

AI Project Logbook

PROJECT NAME: Attendance System

SCHOOL NAME: Cambridge Court World School

YEAR/CLASS: 2025-26

TEACHER NAME: Ms. Priyanka Sharma

TEACHER EMAIL: comp5@cambridgecourtworldschool.org

TEAM MEMBER NAMES AND GRADES:

1. Dewank Paliwal
2. Tanishka Kumawat
3. Geetansh Sharma
4. Khushi Khandelwal
5. Nishchhal Mehra
6. Ekagarh Agarwal

1. Prepare for the project

This document is your **Project Logbook**, and it will be where you record your ideas, thoughts and answers as you work to solve a local problem using AI.

Make a copy of the document in your shared drive and work through it digitally with your team. You can also print a copy of the document and submit a scanned copy once you have completed the Project Logbook. Feel free to add pages and any other supporting material to this document.

Refer to the **AI Project Guide** for more details about what to do at each step of your project.

2. Team Roles

2.1 Who is in your team and what are their roles?

Role	Role description	Team Member Name
Project leader	<ul style="list-style-type: none">Schedules the task among the team member,Ensures the task is completed on time,Resolves doubts (if any), and one source of contact	Dewank
Data expert	<ul style="list-style-type: none">Decides upon the data required, type of data for training the model,collects the data,ensures the data is in a format that the team can work withensures the data is ethically sourced and unfair bias is eliminated.Works with prototype builder to train the AI model.	Nishchhal
Information researcher	<ul style="list-style-type: none">Collects questions from the team which needs to be answered,look for the answers for those questions and then prepare a report which will be passed to the project leader	Ekagrah, Tanishka

Designer	<ul style="list-style-type: none"> Will create the design and the flow of how to go about making the solution for the problem statement. Plans the user interface for the prototype 	Khushi, Nishchhal
Prototype builder/coder	<ul style="list-style-type: none"> Works to build the model, train it followed by testing the efficiency and accuracy of the model 	Dewank, Geetansh
Tester	<ul style="list-style-type: none"> Works with user to test the prototype. Gets feedback from user and user signoff when the prototype has met user requirements . Create a action plan on what needs to be fixed and prioritizes requests for future improvements. 	Ekagrah
Marketing/Communication Leader	<ul style="list-style-type: none"> Collats the team project logbook submission and creates the content for the video pitch. Selects spokespeople within the team for various matters related to the project. 	Geetansh, Tanishka
Video Producer	<ul style="list-style-type: none"> Films the activities of the team and edits these into a presentation for submission. 	Khushi

2.2 Project plan

The following table is a guide for your project plan. You may use this or create your own version using a spreadsheet which you can paste into this section. You can expand the ‘Notes’ section to add reminders, things that you need to follow up on, problems that need to be fixed urgently, etc.

Phase	Task	Planned start date	Planned end date	Planned duration (hours, minutes)	Actual start date	Actual end date	Actual duration (hours, minutes)	Who is responsible	Notes/Remarks
Preparing for the project	Coursework, readings	04/08/25	04/08/25	1 Hour	06/08/25	06/08/25	1 Hour	Team Members	Each member is responsible
Forming the team	Getting to know the people in the team	06/08/25	06/08/25	1 Hour	06/08/25	06/08/25	1 Hour	Team Members	

Defining the problem	Background reading	07/08/25	07/08/25	2 Hours	07/08/25	07/08/25	2 Hours	Team Members	Collaborative work
	Research issues in our community	08/08/25	08/08/25	2 Hours	08/08/25	08/08/25	2 Hours	Team Members	
	Team meeting to discuss issues and select an issue for the project	08/08/25	08/08/25	2 Hours	08/08/25	08/08/25	2 Hours	Team Members	
	Complete section 3 of the Project Logbook	08/08/25	08/08/25	15 Mins	08/08/25	08/08/25	15 Mins	Team Members	
	Rate yourselves	3/3							
Understanding the users	Identify users	11/08/25	11/08/25	30 Mins	11/08/25	11/08/25	30 Mins	Team Members	Online interactions with the end user
	Meeting with users to observe them	11/08/25	11/08/25	30 Mins	11/08/25	11/08/25	30 Mins	Team Members	
	Interview with user (1)	12/08/25	12/08/25	15 Mins	12/08/25	12/08/25	15 Mins	Team Members	
	Interview with user (2), etc....	13/08/25	13/08/25	15 Mins	13/08/25	13/08/25	15 mins	Team Members	
	Complete section 4 of the Project Logbook	14/08/25	14/08/25	30 Mins	14/08/25	14/08/25	30 Mins	Team Members	Collaborative work
	Rate yourselves	3/3							

