

EXPERIMENT-1

AIM: Design a professional resume using templates.

ANSHUMAN TIWARI

STUDENT

Contact

Phone
+91- 8962381091

Email
anshumantiwari2702@gmail.com

Address
KAILASH NAGAR BHAILAI

Education

2025 - 2029
Bachelor of technology
RUNGTA INTERNATIONAL SKILLS
UNIVERSITY

2025-2029
**COMPUTER SCIENCE
(CYBER SECURITY)**

Expertise

- WEB DESIGN

Language

English

HINDI

Experience

► **EDUCATION**
RUNGTA INTERNATIONAL SKILLS
UNIVERSITY
*Bachelor of Technology in
Computer Science and Engineering
In Association With Google*
2025-2029

► **ACHIEVEMENT**
Participate in coding and technical quiz competitions .
Earned online certificates form platforms like Coursera /
Udemy/NPTEL
Actively participated in college technical events and
hackathons.
Achieved good academic performance in first year.

► **LANGUAGE**
ENGLISH
HINDI

► **SKILLS**
*Problems-solving and logical thinking
Team work and collaboration
Communication skills
Time management
Adaptability and quick learning
Creativity and innovation
Leadership qualities*

► **INTERESTS**
*Coding
Creating web page*

EXPERIMENT-2

AIM: Create a Career Oriented Presentation with 7 slides using transitions and animations.



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INTRODUCTION



Good morning everyone,

I am Anshuman tiwari ,a student of B.Tech in Computer Science and Engineering at Rungta International Skill University. Today ,I am going to present my Career Orientation, where I will discuss my career goals, the skill required to achieve them, and the steps I am taking to build a successful future in the field of computer science.

01

SELF - ASSESSMENT

ABOUT :

Self assessment means knowing myself better. It helps me to find out my strengths, weaknesses, interests and goals so that I can choose the right career path.

As a B.Tech CSE student, I try to understand what I am good at and what I need to improve for my future in the tech field.

KEY POINTS :

I try to know my skills like coding and communication.

I find out what I really enjoy doing.

I think about my values and what matters to me in a job.

I check my personality and the way I like to work.

I set simple and real goals for my career.

02

CAREER EXPLORATION

ABOUT :

Career exploration means learning about different jobs and fields related to my course.

It helps me understand what kind of work I want to do in the future and what skills are needed for it.

As a CSE student, I explore areas like software development, web designing, data science, and artificial intelligence to find what suits me best.

KEY POINTS :



Ask Canva



SKILLS DEVELOPMENT

ABOUT :

Skill development means improving my abilities and learning new things that help me in my career.

As a Computer Science student, I focus on building both technical and soft skills to become ready for future job opportunities.

KEY POINTS :

I learn programming languages like C, C++, Python, and Java.

I work on projects to get practical knowledge.

I improve my communication and teamwork skills.

I take online courses and attend workshops.

*I keep updating myself with new technologies.
Keep learning through online courses and self-study*

Develop a growth mindset and adapt to new technologies

04

FUTURE SCOPE

ABOUT :

*Future scope means the opportunities and growth I can have in my career after completing my degree.
As a Computer Science and Engineering student, there are many fields where I can build a good future, like software development, AI, data science, front-end and back-end developer.*

KEY POINTS :

High demand for IT professionals in India and abroad.

Many job roles like software engineer, web developer, data analyst, etc.

Scope for higher studies like M.Tech or MBA.

Opportunities in government and private sectors.



05

NETWORKING

ABOUT :

*Networking means building good connections with people who can guide or help me in my career.
It helps me learn from others, find new opportunities, and grow in the professional world.
career insights.*

KEY POINTS :

I connect with seniors, teachers, and industry experts.

I join tech events, seminars, and webinars.

I use LinkedIn and online platforms to build contacts.

I share ideas and learn from others' experiences.

Good networking can help me get internships and jobs.



06

CONCLUSION

In this presentation, I learned about my career goals and the steps I need to take to achieve them.

By doing self-assessment, exploring careers, developing skills, and building networks, I can prepare myself for a successful future in the field of computer science.

I will keep learning and improving to make my career strong and meaningful.

