

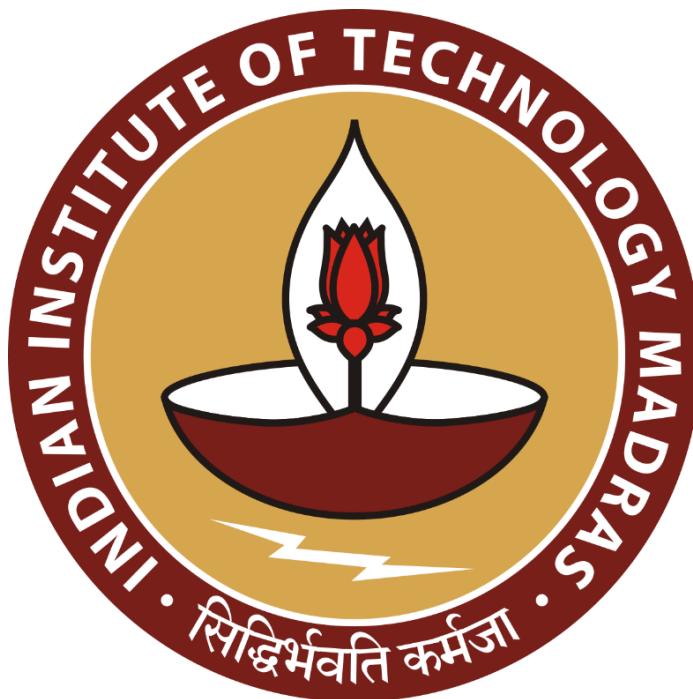
Business Intelligence for A2Z Computer Services: Turning Data Into Profits

A Proposal report for the BDM capstone Project

Submitted by

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Declaration Statement

I am working on a Project Title “Business Intelligence for A2Z Computer Services : Turning Data Into Profits”. I extend my appreciation to **A2Z COMPUTER SERVICES**, for providing the necessary resources that enabled me to conduct my project.

I hereby assert that the data presented and assessed in this project report is genuine and precise to the utmost extent of my knowledge and capabilities. The data has been gathered through primary sources and carefully analyzed to assure its reliability.

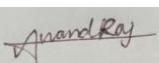
Additionally, I affirm that all procedures employed for the purpose of data collection and analysis have been duly explained in this report. The outcomes and inferences derived from the data are an accurate depiction of the findings acquired through thorough analytical procedures.

I am dedicated to adhering to the information of academic honesty and integrity, and I am receptive to any additional examination or validation of the data contained in this project report.

I understand that the execution of this project is intended for individual completion and is not to be undertaken collectively. I thus affirm that I am not engaged in any form of collaboration with other individuals, and that all the work undertaken has been solely conducted by me. In the event that plagiarism is detected in the report at any stage of the project's completion, I am fully aware and prepared to accept disciplinary measures imposed by the relevant authority.

I agree that all the recommendations are business-specific and limited to this project exclusively, and cannot be utilized for any other purpose with an IIT Madras tag. I understand that IIT Madras does not endorse this.

Signature of Candidate:



Name: Anand Raj

Date: 13-May-2025

1 Executive Summary and Title

Title: Business Intelligence for A2Z Computer Services : Turning Data Into Profits

This business falls under the category of B2C(Business to Consumer)which aims to provide best training classes for exams like CCC, ADCA, O-Level, etc. and along with it all the CSC (Common Service Centre) Services and the business is located at village Bibipur, Bakhshi ka Talab, Lucknow.

While discussing with the owner we figured out 3 major problems the business is facing are- Locality/Location, Lack of awareness in students and No female trainers in Institute as some female students also approached but not responded/refused, as owner is the only trainer and is male and along with it he is also a job person (9 to 5).

To solve the problems the Institute is facing, we recommend analyzing the institute's past records of services and previous batches or classes and solve them by using data driven techniques. We review and analyze service ratings by customers and students feedbacks for better understanding of what students are expecting and looking for. This analysis will provide us helpful insights which will help us to design our strategy and plan.

We are seeking for apart-time female trainer most probably offline to engage more female students which will make feel more safe to female students. And also conducting the free seminars in government schools with some special discounts for school students and also offering free demo classes which will attract more students.

