

VISVESVARAYA TECHNOLOGICAL UNIVERSITY

Jnana Sangama, Machhe, Belagavi-590018



An AICTE Activity Points Report On

“HELPING LOCAL SCHOOLS TO ACHIEVE GOOD RESULTS AND ENHANCE THEIR ENROLMENT IN HIGHER /TECHNICAL / VOCATIONAL EDUCATION”

Submitted in partial fulfillment required for award of the Graduation Degree

Bachelor of Engineering
In
Computer Science and Engineering
Submitted by

KAVYA R NAIK

1HK21CS063

Under the guidance of

Prof. Husna Tabassum

Asst. Professor

Department of Computer Science and Engineering



Department of Computer Science and Engineering

HKBK COLLEGE of ENGINEERING

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2024-25



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Certificate

Certified that the AICTE Activity Points entitled **“Helping Local Schools to Achieve Good Results and Enhance Their Enrolment in Higher /Technical / Vocational Education”**, carried out by **Kavya R Naik (1HK21CS063)** is a Bonafide student of **HKBK COLLEGE of ENGINEERING**, in partial fulfillment for the award of **Bachelor of Engineering in Computer Science and Engineering** of the **Visvesvaraya Technological University**, Belagavi, during the year **2024–25**. It is certified that all corrections/suggestions indicated for AICTE Activity Points have been incorporated in the report deposited in the departmental library.

Guide

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Dr. Mohammed Riyaz Ahmed

CERTIFICATE



DECLARATION

I hereby declare that the AICTE activity work entitled as “**HELPING LOCAL SCHOOLS TO ACHIEVE GOOD RESULTS AND ENHANCE THEIR ENROLMENT IN HIGHER /TECHNICAL / VOCATIONAL EDUCATION**” is a record of an original work done by me under the guidance of Prof. HUSNA TABASSUM, Department of Computer Science and Engineering, HKBK College of Engineering, and this activity work is submitted in the partial fulfillment of the requirements for the award of the degree of Bachelor of Engineering in Computer Science and Engineering. The result embodied in this has not been submitted to any other University or Institute for the award of any degree.

1HK21CS063

KAVYA R NAIK

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Finally, I thank Almighty, all the faculties of CSE Department, our family members and friends for their constant support and encouragement in carrying out the Activity work.

1HK21CS063 KAVYA R NAIK

HKBK COLLEGE OF ENGINEERING

VISION

To empower students through wholesome education and enable the students to develop into highly qualified and trained professionals with ethics and emerge as responsible citizen with broad outlook to build a vibrant nation

MISSION

- To achieve academic excellence in science, engineering and technology through dedication to duty, innovation in teaching and faith in human values.
- To enable our students to develop into outstanding professional with high ethical standards to face the challenges of 21st century.
- To provide educational opportunities to the deprived and weaker section of the society to uplift their socio-economic status.

DEPARTMENT VISION AND MISSION

VISION

To advance the intellectual capacity of the nation and the international community by imparting knowledge to graduates who are globally recognized as innovators, entrepreneur and competent professionals.

MISSION

- To provide excellent technical knowledge and computing skills to make the graduates globally competitive with professional ethics.
- To involve in research activities and be committed to lifelong learning to make positive contributions to the society.

PROGRAM OUTCOMES(POs)

- PO-1. Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- PO-2. Problem analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- PO-3. Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- PO-4. Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- PO-5. Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
- PO-6. The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- PO-7. Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- PO-8. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- PO-9. Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- PO-10. Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO-11. Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO-12. Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO-1. Problem-Solving Skills: An ability to investigate and solve a problem by analysis, interpretation of data, design and implementation through appropriate techniques, tools and skills.

PSO-2. Professional Skills: An ability to apply algorithmic principles, computing skills and computer science theory in the modelling and design of computer-based systems.

PSO-3. Entrepreneurial Ability: An ability to apply design, development principles and management skills in the construction of software product of varying complexity to become an entrepreneur.

ABSTRACT

Education needs to be available to all, but overall development needs to be a part of the curriculum too. The need of the hour is to develop a system wherein kids are not forced to be showpieces their hard work in the form of a grading system. Allowing them to be curious, asking questions, and take up subjects they are really interested in early in their careers. Technology can play a vital role in the learning process. With the advent of audiovisual aids, smart-boards, online content, and connected classrooms, the job seems to be getting easier.

