఆ ముక్క అందునుండి వేరు కాకుండా జాగ్రత్త వహిస్తే మొత్తం పాల ప్యాకెట్ కవర్ లీస్రైకింగ్ చేయడానికి వీలవుతుంది. తద్వారా పర్యావరణాన్ని పరిరక్షించవచ్చు ఈ విధంగా చేసి 10 ఫోటోలు తీసి విద్యాకులకు వాట్సాప్ ద్వారా కాని, ఇమెయిల్ ద్వారా కాని పంపితే



CONSERVE ENERGY

Issued in Public interest by students of
Department of Electrical & Electronics Engineering

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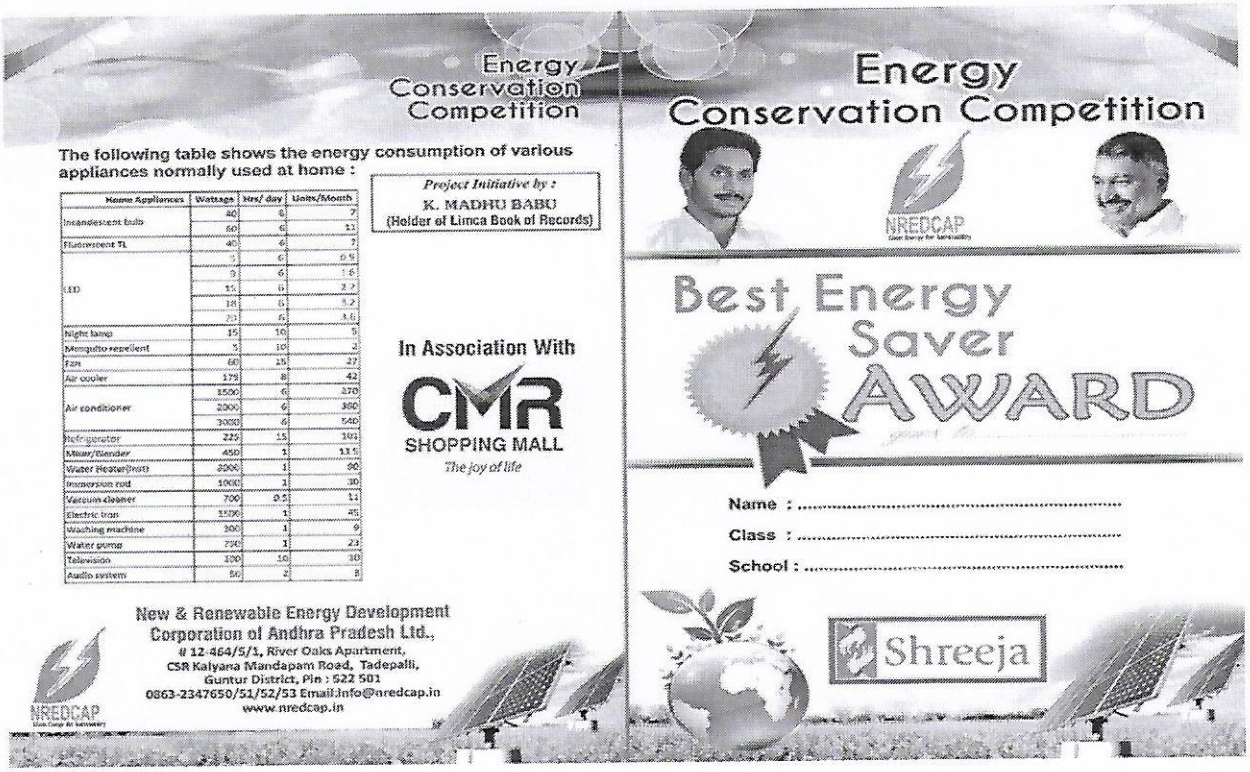
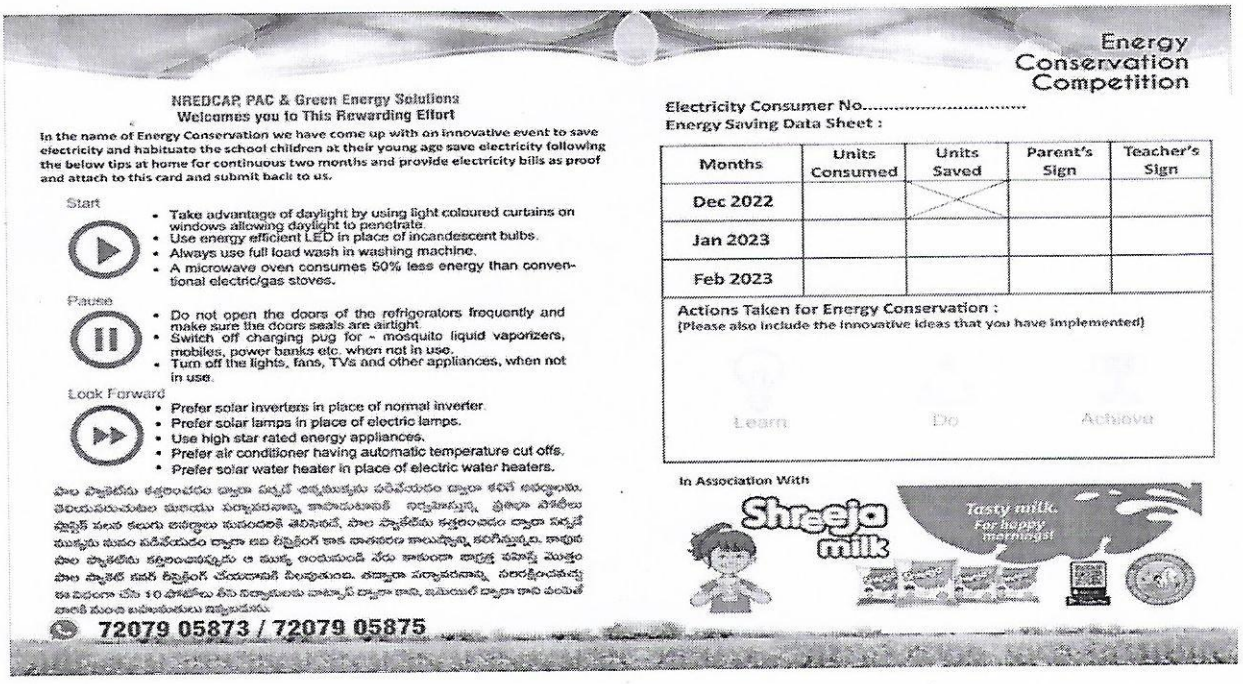
Dept. of Electrical & Electronics Engg.
Annamacharya Institute of Technology & Sciences
TIRUPATI - 517 507

ENERGY CONSERVATION COMPETITION CONDUCTED DURING C.S.P



Home Appliances	Wattage	Hrs/ day	Units/Month
Incandescent bulb	40	6	7
	60	6	11
Fluorescent TL	40	6	7
LED	3	6	0.5
	9	6	1.6
	15	6	2.7
	18	6	3.2
	20	6	3.6
Night lamp	15	10	5
Mosquito repellent	5	10	2
Fan	60	15	27
Air cooler	179	8	42
Air conditioner	3500	6	378
	2000	6	360
	3000	6	540
Refrigerator	225	15	101
Mixer/Blender	450	1	13.5
Water Heater/Prota	2000	1	60
Immersion rod	1000	1	30
Vacuum cleaner	700	0.5	11
Electric Iron	1500	1	45
Washing machine	300	1	9
Water pump	750	1	23
Television	100	10	30
Audio system	50	2	3



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TIRUPATI - 517 507

EXPERIENTIAL LEARNING THROUGH INTERNSHIPS

One of the most common and biggest issue freshers has to deal when they are applying for the job is work experience. In today's competitive world every employer is looking for the best candidate with work experience. Getting a degree is not good enough for a student to secure a good job, they need industrial experience and here internship plays a crucial role for them. An internship is the phase of time for students when they are trained for their skill, they are good at and it gives them a chance to apply their knowledge practically in industries. Internships open the opportunities for students to apply their theoretical knowledge they have learned in their classroom, practice for employers in industries. We can say that an internship is the best way to bridge the gap between the employer's requirements and academics learning. Internship works as a trial for students and it helps them to choose their desired field among multiple options available for them. It also helps them to decide their goals, things they are passionate about and to choose a company they are interested to work or collaborate with. The toughest part for a student and fresher is to get interview calls. A resume with hands-on experience is much more desirable by the employers than a fresh resume without having industrial experience. An internship is the best way to enhance the skills and to add experience in a CV. During the internships, freshers and students acquire desired skills and gain experience which they can demonstrate in their resume. They can list out all the tasks and projects they have done during that period and they can get interview calls to land up in a job they are really looking for. Internship helps students to learn from their mistakes during their training period and they can get suggestions from their mentors to correct those mistakes. Learning from their mistakes eventually refine their skills which can be really helpful for them while transitioning into a full-time job role. It helps them to know about their strength, weakness, knowledge or skill they need to learn to perform well in their job role.

THRUST ON INTERNSHIPS IN ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES- TIRUPATI

- Mandatory Internships has been included in the curriculum at Sixth, seventh and eighth semester levels of B. Tech students.
- Partnered with APSHE-LMS which is offering internships through Microsoft Inc.
- Internships in key domains such as Sales force, Azure, Microsoft tools etc., are being undertaken by our students.

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COMMUNITY SERVICE PROJECT REPORT

ON

ENERGY CONSERVATION IN RURAL INDIA

Submitted By

P. BHANU PRAKASH	**21AK5A0201**
T. MUNI KUMAR	**20AK1A0216**
T. NARASIMHULU	**21AK5A0211**
C. HARSHA VARDHAN	**20AK1A0207**
K. MOHAN	**21AK5A0209**
N. SREE HARSHA	**21AK5A0219**
M. MUNI HEMANTH	**21AK5A0210**
P. RAKESH	**21AK5A0214**
S. VINAY KUMAR	**20AK1A0239**

Under the Supervision of,

Mr. S. PAUL CLEMENT

Assistant Professor (EEE), AITS-Tirupati.

DEPARTMENT OF ELECTRICAL & ELECTRONICS ENGINEERING
ANNAMACHARYA INTITUTE OF TECHNOLOGY & SCIENCES
(AUTONOMOUS)
Tirupati, Andhra Pradesh – 517520

CERTIFICATE

This is to certify that the community project report titled ENERGY CONSERVATION IN RURAL INDIA submitted to DEPARTMENT OF ELECTRICAL & ELECTRONICS ENGINEERING of ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES, in partial fulfilment of the requirements for the award of the Degree of BACHELOR OF TECHNOLOGY in Electrical & Electronics Engineering is a bonafide record of Community service project work carried out by the following students from 01.09.2022 to 27.11.2022.

P. BHANU PRAKASH	**21AK5A0201**
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T. NARASIMHULU	**21AK5A0211**
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S. VINAY KUMAR	**20AK1A0239**

Signature of Supervisor

Signature of HOD

HEAD
Dept. of Electrical & Electronics Engg.
Annamacharya Institute of Technology & Sciences
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Signature of Supervisor

Signature of HOD

HEAD
Dept. of Electrical & Electronics Engg.
Annamacharya Institute of Technology & Sciences
TIRUPATI - 517 507

DECLARATION

We, hereby declare that this Community Service Project report titled "ENERGY CONSERVATION IN RURAL INDIA" has been written by us. The work carried out is original and has not been submitted to any other University or Institution for the award of any credits.

S.No.	Name of the Candidate	Roll Number	Signature
1	P. BHANU PRAKASH	21AK5A0201	P. Bhanu prakash
2	T. MUNI KUMAR	20AK1A0216	T. Muni Kumar
3	T. NARASIMHULU	21AK5A0211	T. Narasimhulu
4	C. HARSHA VARDHAN	20AK1A0207	C. Harsha vardhan
5	K. MOHAN	21AK5A0209	K. Mohan
6	N. SREE HARSHA	21AK5A0219	N. Sree harsha
7	M. MUNI HEMANTH	21AK5A0210	M. Muni Hemanth
8	P. RAKESH	21AK5A0214	P. Rakesh
9	S. VINAY KUMAR	20AK1A0239	S. Vinay kumar.

PLACE: TIRUPATI

DATE : 25/01/23

ACKNOWLEDGEMENT

The completion of any Community service project depends upon cooperation, co-ordination and combined efforts of several sources of knowledge. We are thankful to our Principal **Dr. C. Nadhamuni Reddy** for his constant encouragement and support during the course of this project work.

We thank **Dr. R. Murugesan,** Professor & Head (EEE) for his immense help, guidance and support he rendered for successful completion of this project work.

We are grateful to **Mr. S. Paul Clement,** Assistant Professor, Department of **EEE** for his even willingness to give us valuable advice and direction; whenever we needed clarifications and guidance.

We thank all the faculty members of EEE, non-teaching members, APSSDCL officers, Grama Sachivalayam officers, Revenue Department officials and Village Heads for their involvement and participation throughout the entire process of this Project.