2 Organization Background

Established four years ago by the young and visionary entrepreneur Utkarsh Singh, A2Z Computer Services began its journey as a modest Common Service Centre (CSC) dedicated to providing essential government-related services such as PAN card applications, form submissions, and other digital facilitation tasks. Recognizing the critical need for digital literacy in rural communities, the organization strategically expanded its scope in 2023 to include professional computer training programs. Offering government-certified courses like

CCC, ADCA, and O-Level. A2Z Computer Services aims to deliver comprehensive computer education at highly affordable fees. The initiative specifically targets students who have completed their 12th grade or below, providing them with both theoretical knowledge and practical hands-on experience. Driven by a strong commitment to bridging the digital divide, A2Z Computer Services continues to empower young individuals with the skills necessary to succeed in an increasingly digital world.

3 Problem Statement

- 3.1. **Lack of awareness among students:** Many students and locals are unaware of the value of computer courses like CCC or the digital services offered. This leads to underutilization of services and fewer enrollments.
- 3.2. **Remote Village Location:** A2Z is situated in a rural area far from the city, which limits walk-in traffic and visibility. Despite having no local competitors, low footfall restricts growth and awareness.
- 3.3. **No Female Staff & Limited Time by Owner:** The owner is the only trainer and is also working a full-time job (9to5), leaving limited availability. Some female students hesitate or refuse to join due to the absence of a female trainer or assistant.

4 Background of the Problem

A2Z Computer Services, located in a remote village, offers training in courses like CCC, ADCA, and O-Level, as well as essential CSC services including PAN card applications, data recovery, and system repair. Despite being the only center of its kind in the area, it faces challenges in attracting both students and service-seeking customers. A significant concern is the lack of local female faculty. While some girls from far-off areas attend online classes, no girl from the same village has enrolled, neither online nor offline. This is due to class timings (7 PM to 9:15 PM), which raise safety concerns among parents, and broader social restrictions rooted in local norms.

Adding to the challenge, most local girls lack access to personal mobile phones, as families either can't afford them or fear they might lead to distractions and societal judgment. Furthermore, families—especially those facing financial hardship—expect short-term, job-oriented returns and are hesitant to invest in long-term training without a clear pathway to income. Internally, the center operates with a single trainer (the owner), who is available only after 5PM due to his full-time job. These combined social, economic, and operational factors severely limit the institute's growth.

5 Problem Solving Approach

1. Data Collection

The first step involves gathering both qualitative and quantitative data from internal operations and the local community. This includes-

- Enrollment data segmented by gender, age, village, and course.
- Feedback from students and parents, especially non-enrolled ones.
- Mobile ownership data, access to internet/devices.
- Timings preference survey, especially for female students.
- Financial background of target families, to understand affordability barriers. This data can be collected through Google Forms, offline surveys, CSC footfall logs, and student interviews. Integrating this data will help in building a local learning ecosystem that reflects real needs.

2. Descriptive Analytics

With collected data, the next step is to analyze:

- Enrollment trends by demographics.
- Time-slot preference, showing how many students can attend morning vs. evening sessions.
- Reasons for dropouts/non-enrollment, categorized by safety concerns, financial issues, or unawareness.
- Service demand trends (e.g., PAN card, data recovery). This phase will provide a clear snapshot of the “what” and “why” behind current challenges, helping the institute identify the most urgent barriers.