Students nowadays have more means to learn via interactive ways than ever. Understanding the concepts and retaining matter is easier. The education system shouldn't just be focused on academics, instead the Indian education system must change for the better. It must give the students equal opportunities to shine better in the future. We need to let go of the old and traditional ways and enhance the teaching standards so our youth can get create a better world. Focus on academics isn't enough for students in this era, an inherent need to develop technical skills and training the students according to today's needs. Through this activity we make sure that the students develop and enhance in their skills and abilities.

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CHAPTER – 1

A SCHOOLING – UNIQUE TO INDIA

1.1. THE GURUKUL SYSTEM

Gurukul (ashram) was a type of school in India, residential in nature, with pupils living in proximity to the teacher (guru). In a Gurukul, students would reside together as equals, irrespective of their social standing, learnt from the guru and distribute work in themselves to help the guru in his day-to-day life. At the end of studies, pupils would be ready to offer Gurudakshina (one time fees) to the guru. The Gurudakshina is a traditional gesture of acknowledgment, respect and thanks.



Figure 1.1. The gurukul system

1.2. THE ANCIENT VEDIC UNIVERSITIES — NALANDA UNIVERSITY

Nalanda is the name of an ancient university in Bihar, India which was a Buddhist center of learning from 427C to 1197CE. Nalanda University attracted pupils and scholars from Korea, Japan, China, Tibet, Indonesia, Persia and Turkey. A half hour bus ride from Rajgir is Nalanda. It has been called as one of the first great universities in recorded history.

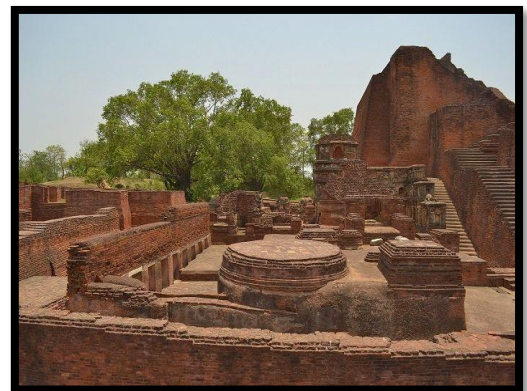


Figure 1.2. Nalanda University

1.3. IMPACT OF BRITISH ON THE INDIAN EDUCATION SYSTEM (1757-1947)

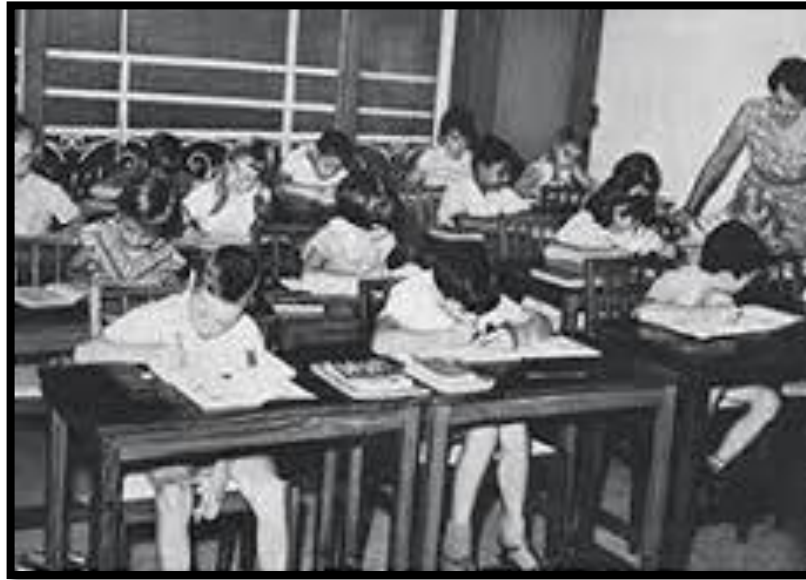


Figure 1.3.1. British Schooling System

Since English was increasingly being employed as the language of instruction, during 1852-1853, petitions were sent to the British Parliament in support of both establishing and adequately funding university education in India which resulted in the Education Dispatch of July 1854 which helped in shaping the Indian education system.

The Britishers

- Established a Department of Public Instruction in each province of British India.
- Established teacher-training schools for all levels of instruction.
- Increased the number of Government colleges, vernacular schools and high-schools.