P. BHANU PRAKASH	**21AK5A0201**
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S. VINAY KUMAR	**20AK1A0239**

DEPARTMENT OF EEE - III YEAR

LIST OF CONTENTS

CHAPTER-1

EXECUTIVE SUMMARY

The energy conservation behavior of people is a significant issue given the growing global concern about environmental issues. The current study is part of a larger intervention project aimed at changing the energy use behavior of people living in rural households in Andhra Pradesh, India. Preliminary activities of the project started in early August 2022. The study explores the extent of energy that can be saved by these rural households when awareness, availability and training about the technologies are present, and thereby examines the impact of attitudinal variables and contextual factors on the energy-saving behavior of people. The theories of behavioral change in the context of energy-saving behavior and investigates whether Attitude, Behavior, Context theory can be used to predict environmentally significant human behavior. Findings revealed that traditional habits and beliefs influenced attitude formation in rural households and hence should be treated as an important consideration in changing energy conservation behaviours in the future.

CHAPTER-2

OVERVIEW OF THE COMMUNITY

NAME OF THE VILLAGE	Raghavendra nagar
NAME OF THE MANDAL	Tirupati
NAME OF THE DISTRICT	Tirupati
POSTAL PINCODE	517507
NAME OF THE STREETS IDENTIFIED FOR CSP	Raghavendra nagar, Prashanthi nagar, Srinagar colony
NO. OF HOUSES IN THE AREA IDENTIFIES FOR CSP	500
ABOUT THE HABITAT	Sathyanarayana Puram is an urban area with many streets and
DISTANCE FROM TIRUPATI TOWN	Urban area(town itself)
DISTANCE FROM AITS	6 Kilo meters

CHAPTER-3

COMMUNITY SERVICE PROJECT PART

INTRODUCTION

Rural electrification refers to the process of bringing electricity to rural areas that are far away from electricity infrastructure and very remote. Those of us who use electricity everyday tend to take it for granted and we don't always realize how much we rely on it. People in rural areas don't just need electricity for everyday uses like lights and heat, but also for farming. People who live in rural areas are generally self-sustaining meaning they all farm their own crops to eat. It is also the way to barter or trade for other things they may need. The uses depend on how evolved the community is.

The purpose of electrification is to make life easier for people living in rural areas and help them to be able to sustain themselves better. By having electricity, they will be more capable of keeping food for longer, they will increase productivity on farms, they may be able to do work and other activities after dark because they will now have light, etc. The benefits are plentiful.

DEFINITION OF AN ELECTRIFIED VILLAGE

An electrified village is defined as one that has the following:

(i) Provision of basic infrastructure such as distribution transformers and lines in the inhabited locality,

(ii) Provision of electricity in public places like schools, panchayat office, health centers, dispensaries, and community centers, and

(iii) At least 10% of the total number of households in the village are electrified.

Therefore, a village is considered to be electrified if 10% of the total number of households in the village have been electrified. This is apart from the basic infrastructure and electrification of certain public centers in the village. The Standing Committee on Energy (2013) had observed that according to this definition, a village would be called electrified even if up to 90% of households in it do not have an electricity connection. It also noted that the infrastructure being provided under the scheme is highly inadequate, unreliable and unsustainable. The Committee recommended that the actual electrification requirement of villages must be assessed, and it should be ensured that the State discoms provide electricity to the remaining households in the village.

OBJECTIVES OF ENERGY CONSERVATION

Whether it's turning off a light when leaving a room, checking the tire pressure on a car or adding insulation to an attic, every contribution towards energy conservation helps preserves Earth's finite natural resources. Conservation helps slow down the effects of climate change as well. The world runs on energy, most of which is supplied through the burning of fossil fuels that release harmful gases. Cutting back on energy use and using energy more efficiently results in fewer emissions entering the atmosphere.

ENERGY INDEPENDENCE

In today's modern world, where the economies of the world are intertwined, regional events have global repercussions. Just the rumour of potential conflict in an oil-producing country has the power to drive up gas prices worldwide. Lessening a dependence on foreign oil through conservation offers a measure of financial and national security.

CONSERVATION BENEFITS

By reducing the amount of carbon dioxide that is emitted into the atmosphere, cities, rivers and oceans are less polluted. Conservation can slow the effect of climate change, reducing the occurrence of disastrous weather events. Beyond the basic goal of conserving the planet's resources, conservation has economic, political and cultural benefits. Conservation is personally empowering as well. Every citizen can take steps to conserve energy, and a unified effort can result in significant, positive results.

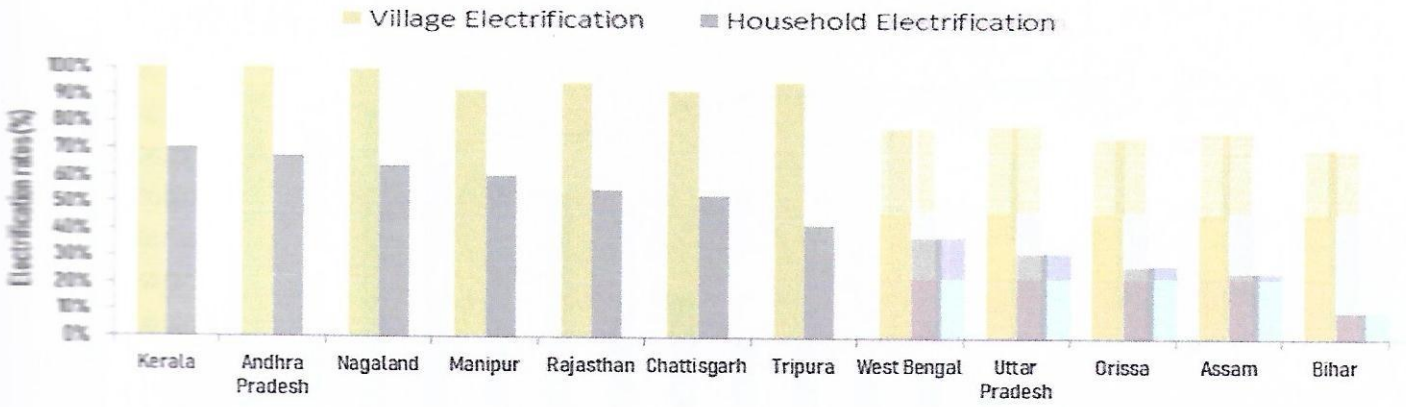
NEED AND SIGNIFICANCE OF RURAL ELECTRIFICATION

The great thing about rural electrification is that it hardly influences the environment. People who live in these remote areas already have a very small impact on the environment because they live off the grid and rural electrification doesn't really change that. Because rural electrification projects generally use renewable energy sources to help the communities, they remain low-impact and do not contribute to greenhouse gas emissions. Rural electrification is changing the lives of many people and helping them live better and healthier lives. It also has financial advantages for farmers and it helps with job creation. All and all it seems like a pretty good operation. There are **many benefits and many reasons why rural electrification is a good idea.** The best part of it is that the energy options won't add to the climate change problem, but it will help people have a better quality of life. It should be quite clear that bringing electricity to rural and remote areas will be a good thing. As companies work to create gadgets or machines that will help make this process easier, everyone will soon have the benefit of electricity and its many uses.

STATUS OF RURAL ELECTRIFICATION IN INDIA

Concerted focus on rural electrification, beyond network expansion was initiated by the National Common Minimum Program of the UPA (United Progressive Alliance) government whose main electoral agenda for coming to power was the contemporary rural distress. RGGVY, launched in 2005, was driven and financed by the central government and focused on giving free connections to below-poverty-line (BPL) households. It also had provisions for capital investment in rural distribution networks. This was also the first programme to provide required funds directly to the project implementers (Distribution Companies – DISCOMs, or Central Public Sector Utilities) on a turnkey basis, instead of the state governments. Between 2005 and 2014, about 2.16 crore BPL households were provided connections under RGGVY and capital investment worth Rs. 33,800 crores was made to strengthen rural networks (MoP, 2014). However, there were several challenges in planning, implementation and sustainability of this rural electrification programme (Dixit & Sreekumar, 2011) ; one such being the exclusion of non-BPL households, implying that more than half of the non-electrified households were not eligible for free connections by 2011-12.

Fig-1 Represents the village and household electrification



The rural electrification drive has been continuing since then, with the Deen Dayal Upadhyaya Gram Jyoti Yojana (DDUGJY), launched in 2014. The programme had infrastructure works and connections as envisaged under RGGVY and also allocations for further investment works. Notable among them, is the separation of agricultural feeders. The efforts to increase connections were also bolstered by state-level initiatives especially in West Bengal, Rajasthan, Chhattisgarh and Odisha which focussed on electrifying habitations with less than 100 households and providing connections to households excluded under central sector electrification programmes.

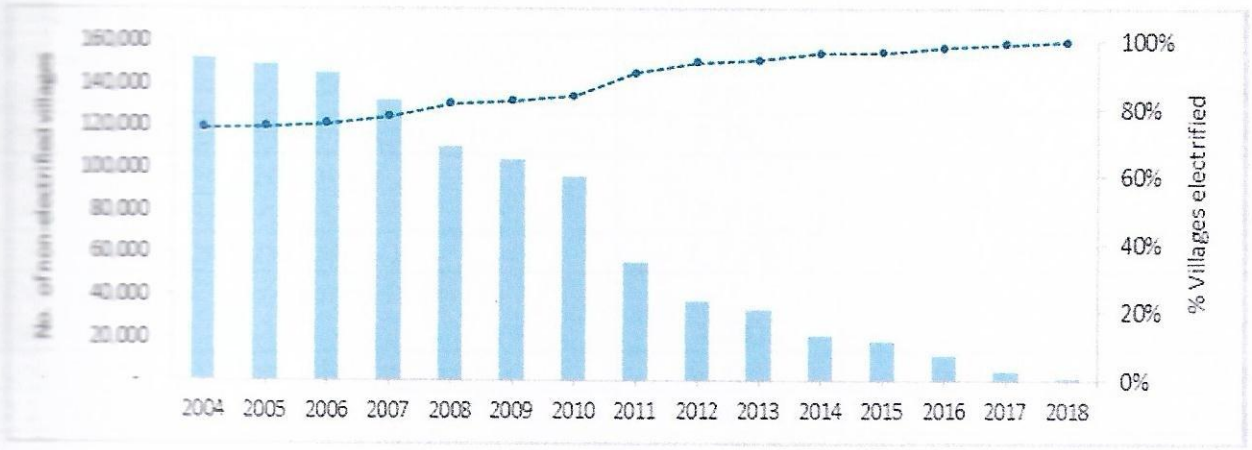
Further, around the same time, the Central and State Governments also drafted joint plans to ensure 24x7 "Power for All" (PFA) by 2022.These detailed and ambitious plans included investments for capacity addition, network strengthening and electrification to provide uninterrupted power supply (Josey & Sreekumar, 2015). Thus, reliable supply quality was seen as not only a political commitment but an attainable goal with joint efforts by the Central and State governments.

When the Ministry of Power (MoP), in 2017, reported that 84% of rural households have electricity connections, the current government further launched the "Saubhagya" scheme to provide connections to the remaining 3.4 crore unconnected households by 2019 (MoP, 2017). Unlike the previous schemes, Saubhagya, aims to provide connections to all non-electrified households, whether BPL or not. While the BPL households can get free connections, non-BPL households have to pay a nominal Rs. 500 in 10 instalments. To cover rural households, the scheme has allocated Rs. 14,000 crores, of which 70% will come from central government grants and the rest is met though DISCOM contribution and loans (MoP, 2017).

FACTS AND FIGURES OF RURAL ELECTRIFICATION (2004-2018)

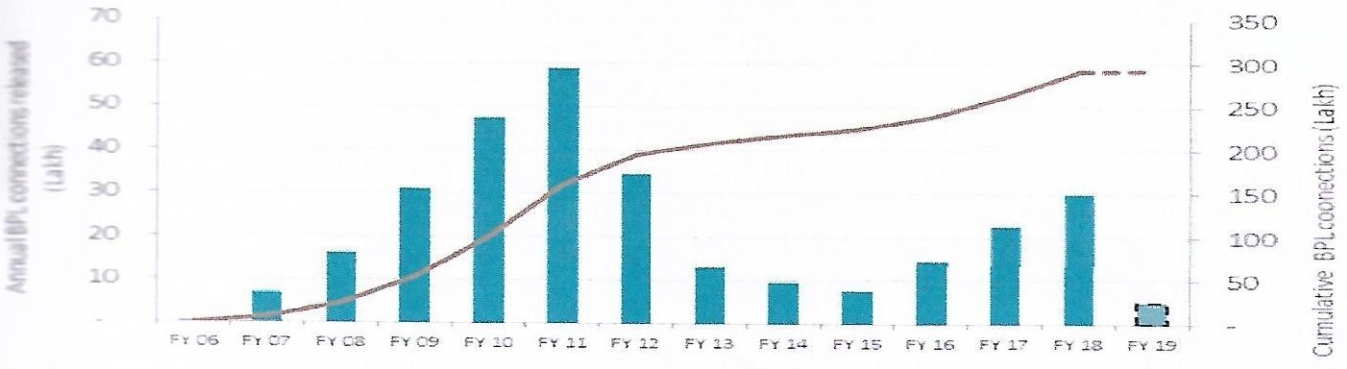
Back in 2004, only six states (Kerala, Tamil Nadu, Punjab, Haryana, Gujarat and Andhra Pradesh) claimed more than 99% villages were electrified as per the new definition (CEA, 2005). Today, almost all villages have been connected to the grid and around 4,500 villages with 1.62 lakh BPL households have been covered under off-grid schemes (MoP, 2018a). It is likely that the grid will reach these villages soon, to replace or supplement off- grid power. The steady progress towards this commendable achievement is shown in Figure 2.

