

**VISVESVARAYA TECHNOLOGICAL UNIVERSITY**

**JNANA SANGAMA, BELAGAVI- 590 018**



**Report**

**on**

**“AICTE Activity Point Programme”**

*Submitted in Partial Fulfillment for the Award of Degree of*

*Bachelor of Engineering*

*in*

*Electronics and Communication Engineering*

**Submitted by**

**Aditya Venkata Sheshu**

**1RN18EC167**

**AICTE Activity Staff Coordinators**

Mr. Sreenivasa Babu M.O

Dr. Nandini K S



ESTD : 2001

**DEPARTMENT OF ELECTRONICS AND COMMUNICATION ENGINEERING**

**RNS INSTITUTE OF TECHNOLOGY**

(AICTE Approved, VTU Affiliated and NAAC ‘A’ Accredited)

(UG programs – CSE, ECE, ISE, EIE and EEE have been Accredited by NBA  
for the Academic Years 2018 - 19, 2019 – 20, 2020 – 21 and 2021-22)

Channasandra, Dr. Vishnuvardhan Road, Bengaluru – 560 098

**2018 – 22**

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## DEPARTMENT OF ELECTRONICS & COMMUNICATION ENGINEERING



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### *AICTE Activity Point Programme CERTIFICATE*

This is to certify that the **AICTE Activity Point Programme** has been successfully carried out by **Aditya Venkata Sheshu** bearing **USN: 1RN18EC167**, bonafide student of **RNS Institute of Technology** in partial fulfillment of the requirements for the award of degree of **Bachelor of Engineering in Electronics & Communication Engineering** of **Visvesvaraya Technological University, Belagavi** during 2018-2022. It is certified that all corrections/suggestions indicated for Internal Assessment have been incorporated in the report. The AICTE Activity Point Programme report has been approved as it satisfies the academic requirements in respect of AICTE Activity Point Programme for the said degree.

.....

**Staff Coordinator**

**Mr.Sreenivasa Babu M.O**

**Dr. Nandini K S**

.....

**NSS Officer**

**Dr. Shobha Prasad**

.....

**Prof. & HoD,ECE Dept.**

**Dr. Vipula Singh**

.....

**Principal**

**Dr. M K Venkatesha**

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## DEPARTMENT OF ELECTRONICS & COMMUNICATION ENGINEERING



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### DECLARATION

I, **Aditya Venkata Sheshu** bearing the **USN:1RN18EC167**, student of Bachelor of Engineering, Electronics & Communication Engineering, RNS Institute of Technology, Bengaluru, hereby declare that the **AICTE Activity Point Programme** work has been carried out by me under the supervision and guidance of Department Staff Coordinators submitted by me as a partial fulfillment for the award of **Bachelor of Engineering** degree in **Electronics and Communication Engineering** from **Visvesvaraya Technological University, Belagavi** during **2018-22**. I also declare that, this work has not been submitted previously for the award of any degree or diploma, by me, to any institution.

**Aditya Venkata Sheshu**

**1RN18EC167**

# ACKNOWLEDGEMENT

I thank **Mr. Satish R Shetty**, MD, RNS Trust, for his continuous support in providing amenities to carry out this course at RNS Institute of Technology.

I am grateful to **Dr. M K Venkatesha**, Principal, RNS Institute of Technology for providing me excellent facilities and academic ambience for carrying out this work at RNSIT.

I express my thanks to **Dr. Vipula Singh**, HoD, ECE Dept. for her valuable support.

I sincerely acknowledge and thank the support extended by Mr. Sreenivasa Babu M.O and Dr. Nandini K S, Staff Coordinators during the execution of AICTE Activity Point Programme.

I am also grateful to **Dr. Shobha H Prasad**, NSS Officer, RNSIT and **Dr. Mallikarjun H M**, Staff Coordinator, Youth Red Cross Society, RNSIT for their valuable guidance, suggestions and cheerful encouragement during the AICTE Activity Point Programme.

