

EXPERIMENT-1

AIM: Design a professional resume using templates.

ANSHU PATEL

STUDENT

Contact

Phone
+91- 9801545219

Email
ap0353@gmail.com

Address
KOKHA 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 from platforms like Coursera/
Udemy/NPTEL.
Actively participated in college technical events and
hackathons.
Achieved good academic performance in first year.
- ► **LANGUAGE**
ENGLISH
HINDI
- ► **SKILLS**
*Problem-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.



The poster features a dark blue background with a subtle circuit board pattern. At the top, the words "DIGITAL AWARENESS" and "WEEK" are written in large, white, sans-serif capital letters. Below this, there are two illustrations: on the left, a cartoon character wearing a red bandana and mask is climbing out of a laptop screen; on the right, a silhouette of a person sitting at a desk with multiple monitors displaying various data and images. The main message "BE AWARE, BE SECURE" is displayed in large, bold, white capital letters below the illustrations. Below this, the text "Protect yourself from cybercrime" is shown in a smaller, bold, white font. A numbered list of five tips follows: 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. In the bottom right corner, there is a circular logo for "RUNGTA INTERNATIONAL SKILLS UNIVERSITY" featuring a stylized red 'R' icon.

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

RUNGTA
INTERNATIONAL SKILLS
UNIVERSITY

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”.

Application for internship at front - end developer position - Anshu Patel

Anshu Patel <theap033@gmail.com>
to thehimeshthakur@gmail.com ▾

1:48 PM (11 minutes ago) ☆

DEAR HR,

I hope you are doing well.

My name is Anshu Patel, and I am currently pursuing BTech in Computer science engineering 1st year at Rungta international skills university. I am writing to express my interest in the web developer internship opportunity at your organization.

I am eager to apply my knowledge and skills in a practical environment, and I believe that this internship will help me learn, contribute, and grow professionally. I have good skills in C programming, Data Entry, Communication, Web Development, etc., and I am confident that I can add value to your team.

I have attached my resume for your review. I would be grateful for the opportunity to discuss how I can contribute to your organization.

Thank you for considering my application.
Looking forward to your positive response.

Regards,
Anshu Patel
9801545219
anshu.patel@rungta.org
<https://www.linkedin.com/in/anshu-patel-232ab9399>

One attachment • Scanned by Gmail ⓘ Add to Drive



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 colorful building image and the logo for 'RUNGTA INTERNATIONAL SIKKLES UNIVERSITY'. 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's a toolbar with various editing icons. On the right side, there's a vertical sidebar with icons for adding questions, responses, and settings. The main body of the form contains a question 'Select Your Year' with three options: '2020', '2021', and '2022', each represented by a radio button. The bottom of the screen shows a taskbar with various application icons and system status indicators like battery level and network signal.

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

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

?

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 attendance from Digicampus
Short answer text

?

docs.google.com/forms/d/13LOQErzeca_tmW031cNPq5xdMCTODXGnB7YYnLowtc/edit

Ask Google School

Exit Ticket All changes saved in Drive

Published

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 overall attendance from Digicampus
Short answer text

25°C Search ENG 13:29

docs.google.com/forms/d/13LOQErzeca_tmW031cNPq5xdMCTODXGnB7YYnLowtc/edit

Ask Google School

Exit Ticket All changes saved in Drive

Published

Questions Responses Settings

Screenshot of your overall attendance from 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_tmW031cNPq5xdMCTODXGnB7YYnLowtc/edit

Ask Google School

Exit Ticket All changes saved in Drive

Published

Questions Responses Settings

First Name *
Short answer text

Last Name
Short answer text

Class
 A
 B
 C
 D
 E
 F

25°C Search ENG 13:30

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 order
 - c. Release marks after manual review
- e) Add a timer add-on (like form presenter) and setup a 10-minute time limit.

docs.google.com/forms/d/1Ow50ptmeX2j7fa8UQfRijB6bAOwAbJ7IneYKOa1M/edit

Ask Google School ...

Exit Ticket Published

Questions Responses 1 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

⑦ 25°C Search ENG 13:32

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?

②

Ask Google School

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?

②

Ask Google School

Exit Ticket - Google Forms

docs.google.com/forms/d/1Ow50ptmeX2JFa8UQfIJRjB6bAOwAbIJ7IneYK0a1fM/edit

Ask Google School

Published

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?