Figure 2: Steady progress in village electrification



The progress has been not just with village electrification, but also with household electrification. With the Saubhagya scheme claiming to have already achieved 49% of its targeted 3.4 crore unconnected households by October 2018, 92% of rural households now have connections, compared to 44% in 2001 (MoP, 2018b). There has been a steep rise in BPL connections since the launch of RGGVY in 2005. Figure 3 shows cumulative number of BPL connections (line graph) has evinced steady rise across the years. It also shows disbursal of connections, which was highest towards the end of the 11th Five Year Plan followed by a slump in new connections, which has been rising steadily in the recent years. This variation in connections annually can be attributed to programme design, planning and implementation issues in the program (PEO, 2014).

Figure 3: Progress in release of BPL connections since the launch of RGGVY



In this context, it is important to highlight that while there is progress in giving connections; network investments for rural electrification have been slower than planned. Table 1 shows the cumulative achievements and funds spent under all central sector programmes since 2005.

Table 1: Scope and achievement of recent rural electrification programmes

Aspect	Target	Achievement	% Achievement
Total Funds (Rs. Crores)	108,682	55,214	51%
Grid electrification projects (Nos.)	1,557	531	34%
Village electrification (lakhs)	1.29	1.29	100%
Villages - intense, electrification (lakhs)	7.80	5.19	67%
BPL Households connection (crores)	3.90	2.96	76%
Rural APL connections (SAUBHAGYA) (cr.)	*2.50*	*0.60*	*24%*
33 kV Substations (Nos.)	2,727	1,186	43%
Distribution Transformers (DT) (lakhs)	1.50	0.75	50%
Low Tension Lines (lakh Ckm)	8.62	5.46	63%
11 kV feeder lines (lakh Ckm)	7.62	3.66	48%

SCOPE OF RURAL ELECTRIFICATION PROGRAMS

The table clearly indicates that despite steady progress in connections, much of the works envisaged for network investment and strengthening are yet to be completed. Since 2005, over Rs. 1.08 lakh crores have been allocated for rural electrification of which only 51% has been spent. This explains why only 34% of the projects have been completed, only 40% to 50% of the sub-stations and distribution transformers (DT) planned have been installed and only 50% to 60% of the lines below 11 kV have been laid under rural electrification projects. Delays in execution are not just a legacy from the initial years of the programmes. Of the 273 DDUGJY projects sanctioned under the 12th Plan, almost 1/3rd have been delayed more for than three years (MoP, 2018c). Lack of timely network investments jeopardises the provision of reliable, affordable power supply. Evaluation of rural electrification programmes also highlighted that the distribution transformers catering to villages had the capacity to only support the load of 10% of the households and thus the instances of overloading and transformer breakdowns were significant (PEO, 2014; REC, 2012). Even with these issues, going by the pace of rural electrification reported by the Ministry of Power, it seems likely that India will have 100% household connections by 2022. As of June 2018, 41% of total districts have more than 95% household electrification and only 5% of districts have less than 50% electrification (MoP, 2018d). With the further progress in rural electrification, by October 2018, seventeen states, among them Gujarat, Andhra Pradesh, Madhya Pradesh, Chattisgarh Tamil Nadu, Kerala, Punjab, Haryana and Maharashtra – reported more that 99% rural household electrification. In fact, 88% of the remaining non-electrified households (about 8% of total households) are concentrated in six states – Uttar Pradesh, Odisha, Rajasthan, Bihar, Jharkhand and Assam. Of this, Uttar Pradesh alone accounts for 59% while other states account for 4% to 8% (MoP, 2018b).

Thus, concerted drives in some areas and states can help achieve connection goals in the near future. However, even with universal connections, several challenges will persist in the context of rural electrification which needs to be addressed.

Many of these supply and service quality issues, crucial to the sustainability of electrification efforts, have also been identified in successive government-led evaluations of the rural electrification

programmes. This is summarized in Table 2. Unfortunately, no major efforts have been made in successive programmes to address these issues.

Table 2: Observations from government-led evaluations

Study Description	Observations
PEO study in 1982-83 (PEO, 1983; PEO, 1985)	Billing centers, DT repair facilities > 5 km away from villages. 87% consumers faced interruptions. 93% faced voltage fluctuation which damaged motors.
Rural Electrification Corporation (REC) study in 2012 (REC, 2012)	Delays in billing led to arrears, disconnection. Limited electrification of public spaces. DT sizing based on 10% village electrification norm. DT under-sizing resulted in overloading and frequent DT failure.
Standing Committee on Energy evaluation of RGGVY programme in 2013 (SCoE, 2013)	32% of villages received < 12 hours of supply. DT under-sizing sustained.
PEO evaluation of the RGGVY programme in 2014 (PEO, 2014)	Arrears high due to delay in billing. 80% consumers to travel > 6km to access billing centers. Franchisees help with bill distribution not bill payment. Low evening supply. Minimal electrification of rural institutions. Lack of post-implementation infrastructure maintenance.
Comptroller and Auditor General evaluation of the RGGVY programme in 2014 (CAG, 2014)	Unmetered connections, issues with meter installation. 32% consumers not receive regular bills. Billing delay led to arrears. 15% consumers getting > 6-8 hours supply /day.

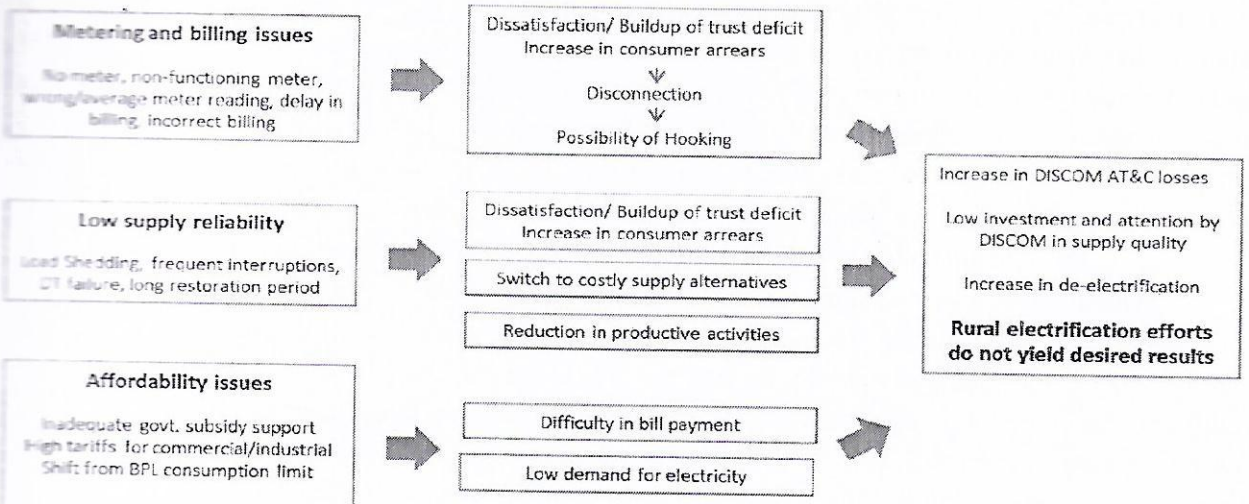
Source: Various evaluation reports.

THE UNADDRESSED AND PRESSING CHALLENGES OF RURAL ELECTRIFICATION

Once the connection is given, consumers have to face several challenges to retain the connection and realise the benefits of electrification.

These challenges are illustrated in Figure 4.

Figure 4: Challenges in ensuring sustained electricity access



Source: PEG analysis

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per Census 2011; Strengthening and augmentation of sub-transmission & distribution infrastructure in rural areas, including construction of HT and LT lines, metering at distribution transformers, feeders and consumers; and feeder segregation. Similarly, Pradhan Mantri Sahaj Bijli Har Ghar Yojana – Saubhagya was launched in October, 2017 for electrification of rural and urban poor households in the country.

SAUBHAGYA was launched with the objective to achieve universal household electrification by providing electricity connections to all un-electrified households in rural areas and all poor households in urban areas of the country. Under the aegis of SAUBHAGYA, as on 31.03.2019, all households were

reported electrified by the States, except 18,734 households in Left Wing Extremists (LWE) affected areas of Chhattisgarh. Subsequently, seven States namely Assam, Chhattisgarh, Jharkhand, Karnataka, Manipur, Rajasthan and Uttar Pradesh reported that 19.09 lakh un-electrified households in their State identified before 31.03.2019, which were unwilling earlier but later expressed willingness to get electricity connections needed to be electrified. The electrification of these households was sanctioned under SAUBHAGYA. All these seven States reported 100% households' electrification as on 31.03.2021. A total of 2.817 crore households were electrified since the launch of SAUBHAGYA, up to 31.03.2021. Thereafter, some States again reported that 11.84 lakh households remain to be electrified. Electrification of these households was again sanctioned till date, a total 2.86 crore households have been electrified.

NEED OF ENERGY CONSERVATION IN RURAL INDIA

Human behaviour is complex and environmentally significant human behaviour is even more so due to the sheer multiplicity of influences on it. Household energy saving and conservation are resultant outcomes of important behavioural modifications in response to environmental issues such as climate change (Gardener and Stern, 2008). Households are one of the major contributors of CO_2 emissions and hence it is important to study their energy conservation behaviours. The current study, as part of a larger longitudinal study, was planned and executed in India to understand and improve the energy conservation behaviour of rural households. Set in Kerala, a southern state of India, this study is important because energy-related carbon emission levels in India are amongst the worst in the world.

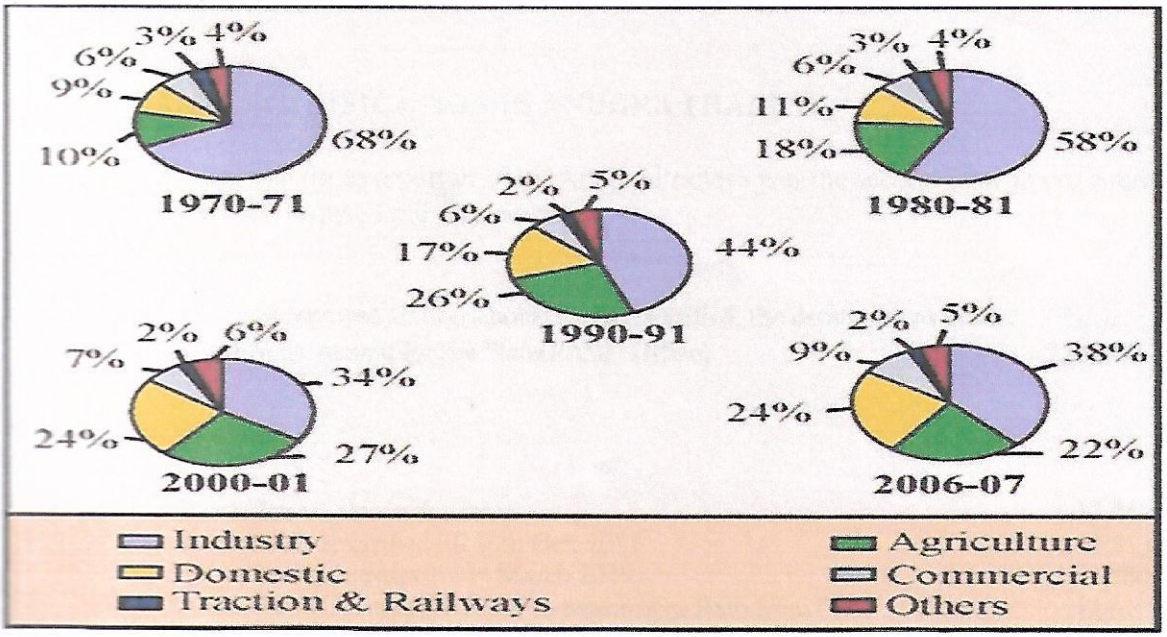
The main primary energy sources in the domestic sector of Kerala are firewood, crop residues, animal waste, kerosene, liquefied petroleum gas (LPG) and electricity. The energy use of Indian households is estimated to be about 40% of the total energy use in the country. Inefficient use of energy not only wastes family incomes, wastes national energy resources and depletes energy reserves, but also ultimately leads to serious environmental impacts. It is therefore important to improve people's energy use behaviours. The current study introduced a major intervention process to alter energy use behaviours of rural households in Kerala, India, and explored the extent of energy saved as a consequence of the intervention. The intervention aimed to raise awareness of and sensitivity to environmental matters through training programmes and the provision of environment-friendly technologies and products. The ultimate goal of the intervention was to cause attitudinal and behavioural change.