Brainstorming	Team meeting to generate ideas for a solution	19/08/25	19/08/25	1.5 Hours	19/08/25	19/08/25	1.5 Hours	Team Members	
	Complete section 5 of the Project Logbook	20/08/25	20/08/25	30 Mins	20/08/25	20/08/25	30 Mins	Team Members	Collaborative work
	Rate yourselves	3/3							
Designing your solution	Team meeting to design the solution	21/08/25	21/08/25	3.5 Hours	21/08/25	21/08/25	3.5 Hours	Team Members	
	Complete section 6 of the logbook	22/08/25	22/08/25	30 mins	22/08/25	22/08/25	30 Mins	Team Members	Collaborative work
	Rate yourselves	3/3							
Collecting and preparing data	Team meeting to discuss data requirements	23/08/25	23/08/25	30 Mins	23/08/25	23/08/25	30 Mins	Team Members	
Collecting and preparing data Prototyping	Data collection	24/08/25	24/08/25	1 Hour	24/08/25	24/08/25	1 Hour	Saumya	
	Data preparation and labelling	25/08/25	25/08/25	2 Hours	25/08/25	25/08/25	2 Hours	Team Members	
	Complete Section 6 of the Project Logbook	26/08/25	26/08/25	30 Mins	26/08/25	26/08/25	30 Mins	Team Members	Collaborative work
	Team meeting to plan prototyping phase	28/08/25	28/08/25	4 Hours	28/08/25	28/08/25	4 Hours	Team Members	Code testing

Prototyping Testing	Train your model with input dataset	29/08/25	29/08/25		29/08/25	29/08/25		Team Members	Designing
	Test your model and keep training with more data until you think your model is accurate	30/08/25	30/08/25	30 Mins	30/08/25	30/08/25	30 Mins	Team Members	Code testing
	Write a program to initiate actions based on the result of your model	01/09/25	01/09/25	45 Mins	01/09/25	01/09/25	45 Mins	Team Members	
	Complete section 8 of the Project Logbook	02/09/25	02/09/25	15 Mins	02/09/25	02/09/25	15 Mins	Team Members	Collaborative work
	Rate yourselves	3/3							
	Team meeting to discuss testing plan	03/09/25	03/09/25	10 Mins	03/09/25	03/09/25	10 Mins	Team Members	Collaborative work
Testing Creating the video	Invite users to test your prototype	04/09/25	04/09/25	15 Mins	04/09/25	04/09/25	15 mins	Team Members	
	Conduct testing with users	06/09/25	06/09/25	30 Mins	06/09/25	06/09/25	30 Mins	Team Members	
	Complete section 9 of the Project Logbook	08/09/25	08/09/25	30 mins	08/09/25	08/09/25	10 Mins	Team Members	Collaborative work
	Rate yourselves	3/3							

	Team meeting to discuss video creation	09/09/25	09/09/25	10 Mins	09/09/25	09/09/25	10 Mins	Team Members	Collaborative work
	Write your script	10/09/25	10/09/25	20 Mins	10/09/25	10/09/25	20 Mins	Team Members	
	Film your video	11/09/25	11/09/25	30 Mins	11/09/25	11/09/25	30 Mins	Team Members	
	Edit your video	12/09/25	12/09/25	30 Mins	12/09/25	12/09/25	30 Mins	Team Members	
Completing the logbook	Reflect on the project with your team	13/09/25	13/09/25	10 Mins	13/09/25	13/09/25	10 Mins	Team Members	
	Complete sections 10 and 11 of the Project Logbook	15/09/25	15/09/25	20 Mins	15/09/25	15/09/25	20 Mins	Team Members	Collaborative work
	Review your Project logbook and video	16/09/25	16/09/25	10 Mins	16/09/25	16/09/25	10 Mins	Team Members	
Submission	Submit your entries on the IBM	17/09/25	17/09/25	10 Mins	17/09/25	17/09/25	10 Mins	Team Members	Individual on google classroom

2.3 Communications plan

Will you meet face-to-face, online or a mixture of each to communicate?
Mixture face-to-face and online communication

How often will you come together to share your progress?
Once a day for an hour meeting and, sometimes twice a day for an hour meeting.