Finally, I take this opportunity to extend my gratitude and respect to my parents, all teaching and non-teaching staff of the Department and all my friends who have directly or indirectly supported me during the period of my AICTE Activity Point Programme.

**Aditya Venkata Sheshu**

**1RN18EC167**

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Apart from technical knowledge and skills, to be successful as professional, students should have excellent soft skills, leadership qualities and team spirit. They should have entrepreneurial capabilities and societal commitment. In order to match these diverse requirements, AICTE has created a unique mechanism of awarding Activity points over and above the academic grades.

Degree Programme	Total Years for Points	Activity points prescribed by AICTE (minimum)
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1 <sup>st</sup> Year Regular	1 <sup>st</sup> to 4 <sup>th</sup> Year	100	50 **
2 <sup>nd</sup> Year(3 <sup>rd</sup> Sem) through lateral entry or transfer from other University	2 <sup>nd</sup> to 4 <sup>th</sup> Year	75	25 **

\*\* VTU Circular Ref.: VTU/BGM/BOS/A9/2020-21/447 Dated: 27-04-2021, 100 points has been reduced to 50 points and 75 points has been reduced to 25 points due to COVID-19 Pandemic.

ONLY for 2018-19 and 2019-20 Admitted Batches.

- **Duration of the program:** anytime during the semester weekends and holidays, as per the interest and convenience of the student from the year of entry to the program. However, minimum hours specified must be satisfied. AICTE recommends **300-400 hours Activity Programme** for each degree student for Community Service and allied Activities. Here **40 – 45 hours** are equivalent to **1 week. 2 weeks (80-90 hrs) ----- 20 Points.**
- These activities will be **coordinated by NSS/NCC/Sports/SAGY Coordinator or TPO of the Institute.** The student will be provided a **certificate from the concerned coordinator and Institutional Head.** Every student is required to **prepare a file/report containing documentary proofs of activities,** done by him/her. This file/report will be duly verified by the concerned evaluator.
- The student should earn at least **100 activity points** before he/she appears for his/her Final Examinations. The points students have earned will be reflected on the students' transcript. However, there will be neither grades/ marks for these points nor will there be any effect on SPI/ CPI/ CGPA etc.
- In case students fail to earn the prescribed activity points, eighth semester Grade Card shall be issued only after earning the required activity points. The consolidated report of activity points earned by the students will be sent to the University. A notification in this respect will be issued by Registrar(Evaluation), VTU, Belagavi.
- Following **suggestive activities** may be carried out by students in teams as per their choice:
  1. Prepare and implement plan to **create local job opportunities.**
  2. Prepare and implement plan to **improve education quality in village.**
  3. Prepare an actionable **DPR of Doubling the Village Income.**
  4. **Developing Sustainable Water Management System.**
  5. Prepare and improve a plan to **improve health parameters of villagers.**
  6. Developing and implementing of **Low-Cost Sanitation Facilities.**
  7. Prepare and implement plan to promote **Local Tourism through Innovative Approaches.**
  8. Implement/ Develop **Technology solutions which will improve quality of life.**
  9. Prepare and implement **solution for energy conservation.**
  10. Prepare and implement plan to **Skill Village youth and provide employment.**
  11. Develop localized techniques for **Reduction in construction Cost.**
  12. Prepare and implement plan of **sustainable growth of village.**
  13. Setting of Information **imparting club for women leading to contribution in social and economic issues.**
  14. Developing and managing **Efficient garbage disposable system.**
  15. Contribution to any **national level initiative of Government of India.** For eg. **Digital India/ Skill India/ Swachh Bharat** Internship etc.

## Work Content

<b>Sl. No.</b>	<b>Activity Head #</b>	<b>Performance Appraisal / Points earned (To be Filled by Coordinators)</b>	<b>Remarks</b>
1	Digital India and Household Survey		
2	Envelope making and Gift wrapping		
3	Swachh Bharath Abhiyan		
4	Awareness of Govt. Schemes for Women and Children		
5	Women safety mobile application by DURGA, India		
6	2-week Technical Training conducted by Falcon, Dept of ECE		
<b>TOTAL ACTIVITY POINTS EARNED</b>			

# Suggested to include activities to improve education quality in the village, Doubling the Village Income, Water Management System, health parameters of villagers, etc. as listed in suggestive activities.