Demand for reliable electricity services is a key driver behind economic development and raising basic standards of living. This is especially true for rural India where 70% of the country's population and 25% of the world's poor live. Access to reliable and affordable electricity is a must to support income-generating activities and as well as utilization of modern home appliances and agricultural equipment. According to the latest statistics, only around 60% of rural households are covered with electrification. This suggests that a huge number of rural households live without power. On top of this, the quality and duration of supply of electricity across India, especially in rural areas, is added to the existing agony. The primary cause of such sub-standard services is poor record for outages, high levels of transmission and distribution (T&D) losses, theft and an overall poor and mal-functioned infrastructure.

During the 11th Five Year Plan, the Government of India plans to provide access to electricity to 100% un-electrified villages and 100% households. Electrification of about 1.15 lakh un-electrified villages and electricity connections to 2.34 households Below Poverty Line is envisaged. However, availability of power is the major constraint in achieving this goal. The extension of grid power is neither cost effective nor feasible to connect the remote and inaccessible areas of the country. Further, the current modes of energy production are also a major contributor to Green House Gases (GHG). With

increase in electricity coverage, GHG emissions are expected to increase in India which will further accelerate the process of climate change. In this context, alternative approaches to rural electrification have been proposed. They typically combine centralized grid connections as distribution franchises and Decentralized Distributed Generation (DDG) operated at the local level taking advantage of renewable energy technologies. The DDG projects, if widely replicated, can reduce the burden on both electricity supply shortfalls and reducing the urgency of costly grid extension. DDG offers the potential for affordable, clean and reliable electricity with minimal losses and effective maintenance and local cost recovery.

Figure: Sector-wise Consumption of Electricity in India



The use of DDG projects to provide electricity in rural areas can avoid fuel transport or grid interconnection to remote areas, harvest frequently good resource potentials. This will also be able to tap into rural communities' willingness to pay. Researches findings from various countries suggest that the scalability of DDGs through renewable technologies should allow for a gradual increase of electricity services provided in line with the purchasing power of the communities. If successful, and thus avoids the dilemma of past rural electrification projects which first deliver electricity as a free or highly subsidized good and thus subsequently fail to implement effective charging schemes to secure the continuation of power supply. The experience with the use of renewable energy sources has so far delivered mixed results. Larger scale deployment of DDGs with renewable energy technologies for rural energy has been hurdled with a range of impediments, even where it exhibited economic advantages. The instrumental ones are financing challenges along with institutional, technical and geographical constraints.

COMMUNITY SERVICE PROJECT TO IMPROVE CONSERVATION OF ELECTRICITY IN RURAL INDIA UNDERTAKEN FROM 1.09.22 TO 26.11.22

Energy conservation makes sense environmentally and financially. Energy conservation is the decision and practice of using less energy. Turning off the light when you leave the room, unplugging appliances when they're not in use and walking instead of driving are all examples of energy conservation. Saving

energy reduces air and water pollution and conserves natural resources, which in turn creates a healthier living environment for people everywhere. Energy conservation means using less energy, which means needing less electricity generation, which means emitting less CO_2 and other pollutants and in turn, reduces a home's energy-related carbon emissions.

OBJECTIVES OF THE COMMUNITY SERVICE PROJECT:

1. To perform a survey of electricity use of households in a selected rural community.
2. Prepare a scheme for conservation of electricity in that selected rural community.
3. Conduct awareness camp / program to educate the households in that rural community.
4. Study the impact of survey and conservation efforts advocated / suggested.

RURAL ELECTRIFICATION IN ANDHRA PRADESH

As per Economic times report in 2016, Andhra Pradesh was the second State in our country after Gujarat to achieve 100% house hold electrification.

Saubhagya:

- State has reported all households stand electrified, the details are as under:
- Total Achievement for the State(Rural+Urban) - 1,81,930

a. Rural:

i.	Total Households in the State	-	1,13,94,452
ii.	Households electrified till 10th Oct, 2017	-	1,12,81,072
iii.	Subsequent progress till 31st March 2019	-	1,13,380
iv.	Additional HHs electrified due to Saubhagya Rath from 01.02.2019	-	12,618
v.	Total Achievement as on March 2019 as per Saubhagya portal	-	1,25,998
vi.	Balance un-electrified households	-	Nil

b. Urban:

i.	Total Households in the State	-	48,253
ii.	Households electrified till 10th Oct, 2017	-	Nil
iii.	Subsequent progress till 31st March 2019	-	48,253
iv.	Additional HHs electrified due to Saubhagya Rath from 01.02.2019	-	7,679
v.	Total Achievement as on March 2019 as per Saubhagya portal	-	55,932
vi.	Balance un-electrified households	-	Nil

The above listed statistics sheds insight to the scope of conservation feasible through efforts in Rural electrified areas vide this project work.

Phase -1 of the Project work aims in identification of the habitat

Detailed survey of villages in and around the temple town of Tirupati was carried out with the support from Grama Sachivalayam employees, Village Revenue authorities and NGOs. Once the identification of Rural – Urban classification was completed, the identification of exact community of interest was chosen. A detailed survey of homes electrified through Saubhagya scheme was also identified to ensure the effectiveness of the efforts of conservation.

Phase -2 of the Project work aims to collect electricity usage data through survey forms

Surveys can help gauge the representativeness of individual views and experiences. When done well, surveys provide hard numbers on people's opinions and behaviours that can be used to make important decisions. One of the best advantages of a survey is that they can be used to question an audience over a protracted period of time. The identified homes were then surveyed for various inputs pertaining to connected loads, utility pattern and the occupants view on use-save scope. 50 homes were surveyed and the inputs are presented in sections to follow.

Phase -3 of the Project work aims to analyse and identify the scope for conservation of electricity in the homes where survey was conducted.

After in length analysis of the connected loads, usage pattern, cost paid and inclination to conserve, a road map for conservation was laid down. Starting with are the following feasible options that can be implemented and upon which awareness shall be done for effective participation of the consumers. The key observations and conclusions drawn from the survey conducted is briefly listed up in the sections to follow.

OBSERVATIONS AND RECOMMENDATIONS OF THE SURVEY

OBSEERVATIONS REGARDING LIGHTING LOADS

A good supply of light does not necessarily mean the consumption of a great deal of electricity. If the right lamp is selected for the right type of function, it is possible to save electricity. Incandescent lamps are the least expensive to buy but are the most expensive to operate. They have the shortest lives and are inefficient compared with other lighting types. Fluorescent lighting is used mainly indoors and is about three to four times as efficient as incandescent lighting. They last about ten times longer than the incandescent types. They can replace incandescent ones that are roughly three to four times their wattage, saving up to 70 per cent of the initial lighting energy. Although these bulbs cost ten to twenty times more than the ordinary bulbs, they last ten to fifteen times as much. A 60W incandescent bulb costs Rs.10 and lasts for about 1,000 hours, i.e. 6 months, for usage of 6 hours/day. The energy consumption of the bulb then comes out to 10.8 units / month (60W x 6 hours x 30 days = 10.8 kWh). The current tariff for residential consumers is about Rs.4.28/kWh. Hence, the cost of electricity consumed by one 60W bulb is Rs.46.22/month. Every 6 months there is an additional cost of Rs.10 for buying a new bulb. Hence, the consumer pays Rs.56, every seventh month. Total bill for incandescent (bulb for 55 months) = 60+46.22X55= 2602. A CFL equivalent to 60W bulb would consume only 11W. The CFL would have a life of about 10,000 hours (55 months) and would cost Rs.67. For the consumer, the monthly electricity consumption of one CFL is 1.98 Units (11W x 6 hours x 30 days = 1.98kWh). i.e. monthly electricity bill of only Rs.8.36. Total bills for CFL = 67 + 8.36 X55 = Rs. 527 A saving of Rs. 2075 can be made during the lifetime of a CFL i.e. 55 months.

USEFUL TIPS FOR SAVING ELECTRICITY IN LIGHTING THAT ARE IDENTIFIED:

- Turn off lights except those you need for security. Use timers to control lights which are left on for security purposes.
- Use a timer to turn lights on and off during the evening.
- Close the draperies in at least one lighted room, or a burglar can walk or drive by, and look in and see that no one is home.
- Tell the neighbour which lights will be turning on and off.
- Controlling lights with timers, make sure your yard is well lit at night.

- Paint the walls with white or lighter shades which enhance the reflection and makes energy saving possible.
- Wiping off dust accumulated on the bulb/Tube light quite often would give better results.
- By using 36-watt slim tube lights in place of 40 watt one, you can get the same light and save up to 10% energy.
- By using always, the natural air and light; avoiding switching on lights during the day.
- By promptly switch off the lights and fans when the occupants leave the room / hall.
- Many people use the zero-watt (candle) bulbs during the night, owing to the belief that this bulb does not draw power. But this bulb consumes 15 watts of electricity, so do not keep a zero-watt bulb ON when not needed (e.g., during day time). So-called zero bulb uses 12-to-15-watt power

FANS AND AIR CONDITIONERS:

- See that the ceiling fan is at a height of 7 feet from the floor level.
- You can save electricity by adopting electronic regulators to the fans.
- Clean off dust on the fans often and get the motors overhauled from time to time to get rid of unwanted sound causes due to friction and save electricity too.
- During severe summers an air cooler has a better cooling effect compared to a fan. In comparison to air conditioner, air-cooler consumes only ¼ of electricity whereas its cost is only 1/10th of the cost of AC.
- Clean the air filters of the air conditioner from time to time. Compressors consume more electricity due to accumulation of dust on the filter.
- We can save energy by switching off the air-conditioner half an hour before leaving the room. The atmosphere in the room will remain cool for the same time.
- Energy Efficiency Ratio (EER) is displayed on the label. More the EER, more energy efficient is the air conditioner. More energy efficient the air conditioner, more is the number of stars given to the air conditioner.

REFRIGERATORS:

- Before keeping the food stuffs inside the refrigerator, they have to be cooled down to room temperature and then kept inside.
- Do not keep the refrigerator door open unnecessarily.
- Do not fully open the door while keeping the food stuff inside.
- Do not allow the refrigerator to frost.
- Whenever the frost gets more than 5mm thick, defrost the refrigerator. Defrosting the refrigerator 5-6 times a year can reduce power consumption drastically.

What is standby power waste?

When appliances such as TVs, Computers and cell phone chargers are plugged into the wall, they consume energy even when the product is not in use. Consumers often believe that their appliance is off, when in fact it is standing by and still consuming power. For example, when you turn off a TV with a remote control, it continues to consume energy in the standby or sleep mode because the power supply inside the TV is still on, powering the remote-control receiver. Even though the remote-control receiver consumes very little power (approximately 0.1 W), power supplies that use inefficient technology such as linear, are not smart enough to reduce consumption during the standby state and end up wasting several watts of power. This is what we refer to as standby power waste.

What is no-load power waste?

No-load power waste is a subset of standby power waste. No-load power is the energy used by a device when it is disconnected from it's load and performing no function. For example, a mobile phone charger that is plugged into the wall, but not connected to the phone will still consume power. Linear chargers can consume between 0.8 W to 2 W even when they are disconnected from the phone. Which devices use standby power? Any device with an external power supply or (wall pack), remote control, or clock display requires standby power. Literally every electronic product that plugs into the wall such as TVs, Computers, Home theatre systems, washing machines, cell phone chargers, night lights, cordless and feature phones, refrigerators, cable TV decoders, satellite TV decoders, radios, computers, printers, monitors, fax machines, copiers, modems, audio amplifiers, industrial control units, motor controls, etc. etc.

Here are ways to reduce standby power:

- Any new gadgets or appliances should come with an Energy Star sticker, showing that they have met energy-efficiency guidelines that cover standby mode as well as active mode.
- The current Energy Star program allows TVs to use 3 watts in standby, while PCs can draw up to 30 watts in low-power mode.
- Set your computer to automatically go to "sleep" mode after a certain number of idle minutes. This still uses a few watts, compared with zero watts when it's unplugged from the wall, but you won't have to reboot.
- It's a myth that any savings are negated by powering the computer back up.
- However, a screen saver that shows an image in sleep mode doesn't save any watts.
- Unplug anything that can be unplugged without messing up settings.
- If you have several clocks in the kitchen and can do without the coffeemaker clock, unplug it.
- After recharging your cell phone or any other device that charges in a wall socket, remove the charger from the wall.
- Even after the device is disconnected, the charger will continue to draw power (usually, you can feel that it's warm).
- Buy a power strip that lets you turn off several devices - all of your computer peripherals, such as copiers and fax machines, or several chargers - at once.

TOP 6 WAYS YOU CAN REDUCE ELECTRICITY CONSUMPTION

1. Change Five Lights Replace your five most frequently used lights or the bulbs in them with ones that have earned the Energy Star and you'll use less energy, which means less pollution from power plants. Your household will also be saving about 300 Kg of carbon dioxide a year and save Rs. 450 a year in energy costs (If every household in the country did it -- we would save a trillion pounds of greenhouse gases.)

2. Heat and Cool Smartly About half the energy we use in our homes goes to heating and cooling. Changing air filters annually, having your system checked annually and useing a programmable thermostat are all easy things you can do. Just by using a programmable thermostat, you can save about 850 Kg of carbon dioxide a year and about Rs. 5000 a year in energy costs.