Who will set up online documents and ensure that everyone is contributing?
Dewank as team leader will take care of this task.

What tools will you use for communication?
Zoom for online meetings
WhatsApp

2.4 Team meeting minutes (create one for each meeting held)

Date of meeting: 08-08-25

Who attended: Dewank, Geetansh, Nishchhal, Ekagrah, Tanishka, Khushi

Who wasn't able to attend: Nil

Purpose of meeting:

To discuss the need for an automated attendance system using Computer Vision.

Items discussed:

1. Problems with manual attendance marking in schools.
2. Benefits of using face recognition for attendance.
3. Identification of end users (teachers and school administration).

Things to do (what, by whom, by when):

1. Research on face recognition and computer vision basics – All team members.
2. List requirements for the attendance system – Team Leader.
3. Complete research by the same day.

Date of meeting: 19-08-25

Who attended: Dewank, Geetansh, Nishchhal, Tanishka, Khushi

Who wasn't able to attend: Ekagrah

Purpose of meeting:

To finalize the problem statement and system objectives.

Items discussed:

1. Finalization of the problem statement.
2. Objectives of the CV-based attendance system.
3. Scope and limitations of the system.

Things to do (what, by whom, by when):

1. Prepare final problem statement and objectives – Team Leader.
2. Document system requirements – Assigned members.
3. Finish documentation on the same day.

Date of meeting: 21-08-25

Who attended: Dewank, Geetansh, Nishchhal, Ekagrah, Tanishka

Who wasn't able to attend: Khushi

Purpose of meeting:

To collect and prepare face image dataset for training.

Items discussed:

1. Number of face images required per student.
2. Ethical considerations and consent for image collection.
3. Proper labeling of images with student details.

Things to do (what, by whom, by when):

1. Collect face images under proper lighting – *All members*.
2. Label and organize dataset – *Dataset team*.
3. Complete dataset preparation by the same day.

Date of meeting: 23-08-25

Who attended: Dewank, Nishchhal, Ekagrah, Tanishka, Khushi

Who wasn't able to attend: Geetansh

Purpose of meeting:

To train the face recognition model and integrate attendance logic.

Items discussed:

1. Training the face recognition model using CV techniques.
2. Linking recognized faces with attendance records.
3. Storing attendance data digitally.

Things to do (what, by whom, by when):

1. Train the face recognition model – *Model training team*.
2. Integrate attendance marking logic – *Development team*.
3. Complete implementation on the same day.

Date of meeting: 03-09--25

Who attended: Dewank, Geetansh, Nishchhal, Ekagrah, Khushi

Who wasn't able to attend: Tanishka

Purpose of meeting:

To test the attendance system and evaluate performance.

Items discussed:

1. Testing face recognition accuracy in real-time conditions.
2. Checking attendance records for correctness.
3. Identifying errors such as false recognition or missed faces.

Things to do (what, by whom, by when):

1. Test the system with multiple students – *All team members*.
2. Improve accuracy based on test results – *Assigned members*.
3. Finalize the system and document results on the same day.

Date of meeting: 09-09-25

Who attended: Garima, Arjun, Daksh, Manasvi, Mokshada, Chayanika

Who wasn't able to attend: Nil

Purpose of meeting:

To create video of work done during project

Items discussed:

1. Writing script for video.
2. Recording video.
3. Compiling video

Things to do (what, by whom, by when):

1. Create script for project working and team roles -- *All team members*.
2. Recording video of project discussions and individual member roles – *Assigned members*.
3. Compile all parts of video on the same day.