07

EXPERIMENT-3

AIM: Create a social media poster for
“DIGITAL AWARENESS WEEK” using canva.

DIGITAL AWARENESS WEEK



BE AWARE, BE SECURE

Protect yourself from cybercrime

1. Be Cautious with links and attachments
2. Use strong passwords
3. Verify online requests
4. Keep software up-to-date
5. Report suspicious activity



EXPERIMENT-4

AIM: Compose & send a professional email with an attachment as “you are applying for an internship, send email to HR with your resume attached”.

The screenshot shows a Gmail inbox with a search bar at the top containing "in:sent". A single email message is selected, indicated by a blue border. The message is addressed to "Dear Aditya Kumar," and is from "Anshuman Tiwari <anshumantiwari2702@gmail.com>". The message body contains a personal introduction, a statement of motivation, and a request for review. It concludes with a signature and a PDF attachment named "resume anshuma...". The message was sent at 11:14 AM (0 minutes ago). The Gmail interface includes a sidebar with categories like Inbox, Sent, Drafts, and Purchases.

Dear Aditya Kumar,

Anshuman Tiwari <anshumantiwari2702@gmail.com>
to aditya.kumar@runtgta.org

I hope this email finds you well. I am writing to apply for an internship opportunity at your organization. I am currently a student and eager to gain practical experience while learning from a professional work environment. I am highly motivated, quick to learn, and passionate about developing my skills. I believe this internship will help me grow professionally and allow me to contribute positively to your team.

Please find my resume attached for your review. I would be grateful for the opportunity to discuss how I can add value to your organization.

Thank you for your time and consideration.
I look forward to your response.

Sincerely,
Anshuman Tiwari
Mobile: 8962381091
Email.anshumanantiwari2702@gmail.com

One attachment • Scanned by Gmail ⓘ Add to Drive

Reply Forward

This screenshot shows the same Gmail inbox and sent email as the previous one, but the message has been opened in a new window. The message content and attachments are identical to the one in the inbox. The recipient's name is redacted. The message body, attachments, and footer information are visible in the preview window.

Dear Aditya Kumar, - anshumanantiwari2702@gmail.com

in:sent

I am highly motivated, quick to learn, and passionate about developing my skills. I believe this internship will help me grow professionally and allow me to contribute positively to your team.

Please find my resume attached for your review. I would be grateful for the opportunity to discuss how I can add value to your organization.

Thank you for your time and consideration.
I look forward to your response.

Sincerely,
Anshuman Tiwari
Mobile: 8962381091
Email.anshumanantiwari2702@gmail.com

One attachment • Scanned by Gmail ⓘ Add to Drive

resume anshumanantiwari2702@gmail.com

Reply Forward

EXPERIMENT-5

AIM:Design a complete Google Form survey and analyze responses.

- a)Create a Google Form titled “Student Attendance Report”.
- b)Include the following question types
 - a. 5 MCQs
 - b. 1 Rating scale (1–5)
 - c. 1 Short answer
 - d. 1 Checkbox question
- c)Customize the theme (header image + color).
- d)Share the form link with 5 friends and collect responses.
- e)Generate charts from responses and take screenshots of the analysis page.

The screenshot shows a Google Form interface. At the top, there's a header section featuring a building image and the 'RUNGTA INTERNATIONAL SIKKLES UNIVERSITY' logo. Below this, the main title of the form is 'STUDENT ATTENDENCE REPORT- RISU'. A note below the title says 'YOU must fulfill all of these following conditions.' There is a rich text editor toolbar above the next section. The next section is a 'Select Your Year' dropdown menu with three options: '2020', '2021', and '2022', each preceded by a radio button. On the right side of the form, there's a vertical toolbar with icons for adding questions, inserting images, and other form settings. The bottom of the screen shows a Windows taskbar with various application icons and system status indicators.

docs.google.com/forms/d/13LOQErzeca_tmW031cNPq5xcMCTODXGnB7YYyLnLowtc/edit

Ask Google School Published

Exit Ticket

Questions Responses Settings

2022
 2023
 2024
 2025

ERP id
 Short answer text

Email id
 Short answer text

Phone No
 Short answer text

25°C Sunny Search

13:25 IN 14-12-2025

docs.google.com/forms/d/13LOQErzeca_tmW031cNPq5xcMCTODXGnB7YYyLnLowtc/edit

Ask Google School Published

Exit Ticket

Questions Responses Settings

Phone No
 Short answer text

Date of Birth
 Month, day, year

Attendance Percentage (%) for NALS Subject
 Short answer text

Overall Attendance Percentage (%) for all Subject
 Short answer text

?