3. Put the Freeze on Inefficient Appliances Get rid of old, energy inefficient appliances and replace with newer energy-efficient models. For example a high-efficiency refrigerator will reduce carbon dioxide emissions by 225 Kg a year. If you replace your current washing machine with a low-energy,

low-water-use machine you will be able to reduce your carbon dioxide emissions by 200 Kg per year. For even more savings wash your laundry in warm or cold water, instead of hot. That will bring in a reduction of carbon dioxide emissions of about 200 Kg per year.

4. Buy Products That Have Earned the Energy Star Over 40 different kinds of products now carry the Energy Star -- the government backed symbol for energy efficiency -- including lighting, home electronics, heating and cooling equipment and appliances. With Energy Star products you can save 30 percent on your energy bills.

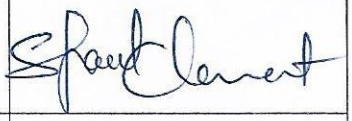
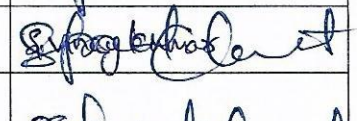
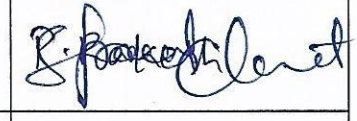
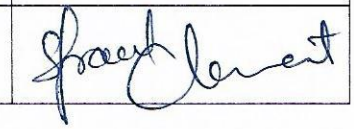
5. Be a Turnoff Turn off your TV, video player, stereo and computer when you aren't using them. Turn off your lights when you don't need them and you start saving within a minute or two. Prevent "phantom" energy losses by plugging these devices into a power strip and turning the power strip off when the devices are not in use.

6. Keep Your Water Heater Cozy For a water heater more than five years old, wrapping it in an insulating jacket will result in a 1,000 pounds per year reduction of carbon dioxide emissions. Keep your water heater thermostat no higher than 120 degrees F and you can reduce carbon dioxide emissions by 550 pounds per year.

PROGRAMMES OF AWARENESS CONDUCTED:

Programme-1: Door to door explanation of the aforesaid measures were explained in detail.
Programme-2: Creating awareness among school students through a conservation competition and rewarding the winning family

ACTIVITY LOG FOR THE FIRST WEEK

DAY & DATE	BRIEF DESCRIPTION OF THE DAILY ACTIVITY	LEARNING OUTCOME	PERSON IN-CHARGE SIGNATURE
DAY-1 DATE:1.9.22	Meeting with Grama Sachivalayam officer	Positive impact on students' academic learning	
DAY-2 DATE:2.9.22	Meeting with APSSDCL assistant engineer	Positive impact on students' academic learning	
DAY-3 DATE:3.9.22	Meeting with village head	Positive impact on students' academic learning	
DAY-4 DATE:4.9.22	Visit to habitat identified to map the process of survey	Improved ability to understand complexity and ambiguity	
DAY-5 DATE:5.9.22	Division of houses in parts for 6 days survey	Improves students' ability to apply what they have learned in "the real world"	
DAY-6 DATE:6.9.22	Pre preparation of survey materials	Improves students' ability to apply what they have learned in "the real world"	

WEEKLY REPORT

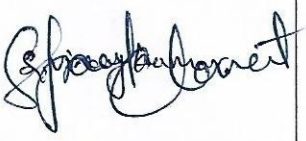
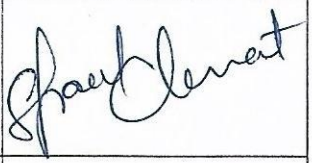
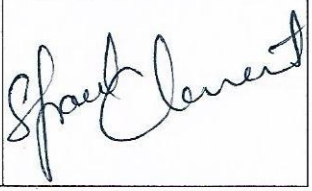
WEEK 2 (FROM 11.9.22 TO 16.9.22)

OBJECTIVE OF THE ACTIVITY DONE: To collect preliminary data regarding connected load, usage pattern and cost incurred through electricity charges in the identified habitat.

DETAILED REPORT:

- The data collection phase consisting of survey of habitat was initiated.
- 7 to 10 houses were planned to be completed on a daily basis.
- Door locked homes were visited subsequently.
- The contents of the survey form were explained clearly to the inmates.
- The objective of the survey and the Community survey project was also narrated.

ACTIVITY LOG FOR THE THIRD WEEK

DAY & DATE	BRIEF DESCRIPTION OF THE DAILY ACTIVITY	LEARNING OUTCOME	PERSON IN-CHARGE SIGNATURE
DAY-1 DATE: 22.10.22	SURVEY FORMS OF HOME 1 TO 10 WAS ANALYZED	Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development	
DAY-2 DATE: 23.10.22	SURVEY FORMS OF HOME 11 TO 20 WAS ANALYZED	Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development	
DAY-3 DATE: 24.10.22	SURVEY FORMS OF HOME 21 TO 30 WAS ANALYZED	Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development	
DAY-4 DATE: 25.10.22	SURVEY FORMS OF HOME 31 TO 40 WAS ANALYZED	Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development	
DAY-5 DATE: 26.10.22	SURVEY FORMS OF HOME 41 TO 50 WAS ANALYZED	Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development	
DAY-6 DATE: 27.10.22	SUMMARY OF SURVEY DATA WAS DONE AND STUDIES ON CONSERVATION METHODS WAS UNDERTAKEN	Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development	

WEEKLY REPORT

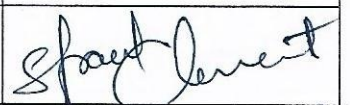
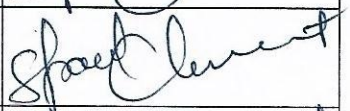
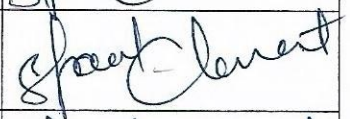
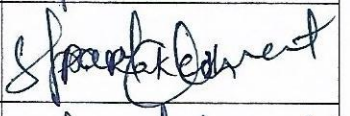
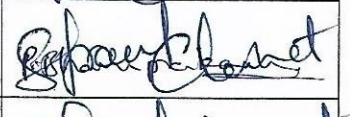
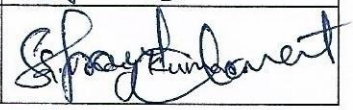
WEEK 3 (FROM 22.10.22 TO 15.11.22)

OBJECTIVE OF THE ACTIVITY DONE: To collect preliminary data regarding connected load, usage pattern and cost incurred through electricity charges in the identified habitat.

DETAILED REPORT:

- Data analysis was undertaken from the survey forms.
- On the understanding of connected load and usage pattern, viable conservation methods / actions were shortlisted from a broad study of different methods

ACTIVITY LOG FOR THE FOURTH WEEK

DAY & DATE	BRIEF DESCRIPTION OF THE DAILY ACTIVITY	LEARNING OUTCOME	PERSON IN-CHARGE SIGNATURE
DAY-1 DATE: 16.11.22	AWARENESS PROGRAM FOR HOME 1 TO 10	Positive impact on students' academic learning	
DAY-2 DATE: 17.11.22	AWARENESS PROGRAM FOR HOME 11 TO 20	Positive impact on students' academic learning	
DAY-3 DATE: 18.11.22	AWARENESS PROGRAM FOR HOME 21 TO 30	Positive impact on students' academic learning	
DAY-4 DATE: 19.11.22	AWARENESS PROGRAM FOR HOME 41 TO 50	Positive impact on students' academic learning	
DAY-5 DATE: 20.11.22	AWARENESS PROGRAM FOR MISSED HOMES	Positive impact on students' academic learning	
DAY-6 DATE: 21.11.22	AWARENESS PROGRAM FOR MISSED HOMES	Positive impact on students' academic learning	

WEEKLY REPORT

WEEK 4 (FROM 16.11.22 TO 21.11.22)

OBJECTIVE OF THE ACTIVITY DONE: To create awareness among the surveyed homes of the identified habitat.

DETAILED REPORT:

- The possible methods to conserve energy was explained.
- Obsolete and better efficient devices were identified in the respective home and was also explained.
- Pamphlet was distributed.

WEEKLY REPORT

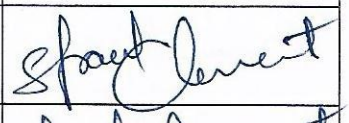
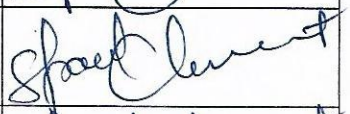
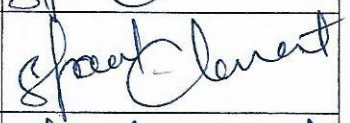
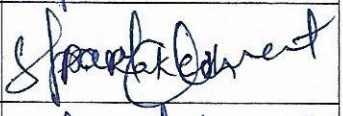
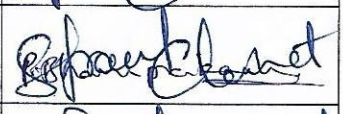
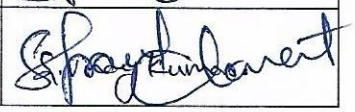
WEEK 3 (FROM 22.10.22 TO 15.11.22)

OBJECTIVE OF THE ACTIVITY DONE: To collect preliminary data regarding connected load, usage pattern and cost incurred through electricity charges in the identified habitat.

DETAILED REPORT:

- Data analysis was undertaken from the survey forms.
- On the understanding of connected load and usage pattern, viable conservation methods / actions were shortlisted from a broad study of different methods

ACTIVITY LOG FOR THE FOURTH WEEK

DAY & DATE	BRIEF DESCRIPTION OF THE DAILY ACTIVITY	LEARNING OUTCOME	PERSON IN-CHARGE SIGNATURE
DAY-1 DATE: 16.11.22	AWARENESS PROGRAM FOR HOME 1 TO 10	Positive impact on students' academic learning	
DAY-2 DATE: 17.11.22	AWARENESS PROGRAM FOR HOME 11 TO 20	Positive impact on students' academic learning	
DAY-3 DATE: 18.11.22	AWARENESS PROGRAM FOR HOME 21 TO 30	Positive impact on students' academic learning	
DAY-4 DATE: 19.11.22	AWARENESS PROGRAM FOR HOME 41 TO 50	Positive impact on students' academic learning	
DAY-5 DATE: 20.11.22	AWARENESS PROGRAM FOR MISSED HOMES	Positive impact on students' academic learning	
DAY-6 DATE: 21.11.22	AWARENESS PROGRAM FOR MISSED HOMES	Positive impact on students' academic learning	

WEEKLY REPORT

WEEK 4 (FROM 16.11.22 TO 21.11.22)

OBJECTIVE OF THE ACTIVITY DONE: To create awareness among the surveyed homes of the identified habitat.

DETAILED REPORT:

- The possible methods to conserve energy was explained.
- Obsolete and better efficient devices were identified in the respective home and was also explained.
- Pamphlet was distributed.

ACTIVITY LOG FOR THE FIFTH WEEK

DAY & DATE	BRIEF DESCRIPTION OF THE DAILY ACTIVITY	LEARNING OUTCOME	PERSON IN-CHARGE SIGNATURE
DAY-1 DATE: 22.11.22	AWARENESS PROGRAM FOR SCHOOL-1	Positive impact on students' academic learning	
DAY-2 DATE: 23.11.22	AWARENESS PROGRAM FOR SCHOOL-2	Positive impact on students' academic learning	
DAY-3 DATE: 24.11.22	AWARENESS PROGRAM FOR SCHOOL-3	Positive impact on students' academic learning	
DAY-4 DATE: 25.11.22	PREPARATION OF REPORT	Positive impact on students' academic learning	
DAY-5 DATE: 26.11.22	PREPARATION OF REPORT	Positive impact on students' academic learning	
DAY-6 DATE: 27.11.22	PREPARATION OF REPORT	Positive impact on students' academic learning	

WEEKLY REPORT

WEEK 5 (FROM 22.11.22 TO 27.11.22)

OBJECTIVE OF THE ACTIVITY DONE: To create awareness among the surveyed homes of the identified habitat.

DETAILED REPORT:

- The possible methods to conserve energy was explained to school students.
- A competition was conducted to identify the best home in conserving energy.
- Pamphlet was distributed.

SAMPLE SURVEY FORM

ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES :: TIRUPATI
(AUTONOMOUS)
Venkatapuram (V), Karakambadi (P), Renigunta (M), Tirupati -517 520.
Chittoor Dist., Andhra Pradesh.