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- Offline

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

Exit Ticket - Google Forms

docs.google.com/forms/d/1Ow50ptmeX2JFa8UQfIJRjB6bAOwAbIJ7IneYK0a1fM/edit

Ask Google School

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



Questions Responses 1 Settings

Total points: 0

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

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

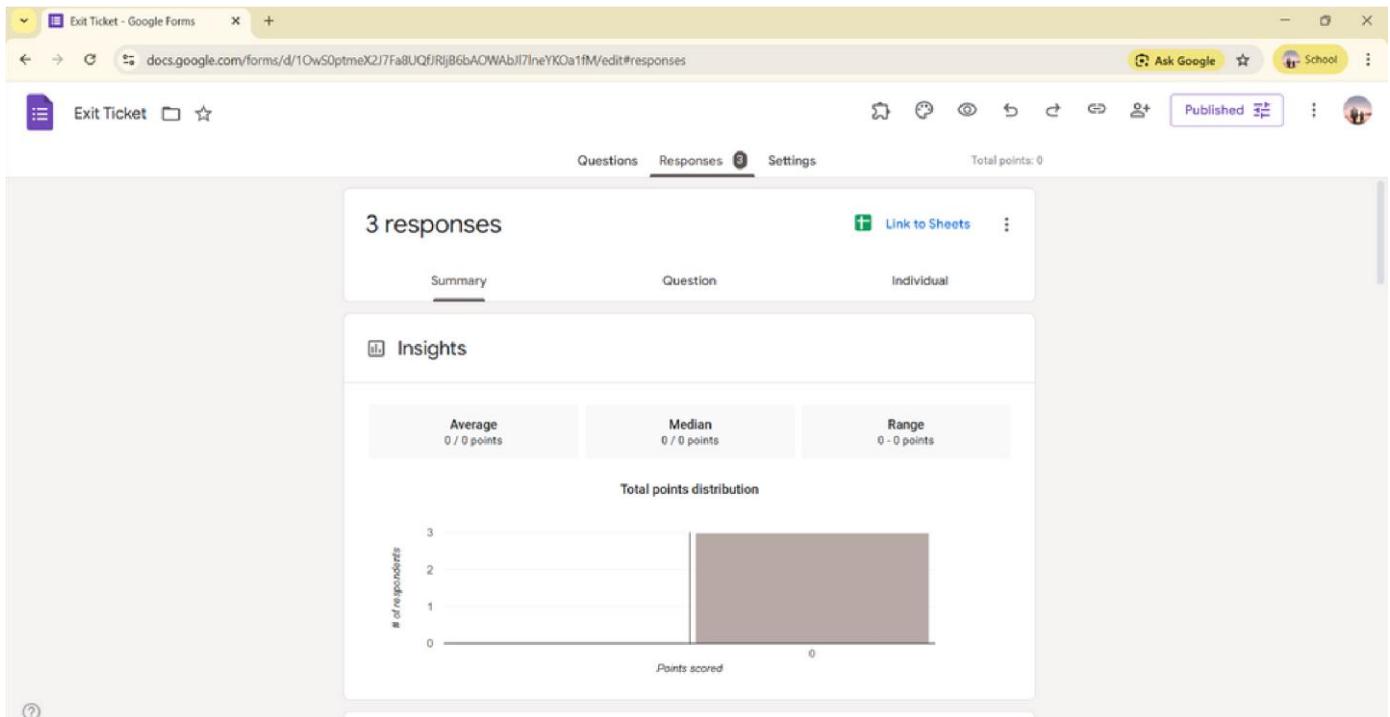
Long answer text

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





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

app.grammarly.com/ddocs/2939535408

Untitled document 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 | ⌂ | ↗ ↘ | ⌂

107 words ^

EXPERIMENT-7

AIM: Using Google Drive or OneDrive:

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

The screenshot shows a Google Drive interface. On the left, the navigation bar includes 'Home', 'Activity', 'Workspaces', 'My Drive' (selected), 'Shared drives', 'Shared with me', 'Recent', 'Starred', 'Spam', 'Trash', and 'Storage'. A 'Get Drive for desktop' button is visible. The main area displays a folder named 'UNIT 3 Practical work' containing three subfolders: 'document', 'image', and 'pdf'. The 'document' folder is selected. The right panel shows the 'Details' tab for the folder, which includes a preview icon, the folder name, and a 'Who has access' section indicating 'Private to you'.

This screenshot shows the same Google Drive interface as above, but with a 'Share "document"' dialog box overlaid. The dialog allows selecting a recipient (firdaus.jahan@rungta.org) and setting their role to 'Viewer'. There is also a checked checkbox for 'Notify people'. A message input field is present at the bottom of the dialog. The background shows the same folder structure as the previous screenshot.