docs.google.com/forms/d/13LOQErzeca_tmW031cNPq5xcMCTODXGnB7YYyLnLowtc/edit

Ask Google School Published

All changes saved in Drive

Exit Ticket

Questions Responses Settings

Attendance Percentage (%) for NALS Subject
 Short answer text

Overall Attendance Percentage (%) for all Subject
 Short answer text

Digicampus App Rating

1	2	3	4	5
☆	☆	☆	☆	☆

Screenshot of your over all attendencce form Digicampus
 Short answer text

?

docs.google.com/forms/d/13LOQErzeca_tmW031cNPq5xMCTODXGnB7YYnLowtc/edit

Ask Google School Published

Exit Ticket All changes saved in Drive

Questions Responses Settings

Attendance Percentage (%) for NALS Subject
Short answer text

Overall Attendance Percentage (%) for all Subject
Short answer text

Digicampus App Rating
1 2 3 4 5
☆ ☆ ☆ ☆ ☆

Screenshot of your over all attendencce form Digicampus
Short answer text

25°C Search ENG 1329

docs.google.com/forms/d/13LOQErzeca_tmW031cNPq5xMCTODXGnB7YYnLowtc/edit

Ask Google School Published

Exit Ticket All changes saved in Drive

Questions Responses Settings

Screenshot of your over all attendencce form Digicampus
Short answer text

First Name *
Short answer text

Last Name
Short answer text

Class
 A
 B

Exit Ticket - Google Forms

docs.google.com/forms/d/13LOQErzeca_tmW031cNPq5xMCTODXGnB7YYnLowtc/edit

Ask Google School Published

Exit Ticket All changes saved in Drive

Questions Responses Settings

First Name *
Short answer text

Last Name
Short answer text

Class
 A
 B
 C
 D
 E

EXPERIMENT-9

AIM: Create a Google Form Quiz with the following requirements:

- a) Convert the form into a Quiz mode with automatic grading.
- b) Add 5 MCQ questions, each carrying 2 marks.
- c) Add 1 short answer question that requires manual evaluation.
- d) Turn ON the setting:
 - a. Limit to 1 response
 - b. Shuffle question ord
 - c. Release marks after manual review
- e) Add a timer add-on (like form presenter) and set up a 10-minute time limit.

docs.google.com/forms/d/1OwS0ptmeX2j7Fa8UQfRijB6bAOWAbJl7IneYKOa1FM/edit

Ask Google School ...

Published

Questions Responses Settings Total points: 0

Google Forms Quiz – Experiment 9

This quiz is created as part of Experiment 9 to assess knowledge about Google Forms. The quiz contains multiple-choice questions and one short answer question. Please read all questions carefully and submit the form within the given time limit.

What is the main purpose of Google Forms? *

Image editing

Online data collection

Exit Ticket

Questions Responses 1 Settings Total points: 0

What is the main purpose of Google Forms? *

Image editing
 Online data collection
 Video streaming
 Programming

Which option is used to convert a Google Form into a quiz? *

Responses
 Settings → Quizzes
 Theme
 Preview

What is the purpose of the "Limit to 1 response" setting in Google Forms?

Exit Ticket - Google Forms

Questions Responses 1 Settings Total points: 0

What is the purpose of the "Limit to 1 response" setting in Google Forms?

To delete the form
 To allow only one response per user
 To set a time limit
 To shuffle questions

How are MCQ questions evaluated in Google Forms?

Manually
 Automatically
 Paper-based
 Offline

Which option is used to randomize the order of questions in Google Forms?

Exit Ticket - Google Forms

Questions Responses 1 Settings Total points: 0

What is the purpose of the "Limit to 1 response" setting in Google Forms?

To delete the form
 To allow only one response per user
 To set a time limit
 To shuffle questions

How are MCQ questions evaluated in Google Forms?