DEPARTMENT OF ELECTRICAL & ELECTRONICS ENGINEERING
COMMUNITY SERVICE PROJECT (20CSP0201) SURVEY FORM

Part-A

Sl. No	Questionnaire	Recorded response
1.1	Full address	7-171/C Raghavendra Nagar, Sathya Narayana Puram, Tirupati
1.2	Name & age of the head of the family	N. Chandra Sekhar
1.3	Education qualification of the head of the family	7th
1.4	No. of earning members of the family	3
1.5	Total members in the family	3
1.6	Annual income of the family	60,000/-
1.7	Type of house [1BHK / 2BHK / 3BHK / 4BHK]	1BHK
1.8	Floor number [GF/FF/SF/TF/FF]	GF
1.9	Type of house [Individual / Apartment]	Individual

Part-B

Sl. No	Questionnaire				Recorded response		
2.1	No. of Air conditioners				No		
2.2	No. of	Fans	Tube lights	LED lights	3	2	2
2.3	No. of	Mixie	Grinders	Fridges	1	1	1
2.4	No. of	Heater	Motors	Oven	1	1	-
2.5	No. of	TV/size	Digital display	Home theater	52 inches	Full	1
2.6	No. of	Mobile	Laptop	Printers	4	-	-
2.7	No. of	Iron box	Dryer	Washing M/c	1	-	-
2.8	UPS and its rating				147		
2.9	Any other major electrical equipment				-		

Part-C

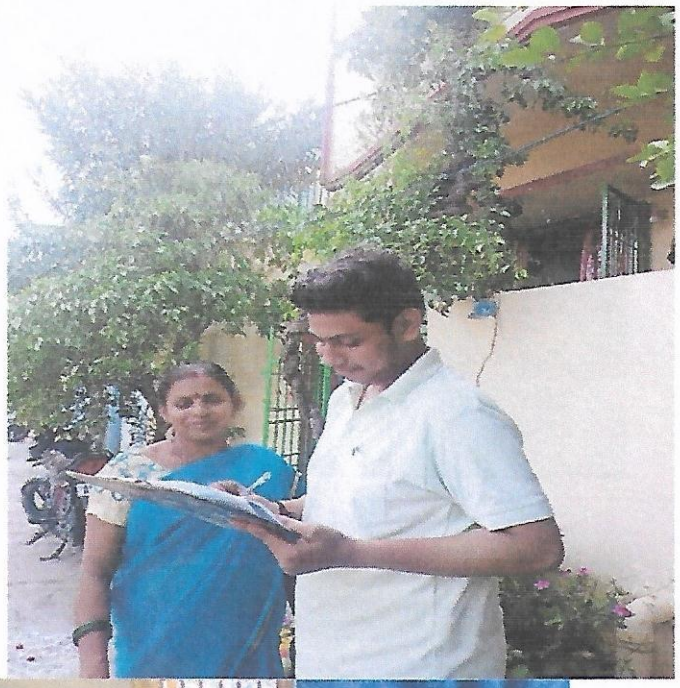
Sl. No	Questionnaire	Recorded response
3.1	Last electricity bill amount paid	596/-
3.2	Are you experiencing frequent power cuts?	No
3.3	Do you receive quality power [without fluctuations]	Yes
3.4	Do you track and monitor your personal electricity consumption?	Yes
3.5	Do you think electricity charges are high?	Yes
3.6	Are you willing to reduce power consumption of your house?	Yes
3.7	Do you know that using less electricity saves earth?	Yes
3.8	Do you know what to do to reduce your electricity consumption?	Yes
3.9	Are you willing to learn about saving electricity?	Yes

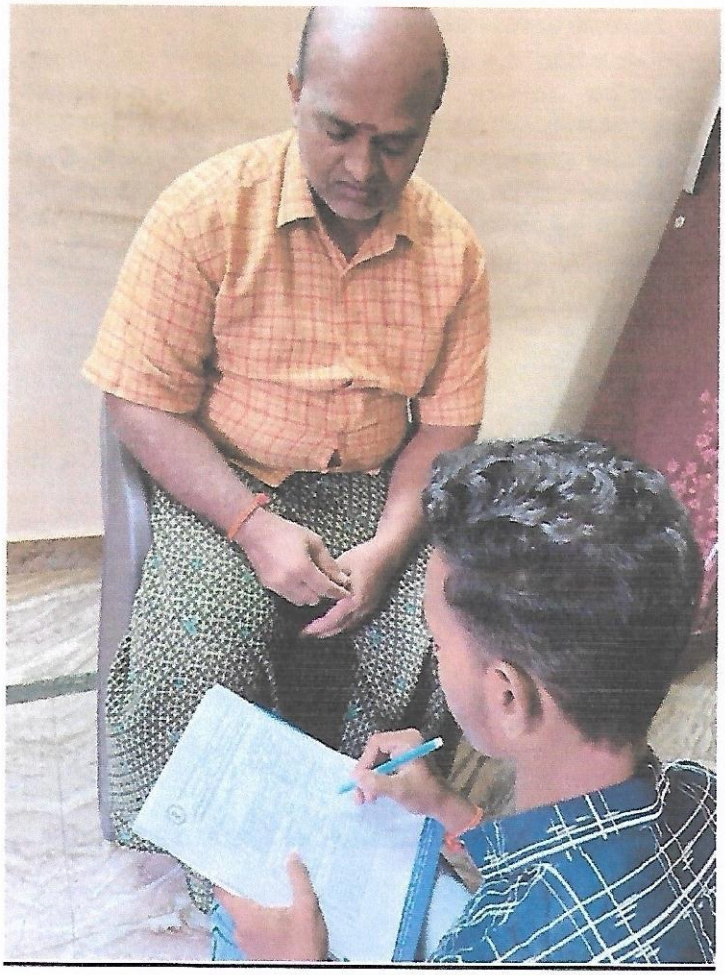
N. Nirmala
Signature of the respondent

3.6	Are you willing to reduce power consumption of your house?		Yes
3.7	Do you know that using less electricity saves earth?		Yes
3.8	Do you know what to do to reduce your electricity consumption?		Yes
3.9	Are you willing to learn about saving electricity?		Yes

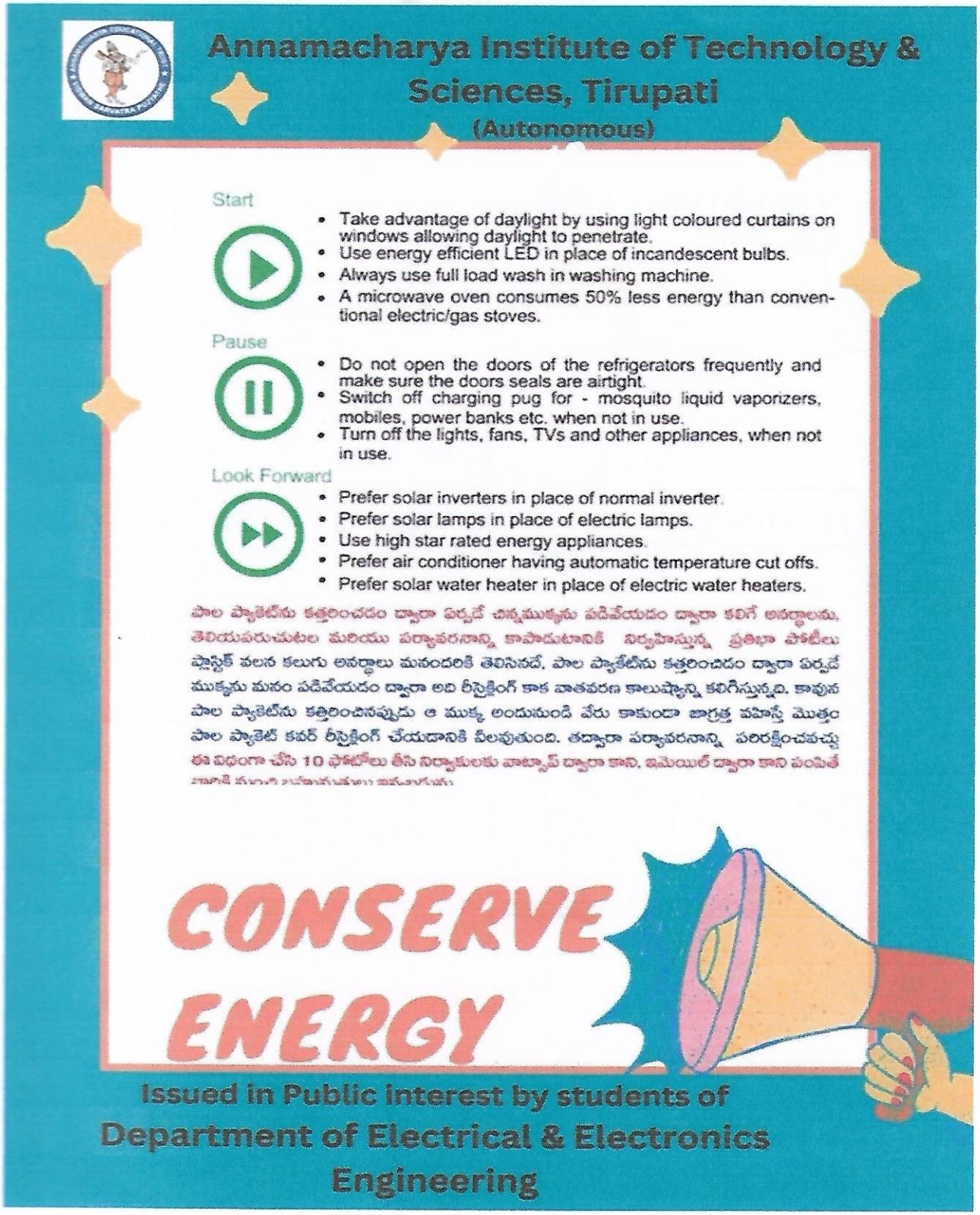
N. Nirmala

Signature of the respondent





SAMPLE AWARENESS PAMPHLETS



ENERGY CONSERVATION COMPETITION

Energy Conservation Competition

The following table shows the energy consumption of various appliances normally used at home :

Home Appliances	Wattage	Hrs/ day	Units/Month
Incandescent bulb	40	6	7
	60	6	11
Fluorescent TL	40	6	7
LED	5	6	0.9
	9	6	1.6
	15	6	2.7
	18	6	3.2
	20	6	3.6
Night lamp	15	10	5
Mosquito repellent	5	10	2
Fan	60	15	27
Air cooler	175	8	42
Air conditioner	1500	6	270
	2000	6	360
	3000	6	540
Refrigerator	225	15	101
Mixer/Blender	450	1	13.5
Water Heater(Inst)	3000	1	90
Immersion rod	1000	1	30
Vacuum cleaner	700	0.5	11
Electric iron	1500	1	45
Washing machine	300	1	9
Water pump	750	1	23
Television	100	10	30
Audio system	50	2	3

Project Initiative by :
K. MADHU BABU
(Holder of Limca Book of Records)

In Association With
CMR
SHOPPING MALL
The joy of life

New & Renewable Energy Development Corporation of Andhra Pradesh Ltd.,
12-464/5/1, River Oaks Apartment,
CSR Kalyana Mandapam Road, Tadepalli,
Guntur District, Pin : 522 501
0863-2347650/51/52/53 Email:info@nredcap.in
www.nredcap.in

NREDCAP

Energy Conservation Competition


NREDCAP


Best Energy Saver AWARD

Name : ....

Class : ....

School : ....

Shreeja

NREDCAP, PAC & Green Energy Solutions
Welcomes you to This Rewarding Effort

In the name of Energy Conservation we have come up with on innovative event to save electricity and habituate the school children at their young age save electricity following the below tips at home for continuous two months and provide electricity bills as proof and attach to this card and submit back to us.

Start

- Take advantage of daylight by using light coloured curtains on windows allowing daylight to penetrate.
- Use energy efficient LED in place of incandescent bulbs.
- Always use full load wash in washing machine.
- A microwave oven consumes 50% less energy than conventional electric/gas stoves.

Pause

- Do not open the doors of the refrigerators frequently and make sure the doors seals are airtight.
- Switch off charging pug for - mosquito liquid vaporizers, mobiles, power banks etc. when not in use.
- Turn off the lights, fans, TVs and other appliances, when not in use.

Look Forward

- Prefer solar inverters in place of normal inverter.
- Prefer solar lamps in place of electric lamps.
- Use high star rated energy appliances.
- Prefer air conditioner having automatic temperature cut offs.
- Prefer solar water heater in place of electric water heaters.

పాల ప్యాకెట్లను కత్తిరించడం ద్వారా ఏర్పడే చిన్నముక్కను పడివేయడం ద్వారా కలిగే అనర్థాలను, [illegible] మరియు పర్యావరణాన్ని కాపాడుటానికి నిర్వహిస్తున్న ప్రతిభా పోటీలు [illegible] కలుగు అనర్థాలు మనందరికి తెలిసినదే. పాల ప్యాకెట్‌ను కత్తిరించడం ద్వారా ఏర్పడే [illegible] పడివేయడం ద్వారా అది రీసైక్లింగ్ కాక వాతావరణ కాలుష్యాన్ని కలిగిస్తున్నది. కావున పాల ప్యాకెట్లను కత్తిరించినప్పుడు ఆ ముక్క అంచునుండి వేరు కాకుండా జాగ్రత్త వహిస్తే మొత్తం పాల ప్యాకెట్ కవర్ రీసైక్లింగ్ చేయుటానికి వీలవుతుంది. తద్వారా పర్యావరణాన్ని పరిరక్షించవచ్చు [illegible] 10 ఫోటోలు తీసి నిర్వాహకులకు వాట్సాప్ ద్వారా కాని, ఇమెయిల్ ద్వారా కాని పంపితే [illegible] బహుమతులు ఇవ్వబడును.

