| SNo | Title                        | Led by                     |  |  |   | Scope of Project                                 |                                      |  |
|-----|------------------------------|----------------------------|--|--|---|--|--------------------------------------|--|
| SNU |                              |                            | D  | Docs   | description   | be carried out by same group or separate groups) |                                      | Learning outcomes  |
|     |                              |                            |  |  |   | Software/Hardware development                    | Field<br>work/Testing/de<br>ployment |  |
| 1   | l Communitygis               | Jitendra Shah              | ar<br>cc<br>72   | communitygis.net<br>Ind QGIS tutorials https://docs.google.<br>iom/spreadsheets/d/16ueTj8Ju8v6KqkiHf<br>'20c6aHixb4cM-dkK1UCBJPTRY/edit?<br>isp=sharing  | Build a geospatial web platform and data infrastructure for multiple use  |  | yes                                  | Learn 1> Basics of GIS, 2> Use of geospatial data in database learn sql and same in geospatial database 3> use of spatial data infrastructure software 'geonode' (see geonode.org), 4>use of javascript library to build user interface (leaflet see legafiet.org) 5 > use of data science techniques to analyse and visualise the data for community to understand                |
|     |                              |                            | c  | Census Map   | Map all census related data<br>and provide easy access,<br>query, visualisation (data<br>science)   | yes, web, Django,<br>GIS                         | yes                                  | Same as above with specific reference to Census data   |
|     |                              |                            | cc   | a video : <u>https://www.youtube.</u><br>.om/watch?v=NBhZxieaBRU&t=247s ,<br>ind concept note : <u>Health</u>  | Map all health facilities, with census as contextual data, and allow access to users for search including proximity search. Also allow analysis of availability of facility, measure adequacy and help planning equitable development | yes, web, Django,<br>GIS                         | Yes                                  | Same as above with specific reference to health facility data  |
|     |                              |                            | E  | Education  | Map all school, vocational<br>and professional<br>institutions, along with<br>industries and provide<br>support for matching<br>education with employment<br>opportunities  | yes, web, Django,<br>GIS                         | Yes                                  | same as above with specific refrence to educational institutions   |
|     |                              |                            |  | Vater  | Provide users to contribute incremental data and visualise aggregate data along with trends particularly drinking water in drought prone areas  | yes, web, Django,<br>GIS                         | Yes                                  | Same as above with specific reference to drought prone areas, their drinking water issues during summer  |
| 2   | RTP                          | <u>Jitendra Shah</u>       | Int<br>PI<br>uc<br>Int<br>oz<br>zi<br>us<br>Si<br>Si<br>Ji<br>Ji<br>Ji | iraft screen designs: ttps://drive.google.com/drive/folders/1- tV299QyQMVu12WLtGOcMvVBLRqQAc to?usp=sharing , and Notes : ttps://docs.google.com/document/d/11UmyfFB0OGS6CS2X6 tDMMPkmT0K_TYMa3hzqb_sdTtw/edit? sp=sharing SOP : ttps://docs.google.com/document/d/1bJ5- jerXBZIM-291A- jigCCdEh7Npb9EFzAKXMHAHc/edit? sp=sharing  | Right To Pee: mapping of women's toilets, rating and access   | yes, web, Django,<br>GIS                         | Yes                                  | Same as above with specific reference to civic amenities like public toilets for women and how that affects developemnt  |
| 3   | Schoolmap                    | <u>Jitendra Shah</u>       | go<br>cx<br>js<br>C<br>C<br>go<br>cx<br>N<br>sc                        | nap data guidelines 2021: https://drive.<br>loogie.<br>https://drive.busyley.in/ficket/sigVylg/Pview?usp=sharing :<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive.<br>https://drive. | Locations of schools with<br>data. Use for proximity<br>search, visualise adequacy<br>of schools as per govt<br>norms   | yes, web, Django,<br>GIS                         | yes                                  | Learning the connection between technology and governance. Educational facilities and educational outcomes are important indices of a society's development. The skew distribution of the same ( urban and unaffordable ) causes major difficulty is reaching the development goals. A visual presentation of the reality can make authorities reconsider priorities where needed. |
| 4   | Non-invasive<br>Hb measuring | Dr Agnihotri/Jitendra Shah | <u>ht</u><br>V   | uttp://www.ircc.iitb.ac.in/IRCC-<br>Vebpage/PDF/TechConnect.pdf_   | Enable monitoring nutrition among women, and motivate women to produce their own nutrition  | Electronics                                      |                                      | Learn connection between social problem and technology. Application of technology to a critical area affecting more than half the population which can be solved much better if affordable device for measuring the hemoglobin can be developed  |

| 5 Robotic toilet cleaner                     | Dr Agnihotri/Jitendra Shah                            |  | Make cleaning of dry toilets<br>a dignified, tech enabled<br>task  | Electronics/robotics |     | Learn how a significant section of society ( scheduled castes) are required to handle someone else's shit by hand in present system of tollets, particularly in areas where water is scarce. Can technology help? This is a big issue recognised by all governments. In some areas in Mumbai, the sea level is so close that flushing is not possible even if water was available. In case we can propose to use dry (non-flush) toilet can we use technology (like robotics) to keep the chamber clean without the human touch? |
|--|---|--|--|----------------------|-----|--|
| 6 Child nutrition tracking                   | Dr Rupal/Dr Devaji/Dr Agnihotri supported by Jitendra | https://docs.google.<br>com/document/d/1BhapvqKVNpsfj-<br>bzUDSkwJMNmUO9xE9ttAmZWNn<br>o/edit?usp=sharing.   | Tracking child from mother's womb to 6 months of age and monitor growth against WHO norms. Monitor and ensure better nutrition | Yes                  | Yes |  |
| Diet diversity<br>7 among school<br>children | Dr Ratna Thar / Jitendra                              | Concept Note on Diet Diversity: https://docs.google. com/document/d/11U6iEhlnH 6GKBdRaiC zsg0hjk92qJl0X_Qvra2DWoU/edit? usp=sharing , about website: https://docs.google. com/document/d/1xZwlWUGz2pGYGP8g Dlr04k9-trJyUbFD7uLmy-Tb7iQ/edit? usp=sharing | Involving school children to act as change agents in community diet diversity, awareness about own and community's nutrition   | yes                  | yes | Learn how technology can be used to accelerate change in behaviour.  |