

SmarVey - The Smart Survey

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Abstract—To devise a system to assess the various skills of the students in both technical and non technical skills and help the students with required recommendations that can help them improve their skills.

Keywords—Non technical assessments; student evaluation; assessment software;

I. INTRODUCTION (HEADING 1)

The current generation of higher studies emphasizes on the development of student in all

aspects of career. But, what it also does is make the student consider only the core related job domains and opportunities. But while all this is done, we overlook the talents and skills a person has imparted beyond the curriculum while pursuing hobbies and interests. This software and assessment system is being devised for the same and students can be helped if they want to pursue the talents and skills as a career option. This system therefore aims at capturing as many activities which can add value to a person.

The data was collected and all the software was available as the open source ones and the works completed on the same. The data in reference to the various skills was collected with inputs taken from Mr. Suresh Reddy, (Assistant Professor, CDC-HITAM) and Mr. SiddharthRaut, (Junior Scientist, DRDL). Also, the primary inputs and implementation was carried out with association from Mrs. Shravani, (Associate professor, CSE dept.-HITAM). All these people have provided valuable inputs for the completion of the research work carried out in this domain.

II. EASE OF USE

A. *Classifying the technical and non technical skills.*

All the students have a few skill sets in common which are taught as a part of the standard teaching and syllabus that is provided by the universities. This makes all the students have the same capabilities and skills like the peers. So this is not the set of attributes that divides them. It is the same hobbies they pursue and practice which makes the difference. Hence when they are being pit up against the same group of people, it is these very skills that make the difference at the professional level.

B. *Grouping the Hobbies and Talents.*

The basic skills and characteristics imparted in a person by the various interests which he/she works on widely depends on his pursuits. The most important part is making sure that all the similar hobbies can be categorized into the broader categories, as many of the skills are same across the domain in which these activities fall. This can therefore make it easier to record the default skills imparted by the particular class of such activities.

III. THE GROUPING OF ACTIVITIES.

The standard classification of the hobbies include division of a wide array of hobbies across a set of four basic categories in which they can be associated with each other, and the standard format being the core values which are inculcated while practicing these hobbies. The set of the basic functionalities which are included are the same in these categories. For instance, consider the grouping to be on the activity carried out, and we can get the four major

classifications as follows:

A. *Sports and Music:*

This is the most common set of activities a person pursues for the sake of breaking out from the regular regime. This category can include music, dance, art forms like painting etc. And while all these are being practiced by an individual, he tends to understand and develop the skill sets which help in generating creativity and out of the box thinking capabilities.

B. *Games and Sports:*

This is the next most pursued set of activities, which include the various indoor and outdoor sports and gaming activities, which are done by an individual as part of a hobby. The various indoor and outdoor activities can help the person learn various skills like teamwork, coordination, planning and logical thinking capacities, helping these skills to grow exponentially when compared to the regular people who are not found to be practicing these activities.

C. *Societies and uniformed groups:*

The third category includes the set of students who have interests in the various societies working towards a common goal (usually social) and also the various uniformed groups which might be location/country specific or global. A few examples include Red Cross, scouts and guides, national cadet corps, national social service etc. These organizations impart many principles into the people serving the body which can be both general and specific as per the need of the team.

D. *Events management.*

The last category which has been included is the event management and organizing. This also involves the various other responsibilities and works carried out to organize and conduct a given event. While the person has been getting involved into the mainframe of organizing, he learns multiple skills involved as per need by carrying out the works, which may include spontaneity, problem handling, logistic and resource management etc. to name a few.

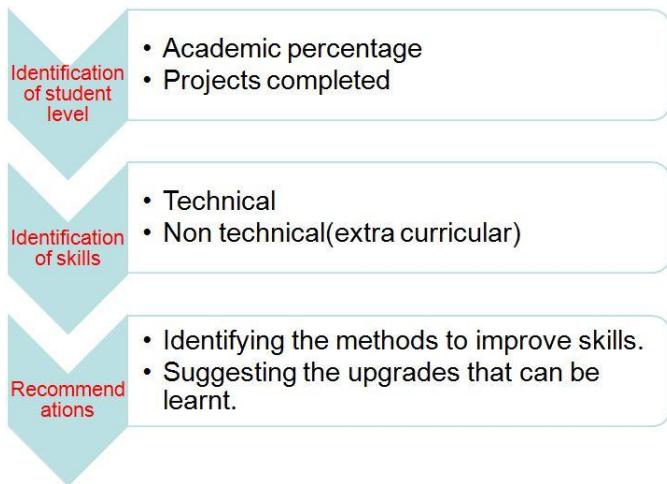
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IV. IMPLEMENTATION

The given software is aimed at helping the students figure out the various skills they possess and how they can actually make it an option which can be pursued as a career choice apart from their actual education based career options. This can help a student convert his talents and skills into profession and grow better compared to being forced into the regular professions.

A. Hierarchical division and working:

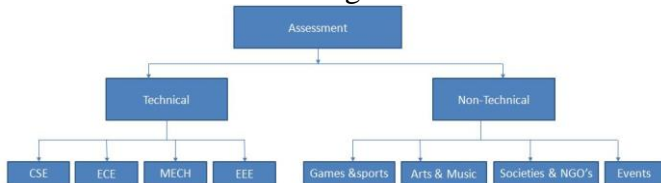
The flow of the events and working process of the system can be shown as:



As shown above, the given data is analysed in the following format with the actual emphasis being the non technical assessments and equal importance being assigned to the recommendations and technical assessments as well.

But being the major concept with scope of better implementation compared to the other two aspects of the project, the non technical assessments were planned keeping in mind the tough nature of prediction of personal skills of an individual.

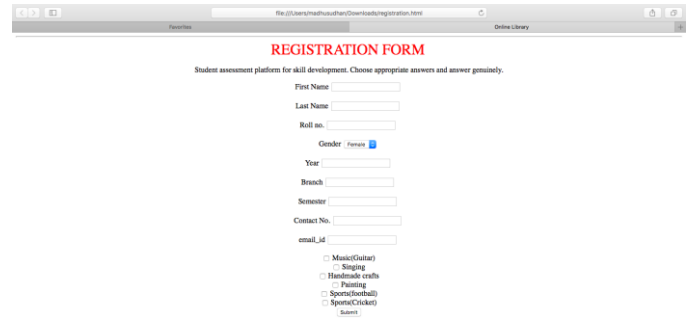
Consider the flowchart given below:



As shown in the chart above, the basic functionality is carried out into two parts and emphasizes on the assessment of the student across both the end of the domains, technical and non technical. The level of recommendation will be

irrespective of the level of the student where a complete document of the various levels involved, the major requirements and growth can be actually shared with student, giving him a complete insight of the requirements to pursue the hobby as a career option.

B. Implementation images:



The above images show the initial and final pages in the system. Given above, we can see the page obtained for the output of the data which is to be furnished to the actual user at the end of the process. The image shows the data returned with respect to the request furnished about cricket and handmade crafts.

This can then be used by the student to realize in which level he is actually pursuing the interests or selected domains

REFERENCES

The links for the various documents as references for the completion of this project are as mentioned below.

The entire python and related developments

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