72079 05873 / 72079 05875

Energy Conservation Competition

Electricity Consumer No..............................
Energy Saving Data Sheet :

Months	Units Consumed	Units Saved	Parent's Sign	Teacher's Sign
Dec 2022		X		
Jan 2023				
Feb 2023				

Actions Taken for Energy Conservation :
(Please also include the innovative ideas that you have implemented)

Learn Do Achieve

In Association With

CONCLUSION

Energy is conserved to reduce consumption costs and to preserve the limited available energy resources. Energy conservation refers to efforts made to reduce energy consumption. The supply of energy on Earth is not infinite. Furthermore, it can take a long time to regenerate energy. This makes energy conservation even more important. Energy conservation, in addition to lowering energy costs, can benefit the environment in a variety of ways. For starters, energy conservation can protect the environment by reducing resource consumption and carbon dioxide emissions. Following that, energy conservation can reduce the need for new power plants. Reducing your energy consumption reduces the demand for fossil fuels, lowering carbon dioxide levels in the atmosphere. Climate change causes heat waves, drought, rising sea levels, unusual weather patterns, and an increase in the likelihood of natural disasters.

Our country is progressing fast in Rural electrification during the past decade. The need for inculcation of awareness about energy conservation was felt important for these newly electrified regions. A sincere effort was undertaken through this Community service project to study rural habitats and propagate energy conservation initiations into the homes. The rural habitat extended a warm welcome to our team and co-operated well during the entire time of the survey and awareness phases. Furthermore, to induce this sense of conservative mind set in early stages of ourselves, we conducted an energy conservation competition in schools. School students of 5^{th} standard to 8^{th} standard were the participants. Overall, we strongly feel that we have attained the learning, personal and social outcomes of undertaking this Community service project.

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES TIRUPATI

DEPARTMENT OF EEE

STUDENTS LIST OF INTERNSHIPS, SRP, CSP and SALES FORCE INTERNSHIPS

S.NO	NAME OF THE STUDENT	YEAR
1	MG ASHA (DATA POINT INTERNSHIP)	2022
2	R.BALAJI(DATA POINT INTERNSHIP)	2022
3	Y.CHANIKYA((DATA POINT INTERNSHIP)	2022
4	P.HASWANTH SAI(DATA POINT INTERNSHIP)	2022
5	V.LAKSHMI REDDY(DATA POINT INTERNSHIP)	2022
6	K.LEKHA SREE(DATA POINT INTERNSHIP)	2022
7	P.S.MADHU(DATA POINT INTERNSHIP)	2022
8	B.ROOPESH(DATA POINT INTERNSHIP)	2022
9	T.SIVA PRASAD(DATA POINT INTERNSHIP)	2022
10	M.SANDHYA(DATA POINT INTERNSHIP)	2022
11	AV.V.VISHNU(DATA POINT INTERNSHIP)	2022
12	T.YESHWANTH(DATA POINT INTERNSHIP)	2022
13	M.BALAJI(DATA POINT INTERNSHIP)	2022
14	N.BALAJI(DATA POINT INTERNSHIP)	2022
15	K.BALARAM(DATA POINT INTERNSHIP)	2022
16	K.BHANU PRAKASH(DATA POINT INTERNSHIP)	2022
17	V.DEVANATH REDDY(DATA POINT INTERNSHIP)	2022
18	D.GNANESWARA REDDY(DATA POINT INTERNSHIP)	2022
19	G.HARI PRASAD(DATA POINT INTERNSHIP)	2022
20	K.JAGADEESH(DATA POINT INTERNSHIP)	2022
21	B.JAGADISH(DATA POINT INTERNSHIP)	2022
22	N.JISHWANTH YADAV(DATA POINT INTERNSHIP)	2022
23	S.LAKHSMI VENKATESH (DATA POINT INTERNSHIP)	2022
24	S.LAKSHMI KUMAR (DATA POINT INTERNSHIP)	2022
25	V.LOKESH KUMAR (DATA POINT INTERNSHIP)	2022
26	S.PANDU NAIK (DATA POINT INTERNSHIP)	2022
27	M.PAVAN KALYAN (DATA POINT INTERNSHIP)	2022
28	G.PRASANTH (DATA POINT INTERNSHIP)	2022
29	M.R.VAMSI (DATA POINT INTERNSHIP)	2022
30	P.ROHINI (DATA POINT INTERNSHIP)	2022
31	B.SAI DEEPAK (DATA POINT INTERNSHIP)	2022
32	M.SIVA RAJU (DATA POINT INTERNSHIP)	2022
33	S.SOWMYA (DATA POINT INTERNSHIP)	2022
34	C.SREEKANTH (DATA POINT INTERNSHIP)	2022
35	T.SRIKANTH (DATA POINT INTERNSHIP)	2022
36	R.UADAY TEJA (DATA POINT INTERNSHIP)	2022

HEAD
Dept. of Electrical & Electronics Engg.
Annamacharya Institute of Technology & Sciences
TIRUPATI - 517 507

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES TIRUPATI

DEPARTMENT OF EEE

STUDENTS LIST OF INTERNSHIPS, SRP, CSP and SALES FORCE INTERNSHIPS

37	M.P.UMAMAHESWARAREDDY (DATA POINT INTERNSHIP)	2022
38	M.VANDANA PRIYA (DATA POINT INTERNSHIP)	2022
39	S.VENKATESH (DATA POINT INTERNSHIP)	2022
40	C.RATEESHWAR REDDY (DATA POINT INTERNSHIP)	2022
41	AJITH KG (SRP)	2022
42	ALEKHY A YADAV G (SRP)	2022
43	ANIL KUMAR N (SRP)	2022
44	BALASUBRAMANYAM A (SRP)	2022
45	BHARATH KUMAR A (SRP)	2022
46	CHAITANYA C (SRP)	2022
47	CHAITANYA SUPRFYA M (SRP)	2022
48	CHAMANL K (SRP)	2022
49	DARSASREE LAKSHMI M (SRP)	2022
50	DEEPTHI T (SRP)	2022
51	DINESH G (SRP)	2022
52	GANESH A (SRP)	2022
53	GOWTHAMI D (SRP)	2022
54	KALYAN KUMAR C (SRP)	2022
55	KARTHLK K (SRP)	2022
56	KARTHIK KUMAR REDDY Y (SRP)	2022
57	KEERTHL D (SRP)	2022
58	KISHOREKUMAR REDDY N (SRP)	2022
59	LAHARI R (SRP)	2022
60	MADHU S (SRP)	2022
61	NAGENDRA REDDY N (SRP)	2022
62	NANDI REDDY VENKATA PAVANL (SRP)	2022
63	NITHLN KUMAR P (SRP)	2022
64	NITHYA SREE C V (SRP)	2022
65	NITYASREE K (SRP)	2022
66	PADMAJA P (SRP)	2022
67	RAJESWARJ M (SRP)	2022
68	REVANTH KUMAR REDDY P (SRP)	2022
69	SAI GEETHIKA N (SRP)	2022
70	SAI MANOJ M (SRP)	2022
71	SAIK UMAR NAIDU M (SRP)	2022
72	SAITHARUN B (SRP)	2022
73	SRIKANTH M (SRP)	2022

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DEPARTMENT OF EEE

STUDENTS LIST OF INTERNSHIPS, SRP, CSP and SALES FORCE INTERNSHIPS

74	SWAPNA M (SRP)	2022
75	UMAMAHESWAR M (SRP)	2022
76	VAMSI KRISHNA REDDY B (SRP)	2022
77	VAMSCKRLSHNA K (SRP)	2022
78	VLNAYAK REDDY E (SRP)	2022
79	SAI DEEPAK KUMAR T (SRP)	2022
80	SAITHARUN T (SRP)	2022
81	LOHITHA V (SRP)	2022
82	PAVAN KUMAR J (SRP)	2022
83	SIVA R (SRP)	2022
84	SWARNA SRI T (SRP)	2022
85	UDAY KIRAN Y (SRP)	2022
86	VENKATA LAKSHMI CHAITANYA H (SRP)	2022
87	YAMINI K (SRP)	2022
88	AHIDAR REDDY BALASANI (SRP)	2022
89	ABHINAY H (CSP)	2022
90	BHARGAVI T (CSP)	2022
91	BHAVANA N (CSP)	2022
92	CHAKRADHAR REDDY P (CSP)	2022
93	CHARAN KUMAR Y (CSP)	2022
94	DEEKSHITH K (CSP)	2022
95	HARSHA VARDHAN C (CSP)	2022
96	HARSHITHA A (CSP)	2022
97	HEMANTH G (CSP)	2022
98	INDRANI N (CSP)	2022
99	YASASWINI S (CSP)	2022
100	JEEVITHA A (CSP)	2022
101	LAKSHMI PRIYA G (CSP)	2022
102	LOKESWARI V (CSP)	2022
103	MUKUNDA G (CSP)	2022
104	MUNI KUMAR T (CSP)	2022
105	NIHARIKA K (CSP)	2022
106	PUJITHA J (CSP)	2022
107	RAJESH M (CSP)	2022
108	RAVI KISHORE REDDY J (CSP)	2022
109	RAVI KUMAR V (CSP)	2022
110	REDDY PRANEETH R (CSP)	2022

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111	RUPESH K (CSP)	2022
112	SARAL T (CSP)	2022
113	SUMANTH B (CSP)	2022
114	SURYA NARAYANA C (CSP)	2022
115	SWETHA T (CSP)	2022
116	TEJA NARASIMHULU B (CSP)	2022
117	TEJASRI A (CSP)	2022
118	TEJASWINI M (CSP)	2022
119	THANUJA V (CSP)	2022
120	TULASI RAM R S (CSP)	2022
121	VAMSI SREENIVAS K (CSP)	2022
122	VANDHANA P (CSP)	2022
123	VEERA PRASAD K (CSP)	2022
124	VENKATA SRAVANI P (CSP)	2022
125	VENKATA SUBRAMANYA BALAJI G (CSP)	2022
126	VIJAYA LAKSHMI G S (CSP)	2022
127	VINAY KUMAR S (CSP)	2022
128	BHANU PRAKASH P (CSP)	2022
129	BHARATHA SIMHA REDDY R (CSP)	2022
130	CHANDRA SEKHAR C (CSP)	2022
131	CHANDRIKA M (CSP)	2022
132	CHARAN S (CSP)	2022
133	HEMALATHA K (CSP)	2022
134	JAYAKRISHNA N (CSP)	2022
135	MANIKANTA A (CSP)	2022
136	MOHAN K (CSP)	2022
137	MUNI HEMANTH M (CSP)	2022
138	NARASIMHULU K (CSP)	2022
139	PREM SWAROOP P (CSP)	2022
140	RAKESH M (CSP)	2022
141	RAKESH P (CSP)	2022
142	RAMYA SREE B (CSP)	2022
143	SAI SANKAR M (CSP)	2022
144	SNEHALATHA M (CSP)	2022
145	M.MADHU KUMAR REDDY (CSP)	2022
146	SREE HARSH N (CSP)	2022
147	VENKATA DHEERAJ KUMARYADAV A (CSP)	2022

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STUDENTS LIST OF INTERNSHIPS, SRP, CSP and SALES FORCE INTERNSHIPS

148	K.VANYA SASTRY (CSP)	2022
149	AJITH KG (SALES FORCE INTERNSHIP)	2022
150	ALEKHY A YADAV G (SALES FORCE INTERNSHIP)	2022
151	ANIL KUMAR N (SALES FORCE INTERNSHIP)	2022
152	BALASUBRAMANYAM A (SALES FORCE INTERNSHIP)	2022
153	BHARATH KUMAR A (SALES FORCE INTERNSHIP)	2022
154	CHAITANYA C (SALES FORCE INTERNSHIP)	2022
155	CHAITANYA SUPRFYA M (SALES FORCE INTERNSHIP)	2022
156	CHAMANL K (SALES FORCE INTERNSHIP)	2022
157	DARSASREE LAKSHMI M (SALES FORCE INTERNSHIP)	2022
158	DEEPTHI T (SALES FORCE INTERNSHIP)	2022
159	DINESH G (SALES FORCE INTERNSHIP)	2022
160	GANESH A (SALES FORCE INTERNSHIP)	2022
161	GOWTHAMI D(SALES FORCE INTERNSHIP)	2022
162	KALYAN KUMAR C(SALES FORCE INTERNSHIP)	2022
163	KARTHLK K (SALES FORCE INTERNSHIP)	2022
164	KARTHIK KUMAR REDDY Y (SALES FORCE INTERNSHIP)	2022
165	KEERTHL D (SALES FORCE INTERNSHIP)	2022
166	KISHOREKUMAR REDDY N (SALES FORCE INTERNSHIP)	2022
167	LAHARI R (SALES FORCE INTERNSHIP)	2022
168	MADHU S (SALES FORCE INTERNSHIP)	2022
169	NAGENDRA REDDY N (SALES FORCE INTERNSHIP)	2022
170	NANDI REDDY VENKATA PAVANL (SALES FORCE INTERNSHIP)	2022
171	NITHLN KUMAR P (SALES FORCE INTERNSHIP)	2022
172	NITHYA SREE C V (SALES FORCE INTERNSHIP)	2022
173	NITYASREE K (SALES FORCE INTERNSHIP)	2022
174	PADMAJA P(SALES FORCE INTERNSHIP)	2022
175	RAJESWARJ M (SALES FORCE INTERNSHIP)	2022
176	REVANTH KUMAR REDDY P (SALES FORCE INTERNSHIP)	2022
177	SAI GEETHIKA N (SALES FORCE INTERNSHIP)	2022
178	SAI MANOJ M (SALES FORCE INTERNSHIP)	2022
179	SAIK UMAR NAIDU M (SALES FORCE INTERNSHIP))	2022
180	SAITHARUN B (SALES FORCE INTERNSHIP)	2022
181	SRIKANTH M (SALES FORCE INTERNSHIP)	2022
182	SWAPNA M(SALES FORCE INTERNSHIP)	2022
183	UMAMAHESWAR M (SALES FORCE INTERNSHIP)	2022
184	VAMSI KRISHNA REDDY B (SALES FORCE INTERNSHIP)	2022