# **Activity 1: DIGITAL INDIA AND HOUSEHOLD SURVEY**

## **Summary with Key Components/ Ideas involved:**

The activity involved a visit named Ganakallu in southern rural district of Bengaluru. We performed a survey that consisted of basic queries regarding their status of livelihood as we aimed to get an idea about the problems they were facing and educate them about possible solutions . This involved Understanding their needs and conveying them the advantages about various Govt schemes that they could look into to solve the specific issue they were facing .

## **Knowledge and Understanding:**

1. All the recent technological developments in every field.
2. Employment opportunities to boost their incomes .
3. Understanding the needs of every household to make sure they have the knowledge about the basic facilities they could make use of.

## **Professional Values and practices:**

1. Increase knowledge in fields such as social research.
2. Survey is often used to get to know about the thoughts, opinions, and feelings of others.
3. Be updated with the things happening around us and the world.

## **Your Strengths and areas for further development:**

1. Communication irrespective of language and notional barriers
2. Surplus information about Digital India and other valuable Govt. schemes.
3. Knowledge related to the survey.

## **Outcomes/ Takeaways:**

1. Able to understand people's problems and needs.
2. Had an interactive talk in order to make people free to express their thoughts.

Evaluated by (Signature):

## **Documentary Evidence (Photos/ Questionnaire Format/ Implementation Plan/ Any supporting documents)**

To complete our activity , we had chosen a village named Ganakallu under the block of Banashankari 6<sup>th</sup> stage, Bengaluru. Our college, RNS Institute of Technology had taken up this village in order to perform this social activity as we also took the Head of Panchayath's permission.

We conducted the household survey to collect the socio-economic status of the villagers, and how well they have adapted the modern equipment and technological developments.

As we stepped into the survey, one of the first noticeable things was their slight hesitation at times which we subsided by ensuring their safety and trust from their side which was primarily essential. We then started asking questions required for our household survey form. They did answer all our questions happily and we were convinced with the answers too.

As we started to gather information, we noticed that many of them seemed to be unemployed and the majority of them didn't have any idea about Govt. schemes and also about Digital India. So, we explained to the villagers about Digital India and how it can be used to gain employment opportunities and also briefed them about Govt. schemes that might seem helpful according to their social and financial status. Good thing is that majority of the villagers had Aadhar and bank accounts which are quite essential these days. As per their response, the village has a good irrigation system and is mainly dependent on livestock and agricultural farms.

Forms used for the survey are attached below.



**UNNAT BHARAT ABHIYAN (UBA) Baseline Household Survey Form**

Village: GANAKALLU Gram Panchayat: BBMP  
 Ward No. 198 Block: BSK 6TH STAGE 11TH BLOCK  
 District: BENGALURU State: KARNATAKA

**1. Respondent's Profile**

Name: <b>MARIRAMAYYA</b>	Gender: <input checked="" type="checkbox"/> Male / Female / Others	Age (Yrs.): <b>45</b>
Relationship with Head of Household: <b>HEAD OF THE HOUSE</b>		Contact Number:

**2. General Household Information (Tick appropriate option)**

Name of the Head (Household): <b>MARIRAMAYYA</b>	Male / Female <input checked="" type="checkbox"/> Male / <input type="checkbox"/> Female	No. of family members: <b>4</b>
Category: Gen / SC / ST / <input checked="" type="checkbox"/> OBC	Poverty Status: <input checked="" type="checkbox"/> PL / <input type="checkbox"/> BPL	
Own House: <input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No	Type of House: <input checked="" type="checkbox"/> Kutcha / <input type="checkbox"/> Semi Pucca / <input type="checkbox"/> Pucca / <input type="checkbox"/> Homeless	Toilet: <input checked="" type="checkbox"/> Private / <input type="checkbox"/> Community / <input type="checkbox"/> Open Defecation
Drainage linked to House: <input checked="" type="checkbox"/> Covered / <input type="checkbox"/> Open / <input type="checkbox"/> None	Waste Collection System - <input checked="" type="checkbox"/> Door Step / <input type="checkbox"/> Common Point / <input type="checkbox"/> No Collection System	Compost Pit - <input type="checkbox"/> Individual / <input checked="" type="checkbox"/> Group / <input type="checkbox"/> None
		Biogas Plant: <input type="checkbox"/> Individual / <input type="checkbox"/> Group / <input type="checkbox"/> Community / <input checked="" type="checkbox"/> None