3. Problem Definition

3.1 List important local issues faced by your school or community

The problem that has been addressed in our project is that the process of taking attendance in schools is mostly done manually, either by calling out names or using registers. This method is time-consuming and there is always a scope of error due to proxy attendance or human lapses. Whereas a computer vision-based system can perform this task more efficiently and accurately.

We have tried to work on this problem to reduce time consumption and improve efficiency by using face recognition for attendance marking. This system also helps in reducing human effort.

The issues that we have tried to correct in our project are:

- Consumption of time
- Proxy attendance
- Human errors
- Manual effort
- Lack of accuracy in attendance records

3.2 Which issues matter to you and why?

The issue which we would like to address is that in the manual attendance process, a lot of class time is wasted daily. This reduces effective teaching time and increases workload for teachers. Also, proxy attendance is a major concern which affects discipline and accuracy.

A computer vision-based system can mark attendance automatically by recognizing students' faces. This makes the process faster, more accurate, and reliable. Our program intends to correctly identify students and mark their attendance without manual interference.

We aim to resolve the issue of time consumption and inaccuracy, making the attendance system more efficient and transparent.

3.3 Which issue will you focus on?

This automated approach will help us to make the attendance marking process fully digital and automated using Computer Vision.

The system will capture images of students, recognize their faces, and mark attendance automatically.

The AI model will identify registered students and ensure accurate attendance, thereby saving time, reducing manpower, and preventing proxy attendance.

3.4 Write your team's problem statement in the format below.

Our AI-based Attendance System developed by our team aims to provide a smart, efficient, and accurate way of marking attendance using Computer Vision.

This system will reduce manual effort, prevent proxy attendance, save classroom time, and ensure a reliable and automated attendance process for schools.

Rate yourself

3

Problem Definition

1 point - A local problem is described

2 points - A local problem which has not been fully solved before is described.

3 points - A local problem which has not been fully solved before is explained in detail with supporting research.

4. The Users

4.1 Who are the users and how are they affected by the problem?

The users are:

- Students
- Teachers
- School Administration

The users are affected in different ways.

- Students are affected due to incorrect or proxy attendance, which may impact their academic records.
- Teachers face difficulty as manual attendance consumes a lot of classroom time and requires daily effort.
- School administration finds it difficult to maintain accurate and organized attendance records for a large number of students.

4.2 What have you actually observed about the users and how the problem affects them?

Manual attendance causes loss of valuable teaching time every day. Teachers spend several minutes calling out names, which reduces effective learning hours.

Students sometimes mark proxy attendance, leading to inaccurate records and unfair evaluation.

In some cases, students face stress due to wrong attendance entries, which can affect eligibility for exams or activities.

Teachers also experience pressure to maintain records properly, especially during audits or inspections.

The offline process is slow, repetitive, and prone to errors, and maintaining registers over long periods becomes difficult. This also increases paperwork and administrative workload.

4.3 Record your interview questions here as well as responses from users.

Interviewer: Can you share your experience with the traditional attendance system used in classrooms?

User (Teacher): Yes, taking attendance manually consumes a lot of class time, especially in large classes.

Interviewer: How do you feel about using a computer vision-based attendance system?

User: It sounds very helpful. It would save time and automatically mark attendance without any confusion.

Interviewer: What features do you find most useful in such a system?

User: Accuracy and speed are the best features. It also prevents proxy attendance and reduces my workload.

Interviewer: Any final thoughts on this system?

User: I believe this system will make classroom management easier and ensure fair attendance records for students.

4.4 Empathy Map

Map what the users say, think, do and feel about the problem in this table

What our users are saying	What our users thinking
Is the attendance accurate? <ul style="list-style-type: none">➤ Will it prevent proxy attendance?➤ Will it save classroom time?	How fast will attendance be marked? <ul style="list-style-type: none">➤ Will my attendance record be correct?➤ Is the system reliable and secure?
What our users are doing	How our users feel
<ul style="list-style-type: none">➤ Spending time on manual attendance➤ Maintaining registers and records➤ Sometimes facing errors in attendance entries	<ul style="list-style-type: none">➤ CONFUSED➤ EXCITED➤ STRESSED

4.5 What are the usual steps that users currently take related to the problem and where are the difficulties?

The current process of attendance marking is illustrated using a hypothetical scenario:

Teacher enters the classroom.