Manually
 Automatically
 Paper-based
 Offline

Which option is used to randomize the order of questions in Google Forms?

Exit Ticket

Published

Questions Responses 1 Settings Total points: 0

Which option is used to randomize the order of questions in Google Forms?

- Collect email addresses
- Shuffle question order
- Confirmation message
- Response destination

Write any **two advantages** of using Google Forms

Long answer text

Submission Tracking ID - DO NOT CHANGE *

This is important for tracking purposes. Do not change. Any change in this will make your submission void

Short answer text

Exit Ticket

Published

Questions Responses 1 Settings Total points: 0

Which option is used to randomize the order of questions in Google Forms?

- Collect email addresses
- Shuffle question order
- Confirmation message
- Response destination

Write any **two advantages** of using Google Forms

Long answer text

Submission Tracking ID - DO NOT CHANGE *

This is important for tracking purposes. Do not change. Any change in this will make your submission void

Short answer text

Form Presenter

Google Forms Quiz – Experiment 9

Presenting Form Google Forms Quiz – Experiment 9

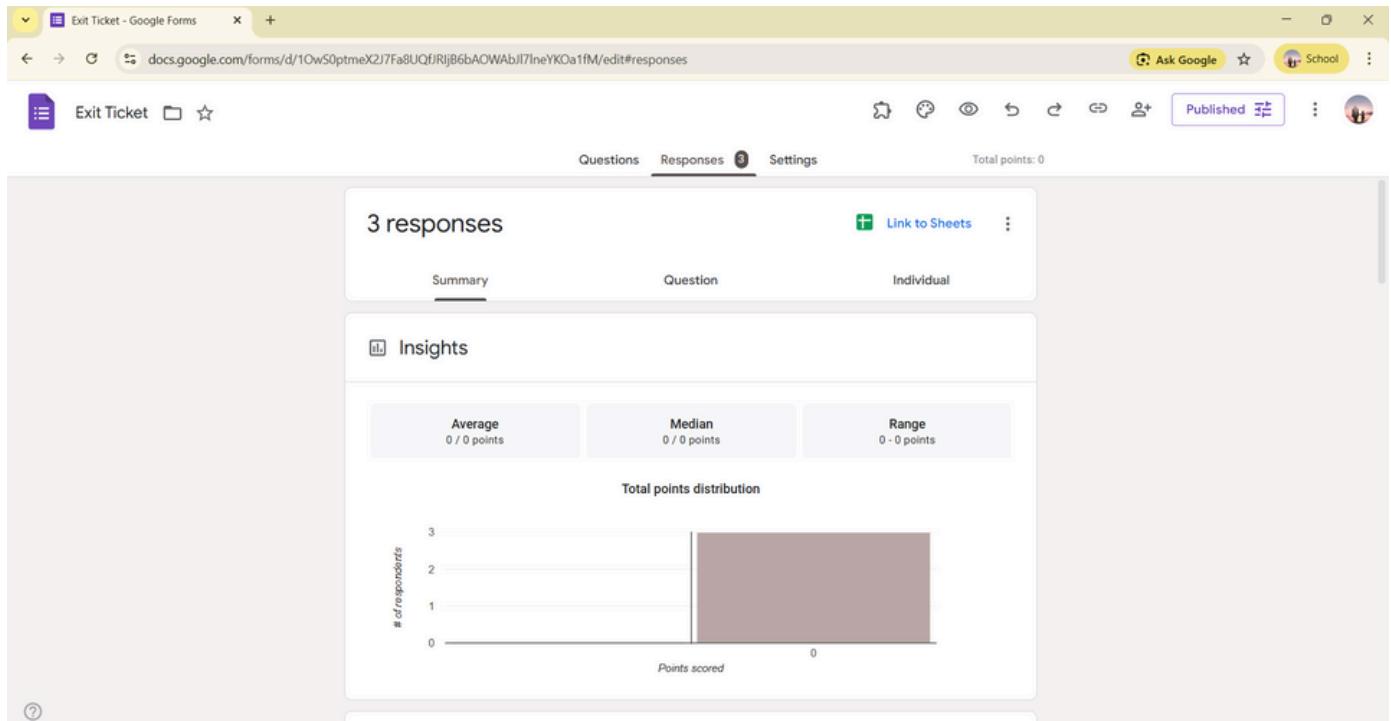


Total time: **30 minutes**

Start

Examiner Contact Details

Name: **Anshuman Tiwari**
Email: **anshuman.tiwari1@rungta.org**



EXPERIMENT-10

AIM: Ask ChatGPT OR Google Gemini to generate a 100– 120 word paragraph on: “Is online learning better than offline learning for college students?” a) Run the AI-generated text through Grammarly and any plagiarism-check tool. b) Now manually search online to check if similar sentences exist on blogs or articles. c) Identify 2–3 biased statements in the AI answer, such as: i. Over-generalizations ii. One-sided opinions iii. Unproven claims d) Rewrite the entire paragraph in a neutral and balanced way, using AI only for grammar suggestions. e) Submit 3 screenshots: i. Plagiarism check result ii. Grammarly suggestion page iii. Original AI paragraph vs your rewritten unbiased version

in 100 to 120 word paragraph

Here is a 100–120 word paragraph:

Online learning and offline learning both play important roles in a college student's education, but each has its own strengths. Online learning offers flexibility, allowing students to study from anywhere and manage their time easily. It is also cost-effective and provides access to a wide range of digital resources. However, offline learning provides better face-to-face interaction, classroom discipline, and hands-on experience, which are important for practical subjects. While online classes may cause distractions and reduce social interaction, offline classes help students stay focused and engaged. Therefore, neither method is completely better; a combination of both can provide a more effective and balanced learning experience for college students.



High plagiarism level