The Department of Public Instruction was in placed by 1855.

By 1857 a number of universities were established modeled on the University of London Educational reforms in the early 20th century led towards the nationalization of many universities.

POST-INDEPENDENCE INDIAN EDUCATION SYSTEM

India's first education minister recommended strong central government control over education throughout the country, with a uniform educational system and **introduced right to education**.

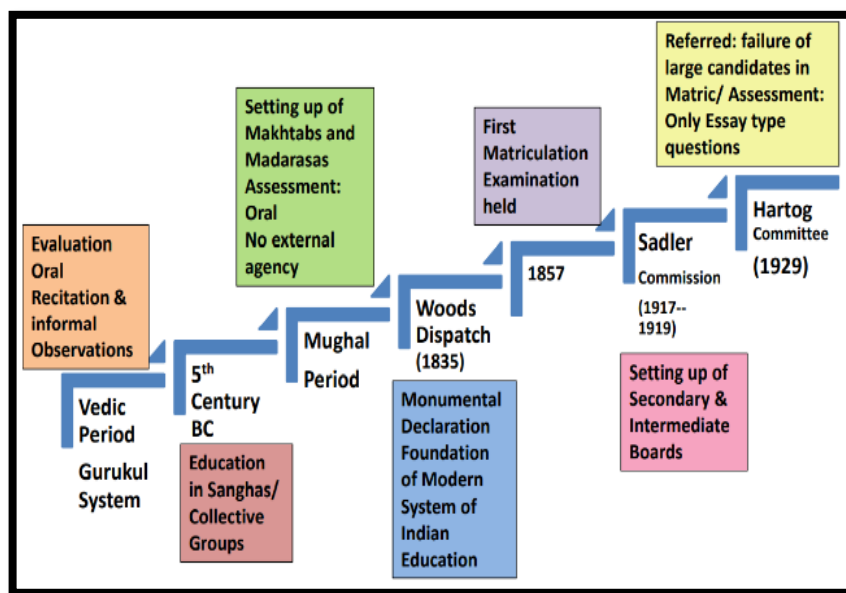


Figure 1.3.2.. Advancement of Education System

1.4. RIGHT TO EDUCATION

Every child between the ages of 6 to 14 years has the right to free and compulsory education. The government schools shall provide free education to all the children. Private schools shall admit at least 25 of the children in their schools without any fee.

This Act is completely titled “**the Right of Children to Free and Compulsory Education Act**”. It was passed by the Parliament in August 2009. When the Act came into force in 2010, India became one among 135 countries where education is a fundamental right of every child.

The 86th Constitutional Amendment(2002) inserted Article 21A in the Indian Constitution which states: “The State shall provide **free and compulsory education to all children of 6 to 14** years in such manner as the State, may by law determine”.

HIGHER EDUCATION SYSTEM IN INDIA

India's higher education system is the third largest in the world, after China and the United States.

Some institutions of India, such as Indian Institute of Technology (IITs) and (IISc), All India institute of Medical Sciences (AIIMS), Indian Institute of Management (IIMs) have been globally acclaimed for their standard of education.



Figure 1.4. Some of the famous

1.5. VOCATIONAL EDUCATION

Vocational education can be at the secondary or post-secondary level and can interact with the apprentice-ship system. Increasingly, the vocational education can be recognized in terms of recognition of prior learning and partial academic credit towards tertiary education (eg., at a university) as credit; however, it is rarely considered in its own form to fall under the traditional definition of a higher education.

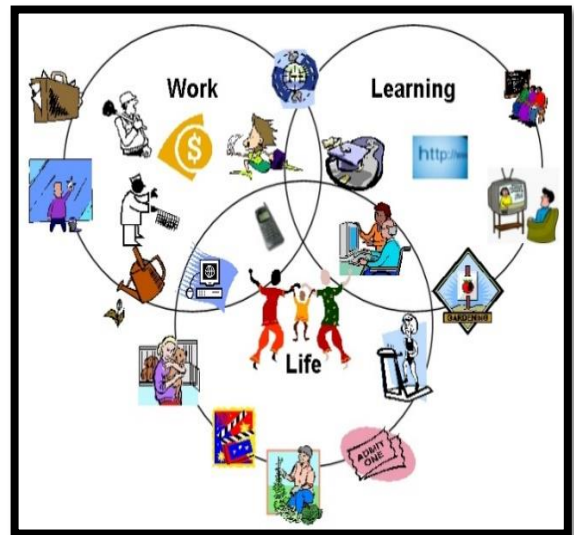


Figure 1.5. Vocational Education

Vocational education is imparted through Industrial Training Institutes (ITIs) and polytechnics. Generally, vocation and career are used interchangeably. Vocational education might be classified as teaching procedural knowledge. This may be contrasted as declarative knowledge, as used in education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education.