**3. Family Member Information (Fill appropriate option)**

Sr. No.	Name (First name)	Age (Yrs.)	Sex M / F / O	Level of Education Code <sup>1</sup>	Going to AWC / School / College Code <sup>2</sup>	Aadhaar Card (Y/N)	Bank A/C (Y/N)	Computer Literate Y/N	Social Security Pension <sup>3</sup>	Major Health Problems, if any	MNREGA Job Card Y/N	Self Help Groups Tick against member involved	Occupations Code <sup>4</sup>
	EERAMMA	45	F	1	4	Y	Y	N	0	N	N	-	7
	VEERAPPA	51	M	5	4	Y	Y	N	0	N	N	-	3
	MARIRAMAYYA	45	M	5	4	Y	Y	N	0	N	N	-	3
	REVANNA	72	M	1	4	Y	Y	N	0	N	N	-	3

**4. Migration Status in a family**

Does any member of the household migrate for Work?	Yes / <input checked="" type="checkbox"/> No
If Yes How many members of the family migrated	-
Family migrates for how many days/ months?	-
Since how many years the migration is taking place?	Yes / <input checked="" type="checkbox"/> No

<sup>1</sup>Not Married - 1, Married - 2, Widowed - 3, Divorced/Separated - 4<sup>2</sup>Not Literate - 01, Literate - 02, Completed Class 5 - 03, Class 8<sup>th</sup> - 04, Class 10<sup>th</sup> - 05, Class 12<sup>th</sup> - 06, (7) Diploma - 07, Graduate - 08, Post Graduate/Professional - 09 (write the highest level applicable)<sup>3</sup>Going to AWC - 01, School - 02, College - 03, Not Going - 04, Not Applicable - 05 (write the highest level applicable)<sup>4</sup>No Pension - 0, Old Age Pension - 1, Widow Pension - 2, Disability Pension - 3, Other Pension - 4 (mention)<sup>5</sup>Gen - 01, SC - 02, ST - 03, OBC - 04<sup>6</sup>Farming on own Land-01, Sharecropping /Farming Leased Land-02, Animal Husbandry-03,Pisci-culture/Poultry-04,Fishing-05, Skilled Wage Worker-06, Unskilled Wage Worker-07, Salaried Employment in Government-08, Salaried Employment in Private Sector-09, Weaving-10, Other Artisan (mention)-11, Other Trade & Business-12



## UNNAT BHARAT ABHIYAN (UBA) Baseline Household Survey Form



### 5. Information of Government Schemes

S. No.	Name	Beneficiary Individuals (In Number)	Beneficiary Household (Y/N)
1	PM Jan Dhan Yojana	2	
2	Sukanya Samridhi Yojana	2	
3	Mudra Yojana	0	
4	PM Jivan Jyoti Bima Yojana	1	
5	PM Suraksha Bima Yojana	3	
6	Atal pension Yojana	3	
7	Kaushal Vikas Yojana	0	
8	Janani Suraksha Yojana	0	
9	Fasal Bima Yojana	N	
10	Kisan Credit Card	N	
11	Krishi Sinchal Yojana	N	
12	Swachh Bharat Mission Toilet	Y	
13	Soil Health Card	N	
14	PM Ujjwala Yojana	N	
15	PM Awas Yojana	N	