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185	VAMSCKRLSHNA K (SALES FORCE INTERNSHIP)	2022
186	VLNAYAK REDDY E (SALES FORCE INTERNSHIP)	2022
187	SAI DEEPAK KUMAR T(SALES FORCE INTERNSHIP)	2022
188	SAITHARUN T(SALES FORCE INTERNSHIP)	2022
189	PAVAN KUMAR J (SALES FORCE INTERNSHIP))	2022
190	SIVA R (SALES FORCE INTERNSHIP)	2022
191	SWARNA SRI T (SALES FORCE INTERNSHIP)	2022
192	VENKATA LAKSHMI CHAITANYA H (SALES FORCE INTERNSHIP)	2022
193	YAMINI K (SALES FORCE INTERNSHIP)	2022
194	AHIDAR REDDY BALASANI (SALES FORCE INTERNSHIP)	2022
195	AJITH KG (PHYTEC)	2022
196	ALEKHY A YADAV G (PHYTEC)	2022
197	ANIL KUMAR N (PHYTEC)	2022
198	BALASUBRAMANYAM A (PHYTEC)	2022
199	BHARATH KUMAR A (PHYTEC)	2022
200	CHAITANYA C (PHYTEC)	2022
201	CHAITANYA SUPRFYA M (PHYTEC)	2022
202	CHAMANL K (PHYTEC)	2022
203	DARSASREE LAKSHMI M(PHYTEC)	2022
204	DEEPTHI T (PHYTEC)	2022
205	DINESH G (PHYTEC)	2022
206	GANESH A (PHYTEC)	2022
207	GOWTHAMI D (PHYTEC)	2022
208	K KARTHIK (PHYTEC)	2022
209	Y KARTHIK KUMAR REDDY (PHYTEC)	2022
210	KEERTHI D (PHYTEC)	2022
211	LAHARI R (PHYTEC)	2022
212	MADHU S (PHYTEC)	2022
213	N NAGENDRA REDDY (PHYTEC)	2022
214	N V PAVANI (PHYTEC)	2022
215	C V NITHYA SREE (PHYTEC)	2022
216	K NITHYASREE (PHYTEC)	2022
217	PULI PADMAJA (PHYTEC)	2022
218	RAJESWARI M (PHYTEC)	2022
219	REVANTH KUMAR REDDY (PHYTEC)	2022
220	SAI GEETHIKA (PHYTEC)	2022
221	M SAI MANOJ (PHYTEC)	2022

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STUDENTS LIST OF INTERNSHIPS, SRP, CSP and SALES FORCE INTERNSHIPS

222	M SAI KUMAR NAIDU (PHYTEC)	2022
223	BANDI SAI THARUN (PHYTEC)	2022
224	SWAPNA M (PHYTEC)	2022
225	UMAMAHESWAR (PHYTEC)	2022
226	B VAMSI KRISHNA REDDY (PHYTEC)	2022
227	KAYAM VAMSI KRISHNA (PHYTEC)	2022
228	E VINAYAK REDDY (PHYTEC)	2022
229	T SAI THARUN (PHYTEC)	2022
230	V LOHITHA (PHYTEC)	2022
231	R SIVA (PHYTEC)	2022
232	T SWARNA SRI (PHYTEC)	2022
233	UDAY KIRAN Y (PHYTEC)	2022
234	H V LAKSHMI CHAITANYA (PHYTEC)	2022
235	K YAMINI (PHYTEC)	2022
236	Y CHARAN KUMAR (SALES FORCE INTERNSHIPS)	2022
237	A HARSHITHA (SALES FORCE INTERNSHIPS)	2022
238	GUDURU HEMANTH (SALES FORCE INTERNSHIPS)	2022
239	INDRANI NEELAKANTAM (SALES FORCE INTERNSHIPS)	2022
240	LAKSHMIPRIYA GADESHNA (SALES FORCE INTERNSHIPS)	2022
241	VADDHIREDDY LOKESWARI (SALES FORCE INTERNSHIPS)	2022
242	J.PUJITHA (SALES FORCE INTERNSHIPS)	2022
243	J RAVI KISHORE (SALES FORCE INTERNSHIPS)	2022
244	RAVALURU REDDY PRANEETH (SALES FORCE INTERNSHIPS)	2022
245	K RUPESH (SALES FORCE INTERNSHIPS)	2022
246	BELLAMKONDA SUMANTH (SALES FORCE INTERNSHIPS)	2022
247	T.SWETHA (SALES FORCE INTERNSHIPS)	2022
248	A. TEJASRI (SALES FORCE INTERNSHIPS)	2022
249	M.TEJASWINI (SALES FORCE INTERNSHIPS)	2022
250	KOSIGI VAMSI SREENIVAS(SALES FORCE INTERNSHIPS)	2022
251	VENKATA SUBRAMANYA BALAJI. G (SALES FORCE INTERNSHIPS)	2022
252	VIJAYA LAKSHMI G.S (SALES FORCE INTERNSHIPS)	2022
253	SEKHATI VINAY KUMAR (SALES FORCE INTERNSHIPS)	2022
254	BHANU PRAKASH PERAM (SALES FORCE INTERNSHIPS)	2022
255	P. PREM SWAROOP (SALES FORCE INTERNSHIPS)	2022
256	A.V.DHEERAJ KUMAR (SALES FORCE INTERNSHIPS)	2022

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2.3.1 – MBA – File1

ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES
Venkatapuram (V), Karakambadi Road, Renigunta (M), Tirupati – 517 520, Chittoor (A.P)

DEPARTMENT OF MBA

Experiential Learning through Internships of Students

Internships in India are a great opportunity for MBA students to gain professional experience and establish their name after graduating. One of the on-going debates is whether an MBA student should opt for an internship or not. Students who do pursue MBA internships must make the most of their experiences to find value and importance in them. Here are the few reasons mentioned to understand the importance of internships for MBA students.

1. **Gaining Real-Life Experience and Exposure:** An internship students can put their classroom knowledge to work and also test their aptitude and practical skills. As interns, students can learn how to handle real-life corporate situations and will be able to tackle the challenges easily that might come in their career in the future. Hence, the students can bridge the gap between the theoretical knowledge and practical skill and at the same time they can get a chance to explore the real world.
2. **Engage with Professionals and Create a Network:** Networking is important for MBA students. MBA interns are placed in a professional corporate environment during their internships. They can get a chance to engage with the industry professionals and learn a lot from their practical experience which they might not learn in the classroom.
3. **Enhances Resume's:** Many top companies and B-schools prefer candidates with some work experience. When companies plan on recruiting, they plan to hire someone not for three months but for three years. Gaining the corporate experience during internships will enhance resume and also give the companies another reason to hire. This will increase the chances of securing your dream job.
4. **Earn during internships:** Some summer internships are paid and some are unpaid. Paid internships are a brilliant way to earn money during your summer vacations however, the unpaid internships are no less. Internships can help the students to get hands-on real-life experience and at the same time make enjoyable.
5. **Builds Confidence:** When the students exposed to a new environment they build confidence and also and they don't feel nervous on their abilities. The right attitude works really well in a corporate world and internships support that.

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Thrust on Internships in AITS, Tirupati

1. Mandatory internships have been included in the curriculum in the III Semester of MBA. Student is allowed to take up internship during summer after II sem. Internship Report has to be submitted in III semester to the department after approval by the concerned supervisor/mentor and the Head of the department. Internship Report is evaluated for 50 marks. The report has to be evaluated by the Head, Supervisor/ mentor and a senior faculty of the department. A candidate has to secure a minimum of 50% of marks to be declared successful. If he fails to obtain the minimum marks, he has to reappear for the same during the supplementary examinations as and when conducted.
2. Partnered with Karna Hr solutions which is offering internships
3. Partnered with APSCHE, AICTE which is offering internships through Salesforce, Smartbridge.
4. Internships in key domains like Sales force, Sales force Administrator is being undertaken by MBA students.

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Annamacharya Institute of Technology and Sciences, Tirupati

Department of MBA

INTERNSHP- 2021-22

LIST OF COURSES

SL.NO	COURS NAME	NO OF STUDENTS ATENDED
1	SALES FORCE ADMINISTRATOR	65

Head of the Department
Department of MBA
AITS, Tirupati.

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ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCE::TIRUPATI
DEPARTMENT OF MBA
II MBA III SEM (2021-22)
INTERNSHIP

SL.NO	REG. NUMBER	STUDENT NAME	TITLE OF THE PROJECT
1	21AK1E0001	ASHOK S	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
2	21AK1E0002	BALA KRISHNA C	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
3	21AK1E0003	BALAIAH G	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
4	21AK1E0004	BHANU PRAKASH REDDY P	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
5	21AK1E0005	ALAKANANDA C	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
6	21AK1E0006	CHANDU C	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
7	21AK1E0007	DEEPIKA A	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
8	21AK1E0008	DIVYA KALA M	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
9	21AK1E0009	ESWAR SAI P	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
10	21AK1E0010	FRANKLINA GEORGE J	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
11	21AK1E0011	GOWTHAM REDDY P	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
12	21AK1E0012	HEMALATHA K	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
13	21AK1E0013	HIMACHANDANA D	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
14	21AK1E0014	JYOTHI K	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
15	21AK1E0015	KAVYA K	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
16	21AK1E0016	KOWSHIK I	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
17	21AK1E0017	LAHARI K	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
18	21AK1E0018	LAKSHMI PATHI S	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
19	21AK1E0019	LAKSHMI S M	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
20	21AK1E0020	LALITHA M	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
21	21AK1E0021	LAVANYA P	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
22	21AK1E0022	MADHU B	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
23	21AK1E0023	MAHENDRA V	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
24	21AK1E0024	MAMATHA J	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
25	21AK1E0025	MANASA R	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
26	21AK1E0026	MASTHAN VALLI K	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
27	21AK1E0027	MUNIBHARATHI B	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
28	21AK1E0028	NARAYANA SUBHAM GUPTA	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
29	21AK1E0029	NAVEEN S	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
30	21AK1E0030	POOJITHA C	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
31	21AK1E0031	PRAVALIKA V	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
32	21AK1E0032	PRAVALLIKA S	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP

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33	21AK1E0033	RABBANI SHAIK	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
34	21AK1E0034	RAJU V	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
35	21AK1E0035	RAKESH B	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
36	21AK1E0036	RAKSHITHA G	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
37	21AK1E0037	ROHITH P	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
38	21AK1E0038	SAI DEEPAK S	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
39	21AK1E0039	SAI KALYANI K	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
40	21AK1E0040	SHAHEENA P	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
41	21AK1E0041	SHIRISHA K	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
42	21AK1E0042	SNEHA M	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
43	21AK1E0043	SURYA VAMSI M	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
44	21AK1E0044	SUSMITHA S	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
45	21AK1E0045	TEJAMALATHI M	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
46	21AK1E0046	TEJASWI N	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
47	21AK1E0047	THEJASRI V	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
48	21AK1E0048	UMAMAHESH C	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
49	21AK1E0049	USHA SRI M	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
50	21AK1E0050	VAISHNAVI V	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
51	21AK1E0051	VEERAVENKATA GURUSAI SH	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
52	21AK1E0052	VENKATADRI P	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
53	21AK1E0053	VENKATARAJU YADAV A	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
54	21AK1E0054	VENKATESH C	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
55	21AK1E0055	VENKATESH C	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
56	21AK1E0056	VENKATESH P	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
57	21AK1E0057	VENKATESWARLU A	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
58	21AK1E0058	VINAY S	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
59	21AK1E0059	VISHNU PRIYA A	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
60	21AK1E0060	MOHAMMAD SAYED SHAKE	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
61	21AK1E0061	JAYAPRAKASH REDDY E	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
62	21AK1E0062	CHANDU B	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
63	21AK1E0063	AISHWARYA V	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
64	21AK1E0064	SAIKIRAN A	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP
65	21AK1E0066	GIRISHA A	SALESFORCE ADMINISTRATOR VIRTUAL INTERNSHIP

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In Partnership With

Smart Internz

CERTIFICATE OF COMPLETION

December 13, 2022

Ashok Sappogu

Salesforce Administrator Virtual Internship

During the 8 Weeks period of Virtual Internship **(August-October 2022),** Ashok Sappogu has completed the following Salesforce Trailhead modules

Salesforce Fundamentals
Organizational Setup
Relationship & Sales Cloud
Service Cloud & Process Automation
Flow & Chatter
Security, Reports & Dashboards
Data Management

Super Badge - Security Specialist
Super Badge - Business Administration Specialist
Super Badge - Lightning Experience Reports & Dashboards Specialist

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