1.6. LITERACY IN INDIA

About 2 out of 10 Indians were literate back in 1950. In 2022, the figures have nearly reversed. From a literacy rate of mere 18.3% in 1951 to 74.4% in 2018, India has come a long way in establishing a well-educated nation. According to figures till 2018, India's male literacy rate stood at 82.4% and female literacy rate stood at 65.8%.

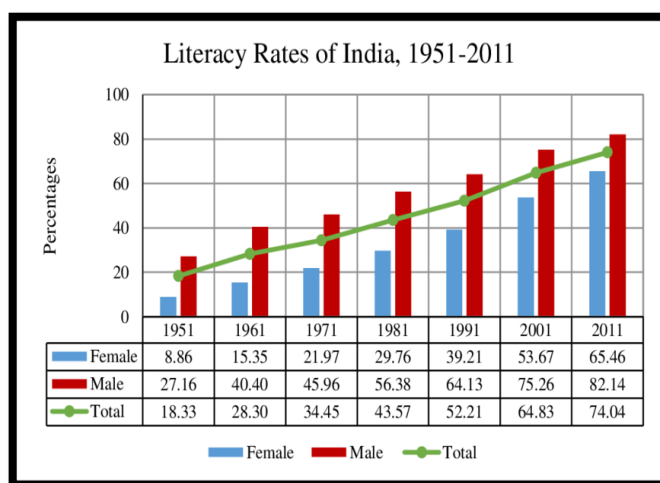


Figure 1.6. Literacy rate

Though both male and female literacy have risen steadily over the years, the wide gender gap prevails even today. However, the recent increase in primary school enrolment of girls is likely to bridge the gap between male and female literacy in the years to come. On the flip side, India is also home to the largest number of illiterate people in the world with over 25% of the population still uneducated. With the new education policy aiming to achieve 100% literacy in the next decade or so, the country still has a long way to go before its population truly becomes literate. Education in India follows a uniform structure of school

education which is known as the 10+2 system. This system is being followed by all Indian States and Union Territories. But not all of them follow a distinct pattern as per the system.

1.7. TYPES OF SCHOOLING STAGES IN INDIA

1. **Pre Primary Stage** – Preprimary education in India is provided to children between 3–6 years by Kindergarten, Play way or Play Schools. These schools have varying terminology for different levels of classes, beginning from – Pre-Nursery, Nursery, KG, LKG (Lower Kindergarten) and UKG (Upper Kindergarten). Most of the pre-primary education in India is provided by private schools.
2. **The Primary Stage** – Primary education in India offered by both private and government schools usually consist of students aged between 5 to 12 years. The duration of study in this stage is 4-5 years. Common subjects include English, Hindi, Mathematics, Environmental Science and General Knowledge. Sometimes also termed as Elementary Education, it is free in government schools but it is paid in the private schools.
3. **The Middle Stage** – Middle stage of education covering 3-4 years of academic study is formed by 5th - 8th class consisting of students aged between 12 to 14 years. The schools which impart education up till 8th class are known with various names like – High School, Senior School.
4. **The Secondary Stage** – Secondary Stage of education covering 2-3 years of academic study starts with classes 8th - 10th, consisting of students aged between 14-16 years. The schools which impart education up till 10th class are known as Secondary Schools, High Schools, Senior Schools etc.
5. **Senior Secondary Stage** – Senior Secondary Education in India is of only 2 years. There is uniformity on this level of education i.e. all the States/UTs follow this 10+2 pattern. Senior Secondary Schools in India include classes 11th to 12th. consisting students aged between 16-18 years. At this level of education students have the freedom to choose their preferred stream and subjects. They can pursue Arts, Commerce, Science (medical & non-medical). The schools which provide education up till 12th class are commonly known as Senior Secondary Schools or Higher Secondary Schools. Some universities and colleges also offer the education of these classes.