### 6. Source of Water (Distance from source in km)

Source of Water	Yes / No	Distance
Piped Water at Home	<input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No	
Community Water Tap	<input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No	
Hand Pump (Public / Private)	<input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No	
Open Well (Public / Private)	<input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No	
Mode of Water Storage (Community/Individual)		
Any other source (mention)		

### 7. Source of Energy and Power (Tick appropriately)

Electricity Connection to Household:  Yes /  No

Electricity Availability per day (hours): 20

Lighting: Electricity /  Kerosene / Solar Power

Mention if Any Other: \_\_\_\_\_

Cooking: LPG / Biogas / Kerosene /  Wood /  Cow Dung / Agro-Residues / Electricity

Mention if Any Other: \_\_\_\_\_

If cooking in Chullah:  Normal /  Smokeless

SN	Appliances	Nos.	Duration/day (in hours)
1.	-	-	-
2.			
3.			
4.			
5.			

6.	-	-	-
7.			
8.			
9.			

### 8. Landholding Information (in Acres)

1. Total	2	2. Cultivable Area	2
3. Irrigated Area	2	4. Un irrigated Area	-
5. Barren/Waste land area	-	6. Uncultivable Area	-

### 9. Agricultural Inputs

Particulars	Tick appropriately	If Yes, Fertilizer Use(Kg/Acre)
Do you use Chemical Fertilisers	<input checked="" type="checkbox"/> Yes/No	5
Do you use Chemical Insecticides	<input checked="" type="checkbox"/> Yes/No	3
Do you use Chemical Weedicide	<input checked="" type="checkbox"/> Yes/No	2
Do You use organic Manures	<input checked="" type="checkbox"/> Yes/No	3

Irrigation:  Canal /  Tank /  Borewell /  River/Other /  None

Irrigation System:  Drip /  Sprinkler /  Flooding/  None

### 10. Agricultural Produce in a normal year (Top 5)

S. No.	Crop	Area under the Crop in Prev. Year (Acre)	Productivity (in quintals per Acre)
1	1	1	8
2	1	1	7
3			
4			
5			

### 11. Livestock Numbers (in numbers)

Cows: 2	Buffalo: _____	Goats/ Sheep: 13
Calves: 1	Bullocks: 1	Poultry/ Ducks: _____
Others (mention): _____		
Shelter for Livestock: Pucca / <input checked="" type="checkbox"/> Kucha / Open		
Average Daily Production of Milk(Litres): 8		
Animal Waste/Cow Dung (in Kg.): 3		

### 12. Major problems in village, if any (Top 3)

Problems	Possible Suggestions by villagers
WASTE DISPOSAL	MUNICIPAL VANS

Schedule Filled By (Name & Sign): VINEETH KUMAR KORI  
 Date of Survey: 17-02-2020

17-02-2020

## **Activity 2: Envelope making and Gift wrapping**

### **Summary with Key Components/ Ideas involved:**

The key idea of this activity , motivated by swachh Bharat was to ensure the cleanliness and spread knowledge about the importance and harmful effects of plastic waste . We performed this by cleaning the neighborhoods in groups of students.

### **Knowledge and Understanding:**

1. Awareness about recycling
2. Paper might be the replacement for plastic but is still harmful in some or other means.
3. Taught the villagers about paper origami.

### **Professional Values and practices:**

1. Avoiding the use of plastic and incorporating other alternatives
2. Non degradable materials can cause devastating effects and it is important to take small steps by each individual in order to tackle this
3. Usage of paper instead

### **Your Strengths and areas for further development:**

1. Reduce and recycle plastic.
2. Creating alternatives for plastic use.
3. Creating awareness about the ill effects of burning plastic.

### **Outcomes/ Takeaways:**

1. Contributing to the society and its needs is something very special as it goes a long way in terms of motivating others in the locality and spreading positivity
2. Communicating and Understanding people with difficulties and different livelihoods was a memorable experience as it gave me a sense of perspective and motivation to do more of such essential things for the society.

