Visvesvaraya Technological University

BELGAUM, KARNATAKA - 590014.

AICTE Activity Report
On

"Helping local to achieve good result and enhance in Higher/technical/Vocational education"

Submitted By

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In partial fulfillment of the requirement for the award of degree of

BACHELOR OF ENGINEERING

IN

COMPUTER SCIENCE AND ENGINEERING

Under the Guidance of
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PES Institute of Technology and Management
Department of Computer Science & Engineering
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PES Institute of Technology & Management

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Department of Computer Science and Engineering

PESITM

education for the real world

CERTIFICATE

Certified that the AICTE activity report entitled "**Helping local to achieve good result and enhance in Higher/technical/Vocational education**" carried out by Mr. **GAGAN R N** USN **4PM22CS040** a bonafide student of **PES INSTITUTE OF TECHNOLOGY & MANAGEMENT** in partial fulfillment for the award of Bachelor of Engineering in **COMPUTER SCIENCE & ENGINEERING** of the Visvesvaraya Technological University, Belgaum during the year **2025**. It is certified that all corrections/suggestions indicated for Internal Assessment have been incorporated in the report deposited in the department library. The report has been approved as it satisfies the academic requirements for the said Degree.

Faculty Advisor **HOD**

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AICTE Activity Evaluation Sheet

Title of the Activity: Helping local to achieve good result and enhance in Higher/technical/Vocational education

Sl.No	Place of conducting activity	Date of Conducting activity	Number of Hours the activity conducted
1	Shrirampura,Shivamogga	31/10/2025	4
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

Activity Points Secured for Conducting the activity _____(max 15)

Activity Points Sectured for Report Submission _____(max 05)

Total Activity Points _____(max 20)

Signature of Mentor

Seal and Signature of HOD

Chapter 1: Introduction

Helping local communities achieve good results and enhancing enrollment in higher, technical, and vocational education involves creating accessible learning opportunities, improving awareness, and offering strong academic support. By organizing community-based learning programs, career counseling sessions, and skill-development workshops, students gain clarity about their future pathways. Collaboration with local schools, industries, and training institutes helps introduce modern technical courses and hands-on vocational training that align with real-world needs. Providing scholarships, mentorship, and bridge courses can significantly improve academic performance and motivate students to continue their education. Overall, these initiatives empower local youth, increase confidence, and boost enrollment in higher and technical education streams, contributing to regional growth and sustainable development.

1.1 Importance of this activity with respect to Government School

This activity is especially important for government schools because it helps bridge the gap between students potential and the opportunities available to them. Many students in government schools come from economically disadvantaged backgrounds and may lack awareness about higher, technical, and vocational education pathways. By providing guidance, skill-development programs, and exposure to career options, this initiative motivates students to aim higher and improves their academic confidence. It also helps reduce dropout rates by showing students the real value of continuing education. Additionally, government schools often have limited career counseling resources, so such activities play a crucial role in connecting students with scholarships, training institutes, and industry opportunities. Overall, this activity strengthens the school's role in empowering students, promoting equal educational opportunities, and supporting long-term community development.

1.2 Government initiatives in this area

Some major Government of India initiatives that directly support higher, technical, and vocational education, especially benefiting government school students:

- **Samagra Shiksha Abhiyan :** A flagship program that integrates school education from pre-primary to Class 12. Introduces vocational education from Class 9 onwards. Provides funds for skill labs, training, career guidance, and teacher training. Ensures equal access for rural and government school students.
- **Skill India Mission:** A national mission aimed at developing skill-based training.Includes key schemes like PMKVY (Pradhan Mantri Kaushal Vikas Yojana): Free skill training for youth in various technical and vocational areas. National Skill Development Corporation (NSDC): Partners with schools and training centers to offer industry-based skills.
- **NEP 2020 (National Education Policy):** Focus The policy strongly encourages:
  Vocational training from early classes ,Internships for school students, Integration of technology and skill subjects in government schools. It aims to make at least 50% of students skilled in vocational areas by 2025.
- **PM SHRI Schools :** E Government is upgrading selected government schools into model schools.
  They include Smart classrooms,Skill labs,Hands-on vocational subjects,Counseling and career awareness programs
- **Rashtriya Uchchatar Shiksha Abhiyan (RUSA):** Supports higher education institutions but indirectly helps government school students through Improved college infrastructure. New technical courses. More enrollment opportunities. Stronger linkages between schools and nearby colleges.

Chapter 2: Description of the activity conducted by you

2.1 Description of the activities conducted and its impact on the society

Our team conducted a series of community-focused educational activities aimed at guiding students especially those from government schools toward higher, technical, and vocational education. These activities included awareness workshops, career counseling sessions, motivational talks, hands-on demonstrations of technical skills, and interactions with role models from various professional fields. We also organized guidance programs on scholarships, entrance exams, and available government initiatives, helping students understand the pathways to continue their education. Through these efforts, students gained clarity about future career options, developed confidence, and became more motivated to pursue higher education.