Teacher: – Good morning students, I will take attendance.

Teacher starts calling out names one by one.

Students respond present/absent.

Some students respond for their friends (proxy attendance).

Teacher later realizes attendance errors and corrects them manually.

At the end of the month, attendance is calculated again, which is **time-consuming and tiring**.

Difficulties faced:

- Time wastage
- Proxy attendance
- Human errors
- Manual record maintenance

4.6 Write your team's problem statement in the format below.

Our AI-based Attendance System developed by our team aims to provide a smart, accurate, and automated way of marking attendance using Computer Vision. This system will reduce manual effort, save classroom time, prevent proxy attendance, and ensure efficient and reliable attendance management in schools.

Rate yourself

3

The Users

1 point - The user group is described but it is unclear how they are affected by the problem.

2 points - Understanding of the user group is evidenced by completion of most of the steps in this section.

3 points - Understanding of the user group is evidenced by completion of most of the steps in this section and thorough investigation

5. Brainstorming

5.1 Ideas

How might you use the power of AI/machine learning to solve the users' problem by increasing their knowledge or improving their skills?

AI Idea #1	CNN (Convolutional Neural Network) using Python A CNN model can be used for face recognition to identify students from classroom images and mark attendance automatically.
AI Idea #2	Teachable Machine Teachable Machine can be used to train a **face recognition model** quickly by uploading images of students and detecting them in real time.
AI Idea #3	Computer Vision using Scratch Scratch extensions can be used to create a **basic face detection system**, but it may not be very accurate for real classroom scenarios.
AI Idea #4	PictoBlox PictoBlox can be used for creating a **block-based AI attendance system** using face detection and recognition.

5.2 Priority Grid

Evaluate your five AI ideas based on value to users and ease of creation and implementation.

Value to Users	Ease of creation	AI Idea
High	Easy	Teachable Machine
High	Hard	CNN
Low	Easy	Computer Vision using Scratch
Low	Hard	Pictobox

5.3 Based on the priority grid, which AI solution is the best fit for your users and for your team to create and implement?

Briefly summarize the idea for your solution in a few sentences and be sure to identify the tool that you will use.

A Convolutional Neural Network (CNN) is a type of deep learning algorithm that is particularly suitable for image recognition and face detection tasks. It consists of multiple layers such as convolutional layers, pooling layers, and fully connected layers.

In our project, the CNN model will be trained using students' facial images. The convolutional layers extract important facial features like edges, patterns, and shapes. Pooling layers reduce image size while retaining important information. The fully connected layers then classify the face and identify the student.

Once a student's face is recognized, the system automatically marks attendance. This approach ensures high accuracy, reduces proxy attendance, saves time, and makes the attendance process fully automated and efficient.

Rate yourself

3

Brainstorming

1 point – A brainstorming session was conducted. A solution was selected.

2 points - A brainstorming session was conducted using creative and critical thinking. A solution was selected with supporting arguments in this section

3 points - A brainstorming session was conducted using creative and critical thinking. A compelling

6. Design

6.1 What are the steps that users will now do using your AI solution to address the problem?

1. The teacher or administrator starts the attendance system and captures a live image or video of the classroom using a camera.
2. The system processes the captured image and uses Computer Vision and face recognition to detect and identify students present in the classroom.
3. The AI model matches the detected faces with the pre-registered student database and marks attendance automatically.
4. If the system is unable to recognize a student's face due to poor lighting or unclear image, it prompts the user to re-capture the image.
5. Once attendance is marked, the data is stored digitally and can be viewed or exported by teachers and school authorities for records and analysis.

Rate yourself

3

Design

1 point – The use of AI is a good fit for the solution.

2 points - The use of AI is a good fit for the solution and there is some documentation about how it meets the needs of users

3 points - The use of AI is a good fit for the solution. The new user experience is clearly documented

7. Data

7.1 What data will you need to train your AI solution?

To train our AI-based attendance system, we need facial image data of students. This includes clear images showing different facial features, expressions and angles so that the system can accurately recognize students.