Evaluated by(Signature):

## **Documentary Evidence (Photos/ Questionnaire Format/ Implementation Plan/ Any supporting documents)**

We first gathered at a place, collected some newspapers, and started making envelopes using them. We started making envelopes with the help of several ideas we had in our mind and handcrafted as many envelopes as possible. We also took YouTube's help and many showed up and it was quite enjoyable due to others' participation. Origami techniques were used to make an envelope.

We left for the village by bus at around 10:00 AM from our college campus. As soon as we reached, we started distributing those envelopes and people were kind enough to accept these as it was also a token of friendly introduction by us students and people from the institution to the localities of the village. We also started wrapping up gifts for the villagers and distributed it to them.



## **Activity 3: SWACHH BHARAT ABHIYAAN**

### **Summary with Key Components/ Ideas involved:**

The key agenda of this activity to clean the surroundings of the locality such as roads and neighborhoods where there was waste and make sure the environment was clean

.

### **Knowledge and Understanding:**

1. What does Swachh Bharath means and what is its aim.
2. The basic idea is to create awareness about cleanliness as Swachh Bharat aims for a clean India.
3. To understand its effects if not done regularly.

### **Professional Values and practices:**

1. It is good if we practice these professional activities regularly.
2. Human involvement is required for this to lead to a better and clean future.
3. Need to take good care of our environment.

### **Your Strengths and areas for further development:**

1. Active involvement in these Abhiyan.
2. Keep our surroundings clean.
3. Stay healthy and lead a healthy life.

### **Outcomes/ Takeaways:**

1. Swachh Bharat's agenda was implemented as we successfully cleaned the neighborhoods.
2. It was motivating and enjoyable to see everyone join in as we gathered in groups of students covering a wide area of the village to clean its surroundings.

Evaluated by(Signature):

## Documentary Evidence (Photos/ Questionnaire Format/ Implementation Plan/ Any supporting documents)

At 9:00 AM we took brooms and stepped into the bus to clean a village called Ganakallu. As Maha Shivaratri, a festival widely celebrated across India was nearby, villagers started to clean the temple surroundings as it was followed by our ancestors for the betterment of the village.

Our intentions were clear, we had to clean the temple surroundings, so we divided into groups and started cleaning from one of the corners. All of us lead a helping hand, hence we managed to clean the temple surroundings within 2 hours. We dumped all the waste in a single place and took some pictures as they act as proof of the activity. Later on, we played cricket for while and returned to our college.



## **Activity 4: Awareness of Govt. Schemes for Women and Children**

### **Summary with Key Components/ Ideas involved:**

The key objective of this activity was to get involved in spreading that awareness about the different Govt. schemes that are available for women and children across India.

### **Knowledge and Understanding:**

1. Knowledge and understanding of the law relating to pension.
2. Knowledge about schemes that are relevant to an issue.
3. Schemes that were said should be updated.

### **Professional Values and practices:**

1. Awareness-related acts.
2. To make the villagers feel free to approach us.
3. So that we can explain these schemes to them and assist them as much as possible.

### **Your Strengths and areas for further development:**

1. All the information related to these schemes is known to us.
2. As they are updated regularly, so do we.
3. Help people who are not benefited from these schemes.

### **Outcomes/ Takeaways:**

1. Felt enthusiastic as many of us led the team.
2. Did the needful to the villagers.

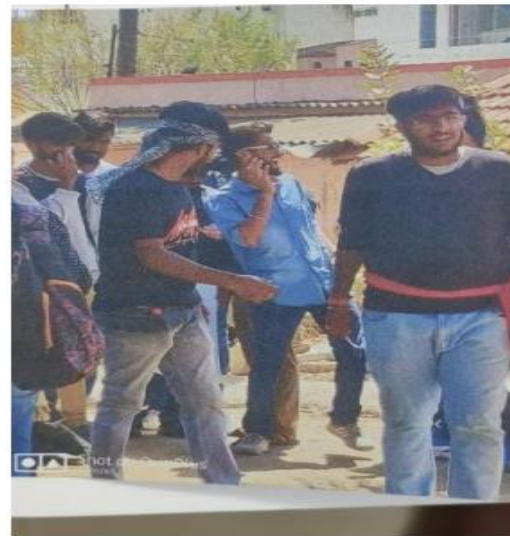
Evaluated by(Signature):