6. **Undergraduate Stage** – Undergraduate education in India is of 3-4 years. Undergraduate stage of education is also known as higher education in India. Students studying in this level, generally begin their education from 18 onwards. As per one estimate 88% of undergraduate education is provided by Colleges in India. However, there are courses belonging to fields of architecture, law and medicine whose duration is 5 years.
7. **Postgraduate Stage** – Postgraduate education in India is of 2-3 years. Postgraduate stages of courses are known as Masters courses or Doctorate courses. Masters course are usually of 2 years duration and doctorate (research) courses are of 3 years duration. Also referred as higher education, 56% of post-graduate education is imparted through colleges. PG education in India is largely provided by universities in India.

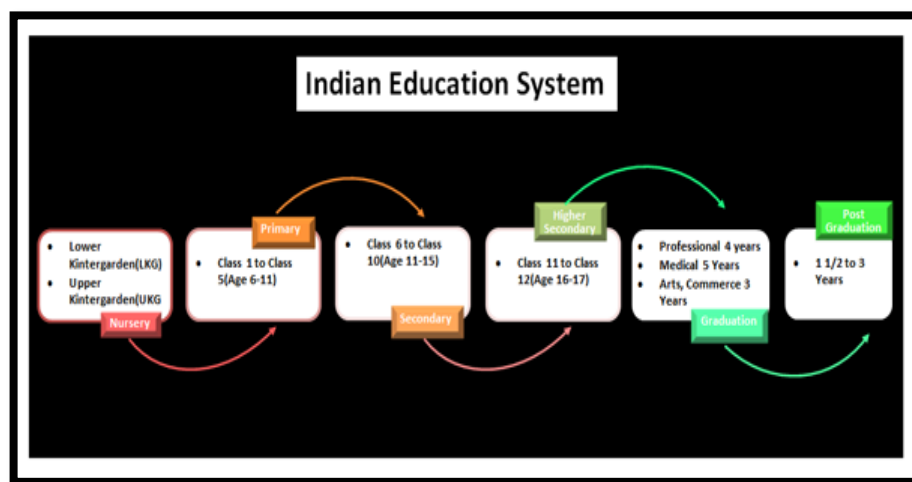


Figure 1.7. Indian education system

1.8. TYPES OF SCHOOLS IN INDIA

Education is very important when it comes to preparing a child for life. To make sure children are not deprived of this necessity and are able to access it easily, there are many types of schools established in India.

Government Schools

As per the data released by the ministry of education 65.2% of all school students go to government schools due to its feasibility. The government of India finances and oversees the majority of schools. However, the public education system suffers significant

difficulties, such as a lack of proper infrastructure, inadequate budget, a staffing shortage, and limited resources for buildings.

There are many schools that are runned by government in India such as Indian Army Public Schools managed by the Indian army for the children of soldiers, the schools such as Kendriya Vidyalaya in Urban areas, Jawaharlal Navodya Vidyalaya for gifted students, Kasturba Gandhi Balika Vidyalaya, that are especially for girls belonging to castes like SC, ST and OBC.

Going by the law of India to make the education accessible to every child, there are more than around 3000 special needs schools which runs across the country.



Figure 1.8.1. Government Schools

As per the latest government report for 2022, government schools are the most prevalent, with a total number of Government school, Government-aided schools in India are being around 82,480.

Private Schools

Indian parents desire to enroll their children in private schools because a large number of government schools do not offer an appropriate education. Some foreigners decide to enroll their kids in private Indian schools.

According to the latest data, 29% of Indian students go to private schools. The percentage of the students going to private schools in urban areas is a lot



Figure 1.8.2.. Private Schools

higher as it is estimated that more than 50% of children are privately educated. In rural areas too the percentage of children going to private schools is around 20%.

International Schools

Almost all of the large cities have inter-national schools. Children from outside and those from India attend them due to the quality of the education that is aligned with global standards. International Schools Consultancy, in 2015 estimated that India has around 410 inter-national schools.

According to the International Schools Consultancy International schools are those schools which impart curriculum in the English language those which are outside a country whose native language is English and the curriculum is international in its origin.