Impact on Society:
The activities conducted brought a positive and meaningful impact on the school. Students became more aware of the opportunities available in higher, technical, and vocational education, leading to increased motivation and active participation in academics. Teachers observed improved engagement in classrooms as students started setting clearer career goals. The school environment became more future-oriented, with a stronger focus on skill development and career planning. Parents also began showing greater involvement in their children's education after understanding the long-term benefits. Overall, the school witnessed a rise in confidence among students, better academic discipline, and an increased interest in pursuing higher studies, making the school a stronger platform for shaping students' futures.Dropout rates reduced, parents became more aware of educational opportunities, and many students who previously lacked direction are now showing interest in pursuing technical courses, vocational training, and college education. Overall, these activities helped uplift the community by promoting education, improving skill awareness, and contributing to long-term socio-economic development.

2.2 Observations made on existing system and government initiatives

Observations on the Existing System:

- Limited awareness among students: Many students, especially in government schools, are not fully aware of higher, technical, and vocational education options available to them.
- Lack of exposure to modern skills: Schools often have insufficient skill-based learning opportunities, practical labs, or hands-on technical activities.
- Insufficient career guidance: Dedicated career counseling is missing, leading to confusion among students about choosing suitable career paths.
- Economic barriers: Many students come from low-income families, which restricts their ability to pursue higher studies without financial aid.
- Low parental awareness: Parents in rural and marginalized communities often lack information about educational opportunities and government scholarships.
- Infrastructure gaps: Many government schools face limitations in digital classrooms, skill labs, internet access, and trained vocational instructors.
- High dropout tendencies: Lack of motivation, unclear future goals, and financial constraints push many students out of school after Class 10.

Relevant Government Initiatives:

- Encourages community participation and local-level water planning. Samagra Shiksha Abhiyan (SSA): Integrates vocational education at the school level and supports infrastructure development, teacher training, and skill labs.
- Skill India Mission (PMKVY & NSDC): Provides free skill-based training and industry-linked vocational courses for youth, including school dropouts.
- National Education Policy (NEP) 2020: Introduces early vocational exposure, internship opportunities, multidisciplinary learning, and flexibility in choosing skill subjects.
- PM SHRI Schools: Upgrades selected government schools into model institutions with smart classrooms, labs, and skill-based education.
- Digital initiatives (DIKSHA, SWAYAM, e-Pathshala): Offer digital content, textbooks, and free courses to support learning continuity.
- Scholarship programs (NMMS, Post-Matric Scholarships, CSSS): Reduce the financial burden on economically weaker students and increase enrollment in higher education.
- National Apprenticeship Promotion Scheme (NAPS): Encourages students to gain work experience through apprenticeships in industries.

2.3 Suggestion based on your observation to improve the existing system

Based on the observations, several improvements can be suggested to strengthen the existing system:

1. **Introduce Regular Career Guidance Sessions:**
   Schools should conduct monthly or quarterly career awareness programs to help students understand higher, technical, and vocational education pathways.
2. **Strengthen Vocational Training in Schools:**
   Establish well-equipped skill labs and introduce more hands-on activities so students can gain practical exposure to fields like electronics, coding, tailoring, carpentry, and digital skills..
3. **Enhance Teacher Training:**
   Provide teachers with updated training on counseling, digital tools, and modern teaching methods so they can better guide students toward their goals.
4. **Improve Digital Infrastructure:**
   Ensure government schools have access to computers, projectors, internet facilities, and e-learning platforms like DIKSHA and SWAYAM to make learning more interactive.
5. **Increase Awareness About Scholarships & Government Schemes:**
   Conduct awareness drives for students and parents about NMMS, Post-Matric scholarships, PMKVY, and other schemes so financial barriers do not stop students from continuing education.
6. **Parent Involvement Programs:**
   Organize school–parent interactions to create awareness about the importance of higher education and reduce dropout tendencies.
7. **Set Up Mentorship Programs:**
   Connect students with alumni, college students, or professionals who can guide them, share experiences, and motivate them.
8. **Promote Industry Collaboration:**
   Invite local industries, ITIs, and polytechnics to conduct workshops, internships, and demonstrations to improve students' understanding of career pathways.
9. **Establish Counseling Cells in Schools:**
   A small career counseling cell with trained staff or volunteers can help guide students in choosing subjects, courses, and vocational options.

Chapter 3: Photo Gallery

Figure 3.1

Figure 3.2

Conclusion

In conclusion, the activities conducted have played a vital role in empowering students especially those from government schools by increasing their awareness of higher, technical, and vocational education opportunities. Through career guidance sessions, motivational programs, and skill-based demonstrations, we were able to address the existing gaps such as lack of exposure, limited counseling, and low parental awareness. Our observations highlight that while government initiatives provide strong support, students still need proper direction and continued encouragement to benefit from these schemes. The suggestions proposed aim to strengthen the current system, improve digital and vocational infrastructure, and promote a culture of informed decision-making among students. Overall, these efforts contribute to reducing dropout rates, enhancing student confidence, and supporting the long-term educational and socio-economic development of the community.