## **Documentary Evidence (Photos/ Questionnaire Format/ Implementation Plan/ Any supporting documents)**

Early in the morning, nearly 9:00 AM, we gathered at the college as we took a lot of information about various Govt. schemes online . This information was also available in the local language which was at times easier for us who understood the language to explain to the villagers. We wrote all the information related to these schemes in a book and circulated the same to our group mates.

We also reached the anganwadi, to spend some quality time with kids there. We were divided into 4 teams, each team would handle kids for 20 mins. Our team was B2. I got involved in distributing chocolates to the kids and making them do some fun activities which was very enjoyable seeing the smiles on their faces

As soon as we entered the village, we started to share the information with the villagers and they were quite happy with all the information getting into their minds. At the end of the activity; nearly at 10:45 AM, a small skit related to women's empowerment was performed which was stupendous and insightful and before the skit was performed, once again details about the majority of the Govt. schemes were explained in Kannada by one of our fellow mates.





## **Activity 5: Women Safety Mobile Application by DURGA, India**

### **Summary with Key Components/ Ideas involved:**

This was a very interesting part of the AICTE Activity that happened after the village visit . It involved discussing about some key issues in the society with an open mindset . It was essential to understand with others as well as the host , the vast range of problems we are facing as a society as it involved discussions , debates and any other scenarios .

### **Knowledge and Understanding:**

1. Knowledge about different scenarios happening around us.
2. Knowledge about how to survive in any kind of situation.
3. Information about DURGA and how it works.

### **Professional Values and practices:**

1. Debates that happened during these sessions had a lot of impact on my communication skills.
2. We could able to speak with a lot of courage.
3. Share our ideas.

### **Your Strengths and areas for further development:**

1. Communication and interpersonal skills.
2. To overcome the fear of talking in front of a crowd.
3. Learn to respect everyone's opinion.

### **Outcomes/ Takeaways:**

1. Interactive sessions that encouraged opinionated discussions that boosted my motivation to get involved with an open mindset and care for the society.
2. I enjoyed every session as it was different and enthusiastic in their own ways and planned out very well

Evaluated by(Signature)

## **Documentary Evidence (Photos/ Questionnaire Format/ Implementation Plan/ Any supporting documents)**

### **Day 1: Women empowerment (08/06/2021; 2:00 PM-3:00 PM)**

Discussion involving women who are working in the majority of the sectors so which basically led to women empowerment which is male independent and this was the conclusion for Day 1.

Session ended with a “feeling check”.

### **Day 2 and 3: QnA Session (09/06/2021 and 10/06/2021; 2:00 PM-3:00 PM)**

The first question was: Why should gender be present in the form during job recruitments or anywhere in job fields as jobs shouldn't be dependent on gender. All genders should get equal respect. Some of the stereotypes which are still in use shouldn't be followed like women are only confined to the kitchen shouldn't be the case these days. Session ended with a “feeling check”.

### **Day 4 and 5: Debate (11/06/2021 and 12/06/2021; 2:00 PM-3:00 PM)**

The topic for the debate was: “Men are more aggressive than women” and “arrange marriage is one of the ways for making love”. As we know that in a debate if one's supporting a topic the other must oppose since the topics were difficult majority of the answers were unanimous. And many share their perspectives including me.

### **Day 6: Different Stereotypes (15/06/2021; 2:00 PM-3:00 PM)**

Stereotypes refer to a generalized behavior about a particular category of people/things which we follow. So, we were asked to mention all the stereotypes that we followed and are following to this date.

### **Day 7: Extempore (16/06/2021; 2:00 PM-3:00 PM)**

In this session, we had to talk about a particular topic for some time, and the topic was “life without the internet”. As we know that in this generation internet is everything and without which it is difficult to spend time. We expressed our opinions and also had a talk on advertisements which are telecasted on TVs.