Figure 1.8.3. International School

National Open Schools

According to the estimates around 1.4 million students are enrolled in open schools at the secondary and higher secondary level of education.

National Institute of Open Schooling (NIOS) and Board of Open Schooling and Skill-education, Sikkim (BOSSE) helps the students to complete their education. These types of schools in India provide the education upto the upper secondary level for the children whose official education has been stopped and who are unable to finish it.



Figure 1.8.4. Open Schools

Special-Needs Schools

The Schools which are meant for physically and mentally challenged students, these schools provide vocational training and informal education to children who are unable to attend proper schools. Going by the law of India to make education accessible to every child there are more than 3000 special needs schools running across the country.



Figure 1.8.5. Special needs School

Vocational education

An optimistic estimate from 2008 states that just one in five job seekers in India have ever undergone any type of vocational training. However, it is predicted to rise as a result of the changes the CBSE made to its educational system, which encourage the inclusion of a specified number and diversity of vocational themes in classes 9th and 11th. Despite not being compelled to, a sizable number of schools have voluntarily adopted the suggestion and included the alteration in their curriculum.



Figure 1.8.6. Vocational Education

1.9. TOP 5 PROBLEMS IN INDIAN EDUCATION SYSTEM

We can develop the Best Education System In India by abolishing the following factors:

1. Lack of a budget

Many students are not been able to get the proper education, due to the lack of budget. The government has launched many schemes to ensure that every child has the right to education. On the other hand, educators have been able to overcome all financial and geographic limitations, owing to advanced technology. Though getting a proper internet connection and devices is still a challenge for many. Hope we will overcome this problem soon.

2. Too much Pressure on Grades

In the education system in India, a student's intelligence and performance are thought to be mostly determined by their grades. Additionally, extracurricular activities are viewed as a detour from academics. This thought stems from the idea that only professionals like doctors, lawyers, engineers, and chartered accountants are good and everybody wishes their child to become one of these. To achieve that, one has to get 99.9% in India. this shouldn't be the case, students should be encouraged to follow their hobbies and make a career in the same. Music, art and to be named a few.



Figure 1.9.1. Pressure on young minds

3. Too much competition

In a perfect world, a student with a score of at least 90% would be regarded as intelligent. This viewpoint needs to alter, though. A student who had a lower score might nevertheless be intelligent and competent. A student's IQ cannot be determined by their grades. By altering the way exams are administered, technology could be able to address this problem. Tech solutions are now assisting in improving communication skills, and teaching and testing practical knowledge. They are also engaging students in extracurricular activities in place of hour-long exams that are once again focused on theoretical aspects.



Figure 1.9.2. Problems faced by young minds

4. Not Focusing on Overall Growth

One of the biggest challenges of the Indian education system is that it is built to impart knowledge, theoretical mostly. Remember algebra? We all knew we would never use it in life, yet we had to study it because the system thinks it is important.

Today's educational methods, made possible by technology, emphasize hands-on learning, practical experience, and development of soft skills in addition to topic knowledge. Educational experiences can now be tailored and individualized to meet the needs of a specific child. In the conventional school system, this was not possible.

5. Lack of Training

In the Indian education system, memorization typically dominates the curriculum. It is heavily theoretical. It is so prevalent that even to get admission to a school a child should

know the alphabet, numbers, and whatnot. Once children get in, they are only appreciated for reciting answers word for word.

This suggests that teachers place more emphasis on conceptual understanding and neglect to incorporate practical learning in the schools. Visual materials and practical applications of solutions are frequently not used. As a result, everyone who passed school remembers that Mitochondria is the powerhouse of the cell, but not many can do their taxes.