The data mainly consists of:

- Student face images
- Basic identification details (Roll number/ID)
- Variations in lighting and facial expressions

7.2 Where or how will you source your data?

Data needed	Where will the data come from?	Who owns the data?	Do you have permission to use the data?	Ethical considerations
Have	School record, Classroom image capture	School/Students	Yes	Data should be kept confidential and used only for attendance purposes.
Want/Need	Live camera images during class	School/Students	Yes	Consent of students must be taken before using facial data
Nice to have	Images with different lighting and expressions	School	Yes	Data should not be shared with third parties

Rate yourself

3

Data

1 point – Relevant data to train the AI model have been identified as well as how the data will be sourced or collected.

2 points - Relevant data to train the AI model have been identified as well as how the data will be sourced or collected. There is evidence that the dataset is balanced.

3 points - Relevant data to train the AI model have been identified as well as how the data will be sourced or collected. There is evidence that the dataset is balanced, and that safety and privacy have been considered.

8. Prototype

8.1 Which AI tool(s) will you use to build your prototype?

The AI tool that will be used to build the prototype is Python using Google Colaboratory. Google Colab provides a cloud-based platform where we can write and execute Python code for training and testing our Computer Vision model.

8.2 Which AI tool(s) will you use to build your solution?

The final solution will also be built using Python on Google Colaboratory. Libraries such as OpenCV, TensorFlow, and Deepface will be used for face detection and face recognition.

8.3 What decisions or outputs will your tool generate and what further action needs to be taken after a decision is made?

Main outputs of the program are:

1. The system will identify students' faces from the captured classroom image and automatically mark attendance for recognized students.
2. The program will generate an attendance list showing present and absent students along with date and time.
3. If a student's face is not recognized due to unclear image or lighting conditions, the system will notify the user to re-capture the image.
4. If the system is unable to recognize faces or shows incorrect results, the teacher or administrator can manually verify the attendance or contact the system developer for support.

Rate yourself

3

Prototype

1 point – A concept for a prototype shows how the AI model will work.

2 points - A prototype for the solution has been created and trained.

3 points - A prototype for the solution has been created and successfully trained to meet users' requirements

9. Testing

9.1 Who are the users who tested the prototype?

The users who tested the prototype are:

- Team Members
- Teachers
- Students
- Admin Staff
- Parents

9.2 List your observations of your users as they tested your solution.

- Team Members – The face recognition model correctly detects faces and marks attendance accurately.
- Teachers – Attendance is generated automatically and saves classroom time.
- Students – The system works for different facial expressions and lighting conditions.
- Admin Staff – Attendance records are stored digitally and are easy to access.
- Parents – The system ensures transparency and reduces chances of proxy attendance.

9.3 Complete the user feedback grid

What works	What needs to change
<ul style="list-style-type: none">➤ Accurate face detection and recognition➤ Automatic attendance generation➤ Secure storage of attendance records	<ul style="list-style-type: none">➤ More student face images need to be added to the dataset➤ Accuracy needs to be improved in low-light conditions .
Questions? <ul style="list-style-type: none">➤ How much time does it take to mark attendance?➤ How accurate is the face recognition system?	Ideas <ul style="list-style-type: none">➤ Capture multiple images per student➤ Improve model training for better recognition

9.4 Refining the prototype: Based on user testing, what needs to be acted on now so that the prototype can be used?

Based on user testing, the following actions need to be taken:

- Add more facial images of students to the dataset
- Improve model training to increase accuracy
- Enhance performance in different lighting conditions

9.5 What improvements can be made later?

In the future, the following improvements can be made:

- Development of a full-fledged web-based or mobile application
- Integration with school management systems
- Use of cloud storage for attendance data
- Real-time notifications to parents and teachers

Rate yourself

3

Testing

1 point – A concept for a prototype shows how it will be tested.

2 points - A prototype has been tested with users and improvements have been identified to meet user requirements.

3 points - A prototype has been tested with a fair representation of users and all tasks in this section have been completed.