### **Day 8: Dare (17/06/2021; 2:00 PM-3:00 PM)**

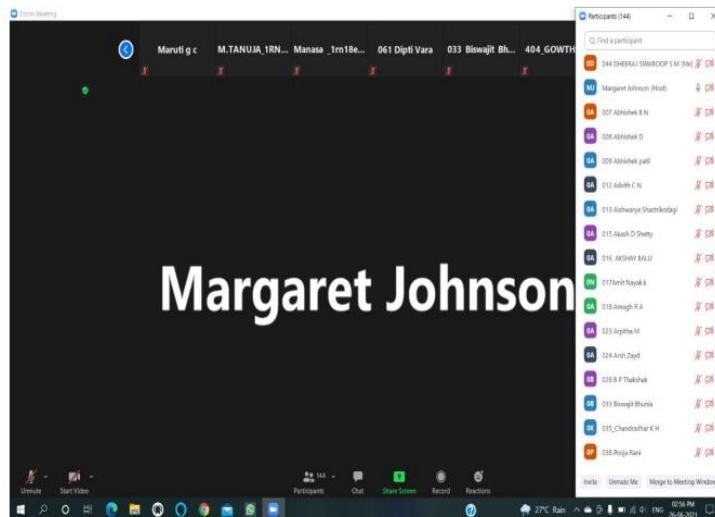
Today it was about dare which means to have the courage to do anything. Discussed all the things that we didn't dare to do during the pandemic and discussed the alternatives that were possible.

## Day 9: Imagination (Day 6: 18/06/2021; 2:00 PM-3:00 PM)

We were split into groups and were added to breakout rooms. The topic given to us was – “If you land on an island out of nowhere, what would you do? And how do you picture that island to be? What does it have?”. This was the most interesting session as all our creativity was poured into the activity. When each group was called to tell everyone about their ISLAND, it was fun and intriguing to listen to such imaginative ideas. The session, as usual, ended with a “feeling check”.

## Day 10: Activity feedback (26/06/2021; 2:00 PM-3:00 PM)

This was the last session of the DURGA activity and it was just formal feedback-seeking session. So, we had nothing much to speak on. Event coordinators Nandini mam and Sreenivas Babu sir thanked DURGA coordinators for conducting the sessions.



## **Activity 6: 2-week Technical Training conducted by Falcon, Dept of ECE**

### **Summary with Key Components/ Ideas involved:**

This was a 2-week technical training program in the field of our study that allowed us to have a hands-on session and valuable fundamental experience on various hardware components and also the software used to run them. Team FALCON conducted this program as some key concepts and their implementations were explained.

### **Knowledge and Understanding:**

1. Knowledge about the working of various components.
2. Knowledge about soldering.
3. Knowledge about PCBs

### **Professional Values and practices:**

1. Software used for PCB design.
2. Simulation in Multisim and generating Gerber file
3. Simulation of circuits using Proteus Software.
4. Compiling the code on Keil.

### **Your Strengths and areas for further development:**

1. Able to make own PCB designs.
2. Knowledge about the procedure involved in compiling code.
3. Knowledge about how components internally work.

### **Outcomes/ Takeaways:**

1. Learnt about the essential concepts on PCB's( Printed Circuit Boards ) and their design
2. Simulation of different circuits was inferred and understood

Evaluated by(Signature):

# Documentary Evidence (Photos/ Questionnaire Format/ Implementation Plan/ Any supporting documents)

This 2-week technical training/workshop was conducted by the FALCON team of the ECE dept. Initially, we were provided with the information on the basics of every component and their working. Later on, we were taught about soldering and what are the precautionary measure that we have to take while soldering. Using this we designed a PCB for some basic circuits.

Rest of the days, the FALCON team helped us in simulating circuits using software like Proteus and also how to compile codes using Keil. We worked on things like Inverters, Synchronous and Asynchronous counters, Serial and Parallel adders, etc. Overall, every session was helpful as we were learning new things every minute.