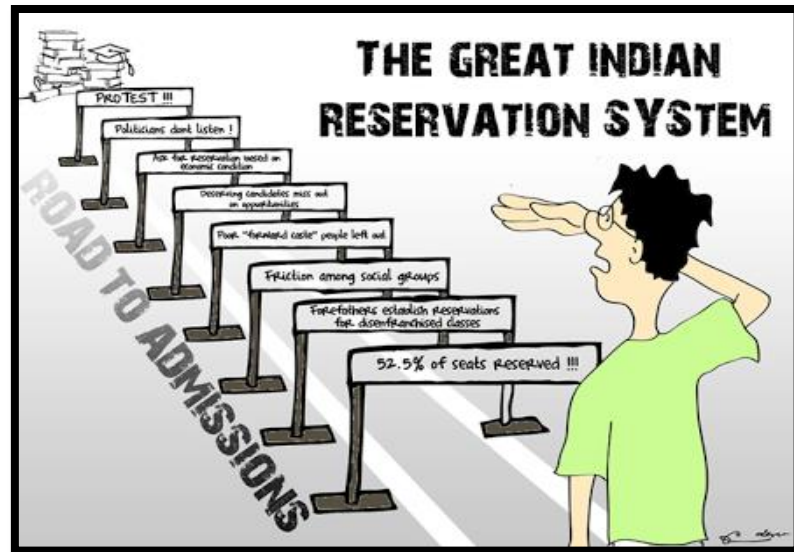


Figure 1.9.3. Problems by education system

Similar issues and challenges in education occur, at the college level where students get a degree based on a written exam alone, and no practical knowledge.

To support actual hands-on learning, technology can be leveraged to transform conventional teaching into fun, interactive experiences. When this happens, education will be the ideal mix of conceptual learning and practical knowledge. For college, training semesters, workshops, and practical subjects should be included in the curriculum, but students should also be taught skills that will help them land a job.

CHAPTER –2

PROJECT IMPLEMENTATION

2.1. AIM OF THE ACTIVITY

In concern to the activity, we conducted a career guidance program as a group to the students and educated them about different kind of courses available after 10th and what are the exams to be taken up to pursue their dream, strategies to crack the competitive exams, and motivated them with sharing our own experience.

2.2. LOCATION DETAILS

Kolar district is a district in Karnataka state of India. The town of Kolar is the district headquarters. Kolar district is located in the southern region of the State and is the eastern-most district of the Karnataka State .Formerly, Kolar was known variously as Kolahala, Kuvalala and Kolala. Kolar was called Kolahalapura during the Middle Ages, but later came to be known as Kolar.

Locality Name : Kyasambally

Taluk Name : Bangarapet

District : Kolar

State : Karnataka

Language : Kannada, Urdu, Telugu, Tamil.

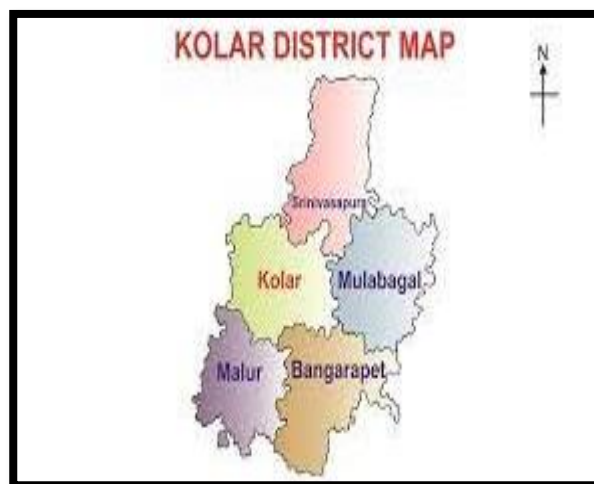


Figure 2.2.1. Map of Kolar



Figure 2.2.2. Map



Figure 2.2.3. Location details

Choosing a right career in the early stages of life, which leads the smooth planning of the future. Career should be planned a step ahead before 10th standard, so the choices which are made appropriate and not regrettable. In cases where it is not practically planned prior, there arise confusions that may lead us to dilemma of the future studies as well as life. When a student of 10th standard is exposed to the huge bunch of career paths which will lead to pool of careers, it's natural to be in dilemma on what to pursue further.

Career mostly selected, on the basis of trend / scope. Hence, in future, the slow dislike from the subject /career and dissatisfaction takes place. A career is your trademark. They say if you love what you do, you never have to see which suffocates one's life. But many of us are not so lucky to be working in the jobs we are happy or is our passion. It is caused due to lack of knowledge about self and the career opportunities around us. There are many ways to continue education after 10th, PUC / 11th. This is just one of the option which is a base to a solid carrier. The other options are Polytechnic Diploma, I.T.I, Paramedical diplomas, apprenticeship etc., which are pursued based on the person's interest.