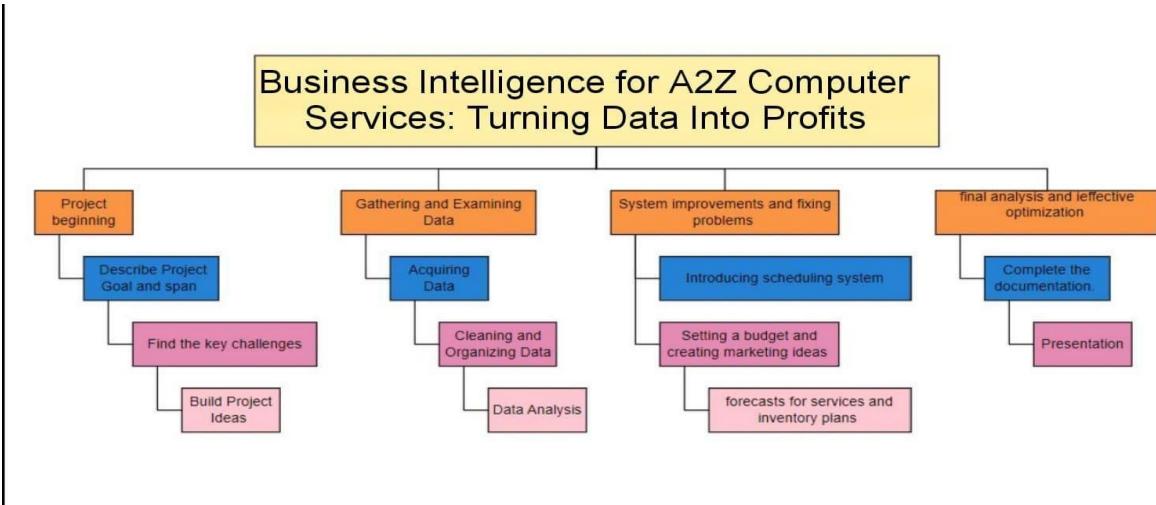
3. Predictive Analytics

Using descriptive insights, simple predictive models can help forecast:

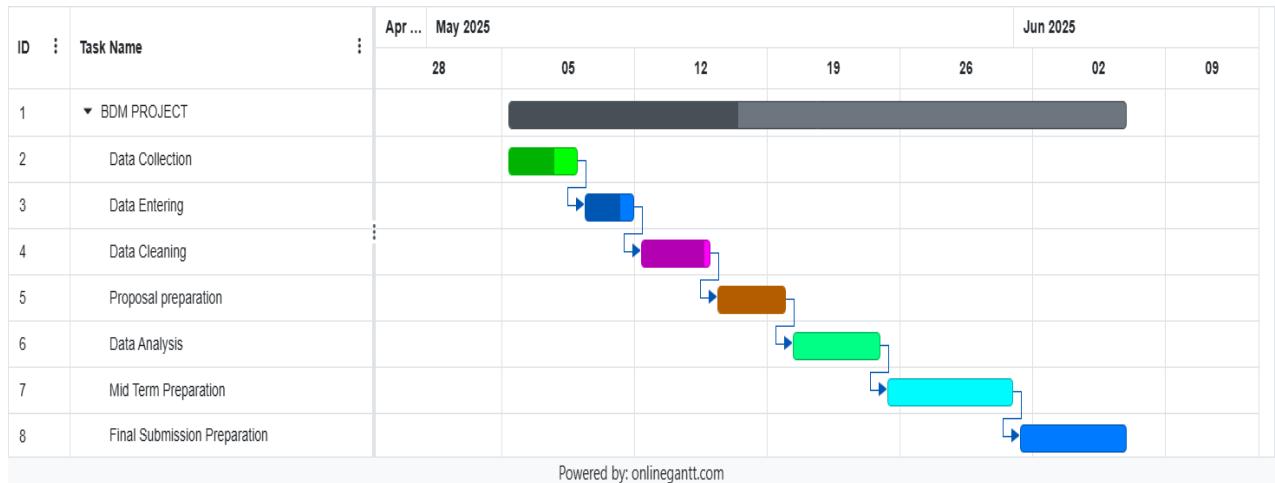
- Potential enrollment growth if female trainers or day-time batches are introduced.
- Expected course demand if short-term job-linked certifications are launched.
- Impact of mobile-based learning if affordable access is provided. These models can support decision-making by projecting outcomes of new strategies before implementing them, reducing risk and maximizing impact.

6 Expected Timeline

Work Breakdown Structure:



Gantt Chart:



7. Expected Outcome:

1. Improved Work flow and Time Allocation

The introduction of additional part-time educators, especially female facilitators, and the use of data-informed scheduling will help balance class timings and workload. This relieves pressure from the owner, ensures operational continuity, and enhances the day-to-day management of the institute.

2. Stronger Local Outreach and Community Confidence

By offering classes at safer, more convenient times and involving female teaching staff, A2Z can address cultural concerns and gain the trust of local families. Community campaigns through schools and digital networks like whatsapp will further establish credibility and strengthen ties with the village population.

3. Efficient Use of Assets and Improved Stakeholder Experience

Converting idle hours into productive teachings lots, launching fast-track job-ready courses, and recruiting support trainers will boost the utilization of existing infrastructure. This approach meets the practical expectations of students and parents while offering a more supportive and fulfilling environment for staff.

4. Financial Uplift and Business Longevity

As more students enroll and CSC services see greater uptake, A2Z will experience a rise in earnings. The trust built within the community, along with reduced marketing expenses and higher word-of-mouth referrals, will ensure lasting financial health and scalability.