Online learning and offline learning both play important roles in a college student's education, but each has its own strengths. Online learning offers flexibility, allowing students to study from anywhere and manage their time easily. It is also cost-effective and provides access to a wide range of digital resources. However, offline learning provides better face-to-face interaction, classroom discipline, and hands-on experience, which are important for practical subjects. While online classes may cause distractions and reduce social interaction, offline classes help students stay focused and engaged. Therefore, neither method is completely better; a combination of both can provide a more effective and balanced learning experience for college students.

85%
Average plagiarism level

38% Minor changes 6% Identical

Double checked by

Originality.ai Scribbr GPTZero

Remove plagiarism from your text "*Online and offline learning*"

Remove Plagiarism

- ✓ Get 100% plagiarism-free text
- ✓ Keep your original meaning
- ✓ We don't store your texts

Untitled document 0 Goals 88 Overall score

Review suggestions Write with generative AI Check for text & pla

Review suggestion

Correctness Clarity Engagement Del

We found 3 more ways to improve your text with Upgrade for unlimited access.

Vocabulary

Get Pro Dismiss

Online learning and offline learning both play important roles in a college student's education, but each has its own strengths. Online learning offers flexibility, allowing students to study from anywhere and manage their time easily. It is also cost-effective and provides access to a wide range of digital resources. However, offline learning provides better face-to-face interaction, classroom discipline, and hands-on experience, which are important for practical subjects. While online classes may cause distractions and reduce social interaction, offline classes help students stay focused and engaged. Therefore, neither method is completely better; a combination of both can provide a more effective and balanced learning experience for college students.

B I U H1 H2 P H3 H4 107 words ^

EXPERIMENT-7

AIM: Using Google Drive or OneDrive:

- a) Create a new folder named “Unit 3 Practical Work”.
- b) Upload 3 different files (PDF, image, document).
- c) Organize them in subfolders: Notes, Images, Assignments.
- d) Share the main folder with your teacher with View Only permission.

The screenshot shows a Google Drive interface. On the left, there's a sidebar with navigation links like Home, Activity, Workspaces, My Drive, Shared drives, etc. The main area shows a folder named 'UNIT 3 Practical work' containing three subfolders: 'document', 'image', and 'pdf'. The 'document' folder is selected. On the right, there's a 'Details' panel showing the folder's name, owner (me), date modified (10:50 AM), and file size (—). It also shows a small icon of a folder and a 'Who has access' section indicating 'Private to you' with a 'Manage access' button. Below that is a 'Security limitations' section stating 'No limitations applied'.

This screenshot shows the 'Share' dialog for the 'document' folder. The recipient's email is entered as 'firdaus.jahan@rungta.org' with 'Viewer' permission selected. The 'Notify people' checkbox is checked. A message field is present, though empty. At the bottom, there are 'Cancel' and 'Send' buttons.

EXPERIMENT-12

AIM: Create a new NotebookLM project titled: “My Chapter Revision Notes.” a) Upload multiple sources (any 2) such as: i. PDF notes ii. Web articles iii. Text copied into NotebookLM b) Ask NotebookLM to: i. Create a combined study guide using all sources. ii. Generate flashcards for quick revision. iii. Create a concept map or explanation of the topic. c) Manually check for: i. Any incorrect facts ii. Repeated information iii. Missing important points d) Attach 3 screenshots from NotebookLM: i. Combined study guide ii. Flashcards iii. Concept map / explanation

The screenshot shows the NotebookLM web application interface. At the top, there's a header with a back arrow, a refresh button, and a search bar containing the URL 'notebooklm.google.com/notebook/3a1acc7a-14d3-4967-8fb1-9478fdf7321b'. To the right of the URL are buttons for '+ Create notebook', 'Share', 'Settings', and a more options menu.

The main area is divided into three main sections:

- Sources:** On the left, it shows a list of uploaded sources:
 - + Add sources
 - Try Deep Research for an in-depth report and new sources!
 - Search the web for new sources
 - Web
 - Fast research
 - Select all sources
 - Unit -3 combinational circuit.pdf
- Chat:** In the center, it displays the title 'Untitled notebook' and a brief summary of the content:

This extensive set of lecture notes provides a detailed examination of **combinational logic circuits** within digital systems, starting with the fundamental definition and design procedures. The notes thoroughly cover **adders and subtractors**, including half and full variations, along with concepts like binary parallel adders and propagation delay. Furthermore, the material explains **code converters**, such as binary-to-Gray and BCD-to-XS-3 conversions, and discusses circuits for parity bit generation and checking. Finally, the sources introduce various applications, including **comparators**, decoders, encoders, multiplexers, and demultiplexers, concluding with an overview and comparison of **Programmable Logic Devices (PLDs)** like PROM, PLA, and PAL.

Below the summary are buttons for 'Save to note', 'Reply', 'Like', and 'Dislike'.

A text input field says 'Start typing...' and a note below it says 'What fundamental principles govern the design and operation of combinational logic circuits?'
- Studio:** On the right, it shows a sidebar with various creation tools:
 - Create an Audio Overview in: हिन्दी, काला, शुक्रवार, तन्त्रज्ञ, कलाकृति, मराठी, खेळाची, त्रिविंश, डिप्पर
 - Audio Overview
 - Video Overview
 - Mind Map
 - Reports
 - Flashcards
 - Quiz
 - Infographic
 - Slide deck

At the bottom of the studio sidebar, it says 'Generating report... based on 1 source.'

At the very bottom of the page, a footer note says 'NotebookLM can be inaccurate: please double-check its responses.'

Untitled notebook

Sources

+ Add sources

Try Deep Research for an in-depth report and new sources!

Search the web for new sources

Select all sources

Unit -3 combinational circuit....

Chat

Untitled notebook

1 source

This extensive set of lecture notes provides a detailed examination of **combinational logic circuits** within digital systems, starting with the fundamental definition and design procedures. The notes thoroughly cover **adders** and **subtractors**, including half and full variations, along with concepts like binary parallel adders and propagation delay. Furthermore, the material explains **code converters**, such as binary-to-Gray and BCD-to- \times -3 conversions, and discusses circuits for **parity bit generation and checking**. Finally, the sources introduce various applications, including comparators, decoders, encoders, multiplexers, and demultiplexers, concluding with an overview and comparison of **Programmable Logic Devices (PLDs)** like PROM, PLA, and PAL.

What fundamental principles govern the design and operation of combinational logic circuits?

Start typing... 1 source

NotebookLM can be inaccurate; please double-check its responses.

+ Create notebook Share Settings

Studio > Report

Study Guide: Combinational Logic Circuits Based on 1 source

Study Guide: Combinational Logic Circuits

Quiz: Short-Answer Questions

Answer the following questions in two to three sentences, based on the provided source material.

1. What is the defining characteristic of a combinational logic circuit?
2. Differentiate between a half adder and a full adder based on their inputs and function.
3. What is the primary limitation of a ripple-carry parallel adder?
4. How does a binary adder-subtractor circuit use a mode input to control its operation?
5. What is the purpose of a Look-Ahead Carry Generator and how does it improve performance?
6. Explain the function of a code converter in a digital system.

Good report Bad report

Untitled notebook

Sources

+ Add sources

Try Deep Research for an in-depth report and new sources!

Search the web for new sources

Select all sources

Unit -3 combinational circuit....

Chat

Untitled notebook

1 source

This extensive set of lecture notes provides a detailed examination of **combinational logic circuits** within digital systems, starting with the fundamental definition and design procedures. The notes thoroughly cover **adders** and **subtractors**, including half and full variations, along with concepts like binary parallel adders and propagation delay. Furthermore, the material explains **code converters**, such as binary-to-Gray and BCD-to- \times -3 conversions, and discusses circuits for **parity bit generation and checking**. Finally, the sources introduce various applications, including comparators, decoders, encoders, multiplexers, and demultiplexers, concluding with an overview and comparison of **Programmable Logic Devices (PLDs)** like PROM, PLA, and PAL.

What fundamental principles govern the design and operation of combinational logic circuits?

Start typing... 1 source

NotebookLM can be inaccurate; please double-check its responses.

+ Create notebook Share Settings

Studio > App

Digital Flashcards Based on 1 source

In a combinational logic circuit, what does the output depend on?

See answer

1 / 69 cards

Good content Bad content

Combinational Logic Circuits and Design Principles

Based on 1 source

General Characteristics

Design Procedure

Adders

Subtractors

Code Converters

Parity Bit Generator / Checker

Comparators

Decoders

Encoders

Multiplexers (MUX)

Demultiplexers (DEMUX)

Programmable Logic Devices (PLDs)

Combinational Logic Circuits (Unit 3)

Good content Bad content

EXPERIMENT-6

AIM: Demonstrate the creation and management of your digital identity.

- a) Create a social media profile (LinkedIn preferred).
- b) Add a profile photo, short bio, skills, and education details.
- c) Create a simple post about “My Learning Journey in Digital Literacy.”
- d) Change your privacy settings to:
 - a. Who can see your posts.
 - b. Who can message you

The screenshot shows a LinkedIn profile page for 'Anshuman Tiwari'. At the top, there's a navigation bar with icons for Home, My Network, Jobs, Messaging, Notifications, and Me. It also includes links for 'For Business' and 'Try Premium for ₹0'. The main profile area features a circular profile picture of a man in a red shirt standing outdoors. Below the picture, the name 'Anshuman Tiwari' is displayed with a blue 'Add verification badge' button. A bio states: 'Student at Rungta College of Engineering & Technology Kohka-Kurud Bhilai' and 'Bhilai, Chhattisgarh, India - Contact info'. It also mentions '16 connections'. Action buttons include 'Open to', 'Add profile section', 'Enhance profile', and 'Resources'. Two call-to-action cards are visible: 'Show recruiters you're open to work — you control who sees this.' with a 'Get started' button, and 'Share that you're hiring and attract qualified candidates.' with a 'Get started' button. To the right, a sidebar shows profile language set to English, public profile & URL (www.linkedin.com/in/anshuman-tiwari-43b189383), and a promoted post from 'ERGO Group AG' encouraging users to follow them. Other sections include 'Who your viewers also viewed' and a 'Messaging' button.

Activity | Anshuman Tiwari | X EXPERIMENT-1 | Learning journey in digital literacy | +

linkedin.com/in/anshuman-tiwari-43b189383/recent-activity/all/

Search

Home My Network Jobs Messaging Notifications Me For Business Try Premium for ₹0

Anshuman Tiwari
Student at Rungta College of Engineering & Technology Kohka-Kurud Bhilai

Followers 16

All activity

Posts

Anshuman Tiwari • You
Student at Rungta College of Engineering & Technology Kohka-Kurud Bhilai
1m • 

• My Learning Journey in Digital Literacy
My learning journey in digital literacy has been both interesting and useful. I started by understanding the basics of computers, the internet, and ...more

Like Comment Repost Send

Anshuman Tiwari • You
Student at Rungta College of Engineering & Technology Kohka-Kurud Bhilai
3m • 

I'm happy to share that I've completed my Class-12 INTERMEDIATE at Nalanda English Medium Higher Secondary School!



Ad Ad

Keep your job preference settings up-to-date

Update now

People you may know

From your industry

Kunal Kumar Dey SAP | Mtech - BITS, Pilani
Connect

Abhinav Balaji SDE intern @Prodigy InfoTech | OCI DevOps Certified | Oracle...
Connect

Animesh Bhawnani Mini Sudoku, a ...
Messaging 2

Search

Windows Start button

File Explorer Task View Taskbar

EXPERIMENT-8

AIM: Identify one real phishing email : A final-year student, Aman, receives a LinkedIn message saying: “You are shortlisted for a Remote Software Developer role at Google. Salary: ₹18 LPA. Pay ₹2,499 as verification fee.

Limited seats. Pay now to confirm.” ANSWER THE QUESTIONS :- a) What type of cybercrime is happening here? b) List 3 red flags that show it is a scam? c) What should he do to verify if a job offer is real?

a) What type of cybercrime is happening here?

Ans: This is a phishing scam (job scam) where the attacker is pretending to be a trusted company (Google) to steal money.

b) List 3 red flags that show it is a scam:

Ans: 1. **Asking for money (₹2,499 verification fee)** – real companies never charge candidates.

2. **Unrealistic offer** – “Remote Google job with ₹18 LPA” without any interview.

3. **Urgency / Pressure** – “Limited seats. Pay now to confirm,” which scammers use to make victims act quickly.

c) What should he do to verify if a job offer is real?

Ans: 1. **Check the official website or career portal** (Google Careers) to see if the job exists.

2. **Contact the company directly** through official email/website, not through the message link.

3. **Look up the recruiter's profile** on LinkedIn to see if it is genuine and properly verified.

EXPERIMENT-11

AIM: To compare AI-generated content with student-created content and understand limitations of AI.

a) Write a 100–150 word paragraph on the topic: “Will AI replace jobs or change them?” (This must be written by the student.)

b) Ask any AI tool (ChatGPT/Gemini/Copilot) to write the same topic.

c) In your practical copy, create a Comparison Table with the headings: I. Human-Generated Content II. AI-Generated Content

The screenshot shows a web browser window with the URL chat.openai.com/c/693b9b11-ac54-8322-8a60-50d285230b92. The page title is "ChatGPT". The main content area displays a response from AI to the question "will ai replace job or change them in 100-150 words". The response discusses how AI will likely change jobs rather than completely replace them, mentioning automation of routine tasks and creation of new opportunities in fields like data analysis, cybersecurity, AI maintenance, and digital communication. The interface includes standard browser controls (back, forward, search) and a toolbar at the bottom with icons for file operations, search, and other browser functions.

"Will AI replace jobs or change them"

AI will primarily change jobs by automating tasks, but it will also replace a smaller subset of roles. The change mechanism focusses on dissecting tasks, where AI handles routine elements - like initial data summary, first drafts; or simple code segments - acting as a co-pilot and making human workers vastly more efficient. Roles requiring deep human skills such as judgement, complex negotiation, emotional intelligence, and strategic thinking are augmented, not eliminated. simultaneously, there is job displacement: roles heavily dependent on easily replicable, routine work, like entry-level data processing or certain administrative functions, face a high risk of replacement.

The human-generated content is more detailed, technical, and analytical, explaining how AI dissects tasks and highlighting specific examples such as data summaries, first drafts, and simple code segments. It focuses deeply on human skills like judgment, emotional intelligence, and negotiation, making the writing more complex and academic. In contrast, the AI-generated content is simpler, more concise, and easier to understand. It presents a broader overview of how AI changes jobs by automating routine tasks while creating new opportunities, using clear and smooth language suitable for a 100-150-word assignment. Overall, the human version shows depth and analytical thinking, whereas the AI version offers clarity, structure, and readability.