The outcome of this activity was to bring awareness in the students about the higher education they are going to pursue to achieve their futuristic goals and the necessary preparation to be done to do the same. Few of the tips for maintaining a healthy lifestyle was also a part of morality which should be inculcated as a student to maintain a good lifestyle ahead.



Figure 2.2.4. School where activity was held on

We planned to provide career guidance for the students after 10th and some general topics and shared our own experiences to the students. We covered maximum number of information as we had all primary as well as higher primary school students. We also educated about them about health maintaining and general awareness which was necessary for a batter living.

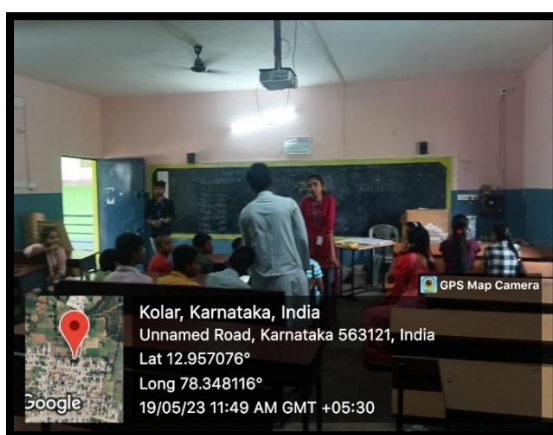


Figure 2.2.5. Information exchange



Figure 2.2.6. Interaction between the students

Firstly, we started with asking their aim/dream goal to all the students present over there. This created us an opportunity to know about how the goal was set at the beginning of the schooling. It was a good to see that some of the young minds said that they wanted to be Engineer, Doctor, pilot and Police as well. This was the journey of leading the young minds was initiated and the conversation was moved on.



Figure 2.2.7 Casual talk with students



Figure 2.2.8. Carrier guidance for the students

All the students present over there started opening their minds slowly to us and interacted with very well that it bought an atmosphere to be lively. They were so supportive and interacting while explaining which made us easy to carry out the activity smoothly without any disturbances or disappointments.

The smooth interaction also led to a question – answer session which was one of the highlights of the session. This was held in the presence of the honorable Principal mam of that school and the faculties. We even received an appreciation from the respected principal which was like a appreciation and encouragement to us which also made us happy and worthwhile.

2.3. HEALTHY LIVING TIP WHICH WAS ALSO ADVISED FOR THE STUDENTS

Maintaining a healthy lifestyle can be difficult as a student. Late nights, irregular schedules, work commitments, tight budgets and food choices all take their toll on your health. This also leads to distraction in studies and quitting of education. Luckily, there are a few simple tips to keep in mind that will help you stay on track.

- Follow a healthy diet
- Stay fit
- Avoid late-night studying
- Balance your commitments
- Find ways to manage stress levels



Figure 2.3. Tips delivered for a healthy mindset

2.4. DISTRIBUTION OF BOOKS AND PENS

Last but not least we had planned for the distribution of books and pens as well as chocolates for the students those were present who showed lot of interest and made our work worthwhile, which was done, as a token of appreciation for giving us their valuable time for us . It was good time having with them.



Figure 2.4.1. Distribution of books and pens



Figure 2.4.2. Team for the activity conducted

2.5. PLANTATION OF SAPLING

While thanking principal mam to give us this wonderful opportunity to talk to her students we thought of making the day memorable. It was nice talking to her, we planted a sapling in the school premises as a remark of our presence with motto of “GO GREEN AND GO CLEAN”. Lastly being very thankful to the Principal mam of the registered school and other teachers, for providing this wonderful opportunity to conduct this program, for supporting eco-friendly activities and for further encouragement with our studies.



Figure 2.5.1 Presenting a plant as a gratitude



Figure 2.5.2. Plantation done on the school ground

CONCLUSION

Through this activity I was able to understand just how much potential young students have and the right amount of technical and vocational training can enhance their results. The Indian education system is vast but is lacking and all it takes for bringing change in system is initiative taken by us. The education system shouldn't just be focused on academics. India's educational system has to be improved.

The children must be given equal opportunities for future achievement. We must renounce antiquated practices and increase educational standards if we want to empower our youth to create a better society. This activity has given us the opportunity to acknowledge the significance of young minds and to help them change. Expose them to the latest technologies, build their confidence and communication skills. I am grateful for the school management and staff for giving us the opportunity and thank them for all the support that we received.