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 navigation bar with a back arrow, forward arrow, 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 three-dot menu.

The main area is divided into several sections:

- Sources:** A sidebar on the left with a title 'Sources'. It includes a 'Try Deep Research for an in-depth report and new sources!' button, a 'Search the web for new sources' input field, and a 'Web' dropdown. Below these are buttons for 'Add sources' and 'Select all sources'. A specific file 'Unit -3 combinational circuit.pdf' is listed with a checked checkbox.
- Chat:** The central area has a title 'Untitled notebook' with a small icon. It displays a message: '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 message are buttons for 'Save to note', 'Reply', 'Like', and 'Dislike'.
- Studio:** On the right, there's a 'Studio' section with a title 'Create an Audio Overview in: हिन्दी, बांग्ला, తెలుగు, కన్డు, మాన్డు, సార్టి, పెల్చి, తుమ్మి, లెదుంగి'. It contains several cards:
 - Audio Overview** (with a pencil icon)
 - Video Overview** (with a camera icon)
 - Mind Map** (with a brain icon)
 - Reports** (with a document icon)
 - Flashcards** (with a playing card icon)
 - Quiz** (with a question mark icon)
 - Infographic** (with a chart icon)
 - Slide deck** (with a presentation icon)
- A progress bar at the bottom of the studio section says 'Generating report... based on 1 source'.

At the bottom of the page, a note reads '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- χ_5 -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- χ_5 -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

Press 'Space' to flip, '← / →' to navigate

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, Me, For Business, and a 'Try Premium for ₹0' button. Below the navigation is a large profile picture of a man in a red shirt standing outdoors. To the right of the profile picture, there are sections for '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 for updates. The main profile section displays basic information: 'Anshuman Tiwari' (with an 'Add verification badge' button), 'Student at Rungta College of Engineering & Technology Kohka-Kurud Bhilai', 'Bhilai, Chhattisgarh, India' (with a 'Contact info' link), and '16 connections'. Below this are buttons for 'Open to', 'Add profile section', 'Enhance profile', and 'Resources'. Two call-to-action boxes are visible: one for recruiters ('Show recruiters you're open to work — you control who sees this.' with a 'Get started' button) and one for hiring ('Share that you're hiring and attract qualified candidates.' with a 'Get started' button). A 'Suggested for you' section at the bottom also includes a 'View' button and a 'Messaging' icon.

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

All activity

Posts

Anshuman Tiwari • You
Student at Rungta College of Engineering & Technology Kohka-Kurud Bhilai
1m · Anshuman Tiwari
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 · Anshuman Tiwari
I'm happy to share that I've completed my Class-12 INTERMEDIATE at Nalanda English Medium Higher Secondary School!


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

Windows taskbar: Search, File Explorer, Task View, Taskbar Icons (including LinkedIn), Start button, Network, Battery, Volume, Language (ENG IN)

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.

- Write a 100–150 word paragraph on the topic: “Will AI replace jobs or change them?” (This must be written by the student.)
- Ask any AI tool (ChatGPT/Gemini/Copilot) to write the same topic.
- In your practical copy, create a Comparison Table with the headings: I. Human-Generated Content II. AIGenerated Content

The screenshot shows a web-based AI interface. At the top, there's a URL bar with 'gpt.com/c/693b9b11-ac54-8322-8a60-50d285230b92'. Below it, a header bar includes 'ChatGPT' with a dropdown, 'Free offer' with a close button, 'Share', and 'Add people'. The main area has a search bar containing 'will ai replace job or change them in 100-150 words'. The response text is as follows:

AI is more likely to change jobs than completely replace them. Instead of taking away all work, AI will automate routine, repetitive, and time-consuming tasks. This allows employees to focus on creative, analytical, and decision-making responsibilities that machines cannot perform as effectively. Some roles may disappear, but many new opportunities will be created in fields like data analysis, cybersecurity, AI maintenance, automation management, and digital communication. Jobs will evolve to require new skills such as critical thinking, problem-solving, and technological awareness. Overall, AI will transform the workplace by making processes faster and smarter, but human workers will still be essential for innovation, empathy, and complex judgment.

Below the text are several small icons for interacting with the message. At the bottom, there's a feedback section with 'Is this conversation helpful so far?' and a 'grade' button. The footer contains a 'Search' bar, various application icons, and system status indicators like battery level and signal strength.

"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 summaries, 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.