10. Team collaboration

10.1 How did you actively work with others in your team and with stakeholders?

We actively collaborated with our team members and stakeholders throughout the development of the chatbot project in the following ways:

- Regular online and offline meetings were conducted with team members for brainstorming ideas related to the attendance system.
- The work was divided among team members, such as data collection, model training, documentation, and testing.
- Regular discussions were held with the teacher in charge to review progress, identify errors, and improve the solution.
- Feedback sessions were conducted with students, teachers, and parents to understand user requirements and improve system usability.
- The prototype was tested by each team member and stakeholders to ensure accuracy, reliability, and ease of use.

This collaborative approach helped us improve the chatbot and successfully complete the project on time.

Rate yourself

3

Team collaboration

1 point – There is some evidence of team interactions among peers and stakeholders.

2 points - Team collaboration among peers and stakeholders is clearly documented in this section.

3 points - Effective team collaboration and communication among peers and stakeholders is clearly documented in this section..

11. Individual learning reflection

11.1. Team Reflections

A good way to identify what you have learned is to ask yourself what surprised you during the project. List the things that surprised you and any other thoughts you might have on issues in your local community.

Team Member Name: Dewank Paliwal

As the Project Leader, I felt a strong sense of responsibility in scheduling tasks, coordinating the team, and ensuring that all milestones were achieved on time. Managing different roles and resolving doubts required patience, leadership, and clear communication. Alongside this, working as a Prototype Builder was both challenging and exciting, as I was directly involved in building and training the AI model for automatic online attendance using social media posts. Balancing leadership and technical work taught me how planning, teamwork, and problem-solving come together in real-world AI projects. Overall, this role boosted my confidence and leadership skills significantly.

Team Member Name: Nishchhal Mehra

Working as a Data Expert gave me a deep sense of responsibility, as the quality of the AI model depended heavily on the data I selected and prepared. I carefully decided the type of data required and ensured it was ethically sourced and free from unfair bias, which made me more aware of ethical AI practices. As a Designer, I enjoyed contributing creative ideas for the system flow and user interface. This combination of analytical and creative work helped me realize how important both data accuracy and user-friendly design are for building an effective AI solution. I felt proud seeing my contributions shape both the model and its appearance.

Team Member Name: Ekagrah Agarwal

As an Information Researcher, I felt curious and motivated while collecting questions from the team and researching accurate answers to support our project. Preparing reports for the project leader helped me improve my research and documentation skills. In my role as a Tester, interacting with users and receiving real feedback was a valuable experience. It was satisfying to identify issues and help create an action plan for improvements. This role taught me that testing and feedback are essential steps in refining AI systems and ensuring they meet real user needs.

Team Member Name: Tanishka Kumawat

Being an Information Researcher allowed me to explore different aspects of our problem statement and support the team with well-researched information. As the Marketing and Communication Leader, I felt excited to present our project in a clear and engaging way. Compiling the project logbook and creating content for the video pitch helped me develop strong communication and organizational skills. I learned that even the most advanced AI solution needs effective communication to be understood and appreciated by others.

Team Member Name: Khushi Khandelwal

As a Designer, I enjoyed planning the user interface and solution flow, focusing on making the system simple and visually appealing. Working as a Video Producer was especially rewarding, as it allowed me to creatively document our team's journey and efforts. Filming and editing the project presentation gave me a sense of accomplishment and helped me understand how storytelling and visuals enhance the impact of technical projects. This role strengthened my creativity, teamwork, and presentation skills.

Team Member Name: Geetansh Sharma

Working as a Prototype Builder/Coder was both challenging and fulfilling, as I actively contributed to building, training, and testing the AI model. Debugging and improving model accuracy required persistence and logical thinking. Alongside this, supporting the Marketing and Communication role helped me learn how to explain technical concepts in a simple and engaging manner. This experience improved my confidence in coding as well as my ability to communicate complex ideas effectively.

Rate yourself

3

Individual Learning Reflection

1 point – Some team members present an account of their learning during the project.

2 points - Each team presents an account of their learning during the project.

3 points -Each team member presents a reflective and insightful account of their learning during the project

12. Video link

Enter the URL of your team video:

Code Link:

Video Link: