AN ACTION PROJECT ON GENERATING AWARENESS THROUGH E-TRAINING MODULE ON DIGITAL LITERACY FOR RURAL WOMEN OF VADODARA DISTRICT

April, 2023

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The Action Project Report Submitted in Partial Fulfilment of the Requirements for the Degree of

Master of Family and Community Sciences

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DEPARTMENT OF EXTENSION AND COMMUNICATION,

FACULTY OF FAMILY AND COMMUNITY SCIENCES,

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA, VADODARA

2023

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NOTE

The Examiners are required to keep the following in mind while evaluating the student's project report of either the dissertation work or action project.

The Master students can choose dissertation work or action project for 10 credits. The written report or the dissertation can be of 120 to 130 pages, while the report on action project can be 60 to 80 pages. The Dissertation can be having field try type evaluation using only percentages.

An Action Project must be accomplished by appendices giving account/ physical proof of having conducted the actual project, e.g. Maps, photographs, drawing, samples, attendance records, booklets etc.

At the time of viva voce examination, a student who has carried out an action project maypresent models, charts, equipment, objects, etc. Used in carrying out the project as further proof of the project.

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CERTIFICATE

This is to certify that the project report entitled "**AN ACTION PROJECT ON GENERATING AWARENESS THROUGH E-TRAINING MODULE ON DIGITAL LITERACY FOR RURAL WOMEN OF VADODARA DISTRICT**", has been carried out by the candidate under my supervision and guidance. The matter presented in this report has not been submitted for the award of any other degree or diploma.

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ACKNOWLEDGEMENT

The entire process of the Action Project has been a great learning curve for me. It has given such lifelong experience that can help me in various ways. The project would not have been possible without the support of few extremely gracious and grateful personalities.

First and foremost, I express my deep and sincere gratitude to my Guide ***Dr. Varsha Parikh*** Co-Guide ***Dr. Dhara Bhatt*** for her indispensable guidance, valuable ideas and conscientious attention towards my action project. Her feedback has been instrumental in shaping the action project and giving it the right direction and would be remiss if I did not thank her for the excellent support, wise counsel, valuable comments, fruitful suggestions, constant dedication and encouragement throughout my action project and especially for her confidence in me. It has been an honor to be her M.Sc. student.

I am sincerely indebted to ***Dr. Avani Maniar,*** Head, Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao university of Baroda, Vadodara for her valuable suggestions, advice at various stages of project. I am extremely thankful to ***Prof. Anjali Pahad, Dr. Shivani Mehta, Dr. Dipti Singh*** for her constant guidance, systematic suggestions, advice, and constructive criticism at the time of validation of the tools and throughout project. I would also like to acknowledge and thanks Kalpeshbhai, Soma kaka, Madhaviben and the entire Department of Extension and Communication for their immense cooperation, motivation, and support throughout this project.

I express my special thanks to the ***women*** of Ankodiya village, for their continuous cooperation and interest in this project. I would also like to thank ***Mr. Ulpesh Patel*** Sarpanch of Ankodiya village for his peaceful cooperation and for giving permission for the project. I would also like to thanks ***Ms. Vilashben Raulji*** for her massive support and cooperation and becoming bridge between me and women of Ankodiya village. It would not havebeen possible without her support to select target group. I would also like to thank

Ms. Girija Soni for her advices, support throughout this project.

I thank almighty for giving me such a loving and caring family who supported me in every step. I would particularly like to single out my father ***Mr. Paresh Patel*** and my mother ***Ms. Urvisha Patel*** for their infallible and unparalleled love, patience, enormous moral support, sympathetic ear and dedication which will remain an inspiration throughout my life. I would beat fault if I did not thank my entire family ***Baa, Mota papa, Mota mummy, Kaka, Raj, Harshil, Devanshi, Margi*** for having faith in me, encouraging me, support me throughout this project.

I attribute the milestone of my master’s degree to my father’s and mother’s immeasurablesacrifice, constant encouragement and continuous optimism and thank them from bottom of my heart for giving me strength to chase my dreams.

Last but not the least, I would like to thanks Shiri, Manasi, Pritha and all my dear friends for directly or indirectly assisted me and unconditionally supported me in my project tenure throughout this entire journey and for all the fun we had.

Thank you so much everyone…...!!!!

Shivani Patel

Abstract

Digital literacy has become an essential skill in today's technologically-driven world. However, rural women often face barriers in accessing and utilizing digital technologies due to various socio-economic and cultural factors. Project aims to explore the concept of digital literacy for rural women, focusing on its objectives, information, and conclusion.

The objectives of the project were: (1) to study the profile of selected rural women and developing an e-training module for them, (2) to impart training on digital literacy through developed e-training module to rural women, and (3) to study the reactions of the rural women regarding the developed e-training module on digital literacy. To achieve these objectives, a comprehensive review of literature on digital literacy, rural women, and empowerment was conducted. Various theoretical frameworks were utilized, including the Digital Divide theory, to guide the project. The review reflected critical information on the challenges faced by rural women in acquiring digital literacy skills. These challenges include limited access to digital infrastructure, lack of relevant content in local languages, gender-based socio-cultural norms, low socio-economic status, and limited education and awareness. The project involved 42 women from Ankodiya village, from Vadodara district. The project was mainly divided into three phases planning, execution and evaluation and feedback. the project is a step in direction of National Digital Literacy Mission. The project worker referred various material to develop e-training module, while referring to the existing material on digital literacy project worker found NASSCOM modules on digital literacy to be apt. Thus, the project worker translated all 7 modules in Gujarati language and made changes in colour, fonts, visual and slide design according to the requirements. The target group for the project were rural women residing in villages of Vadodara district, it was essential that the modules to be in Gujarati. The women participated in training for 3 weeks. The project worker also tried to give them hands on experience. The pre-survey data suggested that the women knew about the smartphones and were using more for WhatsApp and YouTube to watch videos. They were not aware about the functions of various application, e-payments, emailing and cyber security. After going through training the project worker conducted a test, where the selected rural women score very and high. The women were satisfied with the mode of training and did not suggest any changes in e-training module or training method. The women highly appreciated the styles of training, trainer and the e-training module.

In conclusion, this project contributes to the understanding of digital literacy for rural women, identifies challenges, and proposes strategies for empowering rural women through digital

literacy initiatives. The findings can inform policymakers, practitioners, and researchers in developing effective interventions to bridge the digital divide and promote digital empowerment for rural women, ultimately contributing to their socio-economic development and empowerment.

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1.1 Concept of Digital Literacy

Digital literacy has become increasingly important in the current age of technology, especially since the onset of the COVID-19 pandemic, which has forced many aspects of our lives to go digital. In order to be considered digitally literate, individuals should possess the knowledge and skills necessary to operate and navigate digital devices such as computers, laptops, tablets, and smartphones.

The rapid shift towards digitally-enabled business solutions, online education and medical consultations, and the promotion of contactless digital transactions are just a few examples of how technology has established an everywhere presence in our lives. This has made it necessary for individuals to have a level of digital literacy in order to effectively participate in these activities.

However, the current state of digital literacy in India suggests that achieving the goal of 'leaving no one behind' in the digital world is not only dependent on better connectivity through the development of telecom infrastructure, but also on building skillsets among the Indian population, particularly in rural areas.

Without the necessary digital literacy skills, individuals may not be able to fully benefit from the infrastructure that has been put in place, leading to a digital divide between those who are digitally literate and those who are not. This divide can have significant consequences for social and economic development, as it can limit opportunities for education, employment, and access to essential services.

The availability of digital infrastructure is indeed crucial in bridging the gaps in digital access and connectivity, especially in rural areas. However, it is equally important to ensure that the rural population, particularly women, have the digital skills necessary to take advantage of this infrastructure.

The digital divide continues to be a significant issue in many parts of the world, particularly in rural areas. The lack of access to digital technology and the internet has left many rural women behind, resulting in limited opportunities for education, employment, and economic empowerment. This situation has prompted the development of e-training modules for digital literacy, aimed at improving the digital skills of rural women.

Digital literacy is a crucial skill in the 21st century, and it encompasses a range of competencies that enable individuals to use digital technology effectively. These competencies include the ability to use digital devices, access and evaluate information, communicate online, and protect one's privacy and security online. Digital literacy has become an essential aspect of daily life, including accessing healthcare services, education, employment, and social interaction.

Rural women are often disproportionately affected by the lack of digital skills, as they may not have access to the same educational or employment opportunities as their urban counterparts. By providing digital literacy training and resources, we can empower rural women to improve their skills and participate more fully in the digital economy.

Despite the importance of digital literacy, many rural women lack access to technology and digital literacy training. The lack of access to digital technology and training exacerbates existing inequalities, limiting opportunities for economic and social advancement. Therefore, developing e-training modules for digital literacy for rural women is crucial in reducing the digital divide.

The development of e-training modules for digital literacy for rural women has been facilitated by the increasing availability of digital technology, including smartphones and tablets. These devices have become affordable and accessible, enabling rural women to access digital technology and training in remote areas. The e-training modules can be delivered through a variety of platforms, including websites, social media, and mobile apps. These platforms provide a flexible and cost-effective approach to digital literacy training, allowing rural women to learn at their own pace and convenience.

In addition, it is essential to recognize the importance of building digital skills within households. It is often the case that only one member of the household has the ability to operate a computer and use the internet. By expanding digital literacy to multiple members of the household, we can ensure that everyone has access to the benefits of digital technology.

Moreover, digital literacy is not only important for individuals, but also for the wider community. By building digital skills among rural populations, we can promote greater social and economic development, as well as create opportunities for innovation and entrepreneurship. This can ultimately help to reduce the digital divide and promote greater equity in access to digital technology.

In conclusion, while the availability of digital infrastructure is critical, it is equally important to invest in building digital skills among the rural population, especially women, and to promote digital literacy within households. By doing so, we can create a more inclusive and equitable digital world, where everyone has the opportunity to participate in and benefit from the advancements in technology. This can be achieved through government initiatives, private sector partnerships, and community-based university outreached programs that provide training and resources to individuals to enhance their digital skills. By promoting digital literacy, we can create a more inclusive and equitable digital world where everyone has the opportunity to participate and benefit from the advancements in technology.

Digital literacy can be defined as the ability of individuals and communities to understand and effectively use digital technologies for meaningful actions within various life situations. This includes the ability to access, evaluate, and use digital information and technology to achieve goals, solve problems, and participate in society.

A person who is considered digitally literate possesses the knowledge and skills necessary to operate and navigate digital devices such as computers, laptops, tablets, and smartphones. They should also have a basic understanding of digital security, privacy, and ethics, as well as the ability to access and evaluate digital information for accuracy, reliability, and relevance.

Moreover, digital literacy also includes the ability to use various software applications, communication tools, and digital platforms for different purposes. This includes using social media for communication and networking, online banking for financial transactions, and e-commerce platforms for online shopping.

Being digitally literate is important in today's digital age, as technology is rapidly transforming the way we live, work, and interact with each other. Digital literacy allows individuals to participate fully in the digital world and take advantage of the many opportunities it offers.

In conclusion, digital literacy is the ability to effectively use digital technologies for meaningful actions within life situations. Being digitally literate means having the necessary knowledge and skills to operate and navigate digital devices, as well as the ability to access and evaluate digital information for accuracy, reliability, and relevance. By being digitally literate, individuals can participate more fully in the digital world and take advantage of the many opportunities it offers.

1.2 India in Digital World

India has emerged as one of the world's largest and rapidly growing markets for digital consumers, with over 600 million internet users in 2019. The majority of this growth has been driven by consumers in urban areas. Nevertheless, the Indian government's initiatives towards financial inclusion have resulted in an increased adoption of the digital economy in rural India as well. According to the TRAI report, rural internet subscribers currently make up over 38% of the total internet subscribers in the country as of March 2020, which is a significant increase from the approximately 32% in March 2017.

Source: ***www.ibef.org***

Rural India plays a crucial role in the country's economy, contributing around 46% of the national income. Even though India has witnessed a rapid rise in urbanization, the rural population still accounts for a significant portion of the country's population, estimated to be about 66% in recent times. Therefore, it is important to develop the infrastructure and services in rural areas to ensure equitable growth across the country. However, there exists a significant digital divide between urban and rural India. Despite the growing number of internet users in rural India, only about 33% of rural

India has access to the internet, as per the latest TRAI report, compared to 99% in urban India. This digital divide can be attributed to two main factors - lack of infrastructure and digital awareness.

In rural areas, the lack of proper infrastructure such as electricity, roads, and telecommunications network poses a significant challenge in providing adequate digital services. Moreover, the high cost of digital infrastructure installation and maintenance in remote and sparsely populated areas makes it less feasible for internet service providers to offer their services to rural areas.

Apart from the lack of infrastructure, digital awareness is also a significant challenge in rural India. Many people in rural areas lack knowledge about the potential benefits of digital services and do not have the necessary skills to utilize them. As a result, they often do not see the relevance of internet services in their daily lives, and the lack of knowledge and skills hinders their ability to access digital services.

In conclusion, bridging the digital divide between urban and rural India is crucial for promoting equitable growth and development across the country. This can be achieved through developing digital infrastructure and providing digital literacy and awareness programs in rural areas. By doing so, we can ensure that every citizen in the country has access to the benefits of digital services, regardless of where they live.

Table:1 Initiatives of Government of India

Initiatives	**Description**
Bharatnet	Aims to provide broadband access to 250,000 Gram Panchayats (GPs) through a network of Optical Fiber Cable
Common service centers	CSCs are centers through which e-governance and related services will beamed available to villages
Universal Access to Mobile	Aims to provide mobile access to more than 55,600 villages that do not have mobile coverage
Digitization of post offices	Digitization of post offices including setting up centralized data centers networking of all post offices and enabling digital payments.

Source: https://www.ibef.org/government-schemes/digital-india

1.3 What is Digital India?

Digital India is a flagship initiative launched by the Government of India in 2015, with the aim of transforming India into a digitally empowered society and knowledge economy. The program aims to harness the power of technology to bridge the digital divide in the country, promote inclusive growth, and improve access to public services for all citizens.

The Nine Pillars of Digital India are as Follows

1. Broadband Highways: The first pillar of Digital India focuses on creating a robust digital infrastructure across the country. The aim is to connect all rural and urban areas with high-speed broadband networks to enable seamless digital connectivity.
2. Universal Access to Mobile Connectivity: The second pillar of Digital India aims to provide affordable and ubiquitous mobile connectivity to all citizens, especially those living in remote and rural areas.
3. Public Internet Access Programme: The third pillar of Digital India focuses on setting up digital infrastructure such as Common Service Centers (CSCs), Post Offices, and other public spaces to provide free or affordable access to the Internet and other digital services.
4. e-Governance: The fourth pillar of Digital India aims to transform the delivery of government services through digital technology. The focus is on making all government services available online, reducing paperwork, and improving transparency and accountability.
5. e-Kranti: The fifth pillar of Digital India aims to drive digital transformation across various sectors such as healthcare, education, agriculture, and financial services. The goal is to improve service delivery, increase efficiency and productivity, and create new digital opportunities for all.
6. Information for All: The sixth pillar of Digital India aims to create a national digital repository of information and knowledge resources. This includes setting up digital libraries, archives, and other digital resources to promote open access to information for all.
7. Electronics Manufacturing: The seventh pillar of Digital India aims to promote domestic electronics manufacturing and reduce dependence on

imports. The focus is on developing a robust electronics manufacturing ecosystem in the country, creating jobs and boosting the economy.

8. IT for Jobs: The eighth pillar of Digital India aims to create a skilled workforce that is equipped to participate in the digital economy. The focus is on promoting digital literacy, providing digital skills training, and creating new employment opportunities in the IT sector.
9. Early Harvest Programmes: The ninth pillar of Digital India includes a set of flagship projects that are aimed at achieving quick and tangible results. This includes initiatives such as Digital Locker, e-Sign, and National Scholarship Portal, among others.

Digital India is a comprehensive program that aims to transform India into a digitally empowered society and knowledge economy. The program focuses on building a robust digital infrastructure, promoting universal access to mobile connectivity and the Internet, transforming government services through e-governance, and driving digital transformation across various sectors of the economy. Through these initiatives, Digital India seeks to bridge the digital divide, promote inclusive growth, and improve access to public services for all citizens."

Source: https://www.jetir.org/papers/JETIR1802084.pdf

Objectives of Digital India

a. To provide digital infrastructure as a utility to every citizen: This includes providing high-speed internet connectivity in rural and urban areas, building digital highways, and increasing the availability and adoption of digital devices.
b. To enable easy access to digital services: Digital India aims to make it easy for citizens to access digital services like e-governance, digital payments, education, and health care.
c. To promote digital literacy: Digital India aims to create digital literacy programs that can help people become more comfortable with using digital technologies and become a part of the digital economy.

d. To create digital empowerment: The initiative aims to empower citizens through the use of technology, creating opportunities for entrepreneurship and innovation, and promoting digital inclusion across all sections of society.
e. To provide a platform for governance and services on demand: Digital India aims to transform governance by making it more accessible, transparent, and citizen-centric. It aims to create a platform that will enable the delivery of government services and information on demand.
f. Digital India aims to transform India into a digitally empowered society and knowledge economy by providing the necessary infrastructure, access to digital services, and promoting digital literacy and empowerment."

1.4 Problems Faced by Digital India in Rural Areas

While India's digital landscape is rapidly evolving, there are still significant challenges that must be addressed to ensure that the benefits of digitalization are accessible to all citizens, particularly those living in rural areas. Here are some of the key problems faced by Digital India in rural areas:

1. Limited Internet Infrastructure:

   Internet infrastructure in rural areas is often inadequate, with limited availability of high-speed internet and poor connectivity. This can make it difficult for people in rural areas to access online services and information, as well as hinder the growth of digital businesses in these areas.

2. Low Digital Literacy:

   Digital literacy levels in rural areas are generally low, with many people lacking the necessary skills to use digital technologies effectively. This can limit the ability of people in rural areas to take advantage of digital opportunities, such as e-commerce or online education.

3. Limited Access to Devices:

   Many people in rural areas do not have access to the devices necessary to access the internet and digital services. This can include smartphones, laptops, and even basic feature phones. The cost of these devices can also be a barrier, as they are often too expensive for people in rural areas to afford.

4. Language Barriers:

India is a linguistically diverse country, with many languages and dialects spoken throughout the country. This can make it difficult for people in rural areas to access digital content that is only available in certain languages.

5. Lack of Local Content:

There is often a lack of locally relevant digital content in rural areas, which can limit the appeal of digital technologies. For example, e-commerce platforms may not offer products that are relevant to the needs of people in rural areas, while online educational content may not be tailored to local languages or cultural norms.

6. Power Supply Issues:

Many rural areas in India suffer from power supply issues, with frequent power cuts and limited access to electricity. This can make it difficult to use digital technologies, as devices may not be charged or internet connectivity may be disrupted.

7. Digital Divide:

The digital divide between urban and rural areas is widening in India, with urban areas receiving a disproportionate share of investment in digital infrastructure and services. This can perpetuate inequalities in access to digital opportunities and exacerbate existing social and economic disparities.

While Digital India has made significant progress in expanding digital infrastructure and services across the country, there are still significant challenges that need to be addressed to ensure that the benefits of digitalization are accessible to all citizens, particularly those in rural areas. Addressing these challenges will require a concerted effort from government, private sector, and civil society stakeholders, working together to develop innovative solutions and ensure that no one is left behind in the digital age.

1.5 Status of Digital Literacy in Gujrat

This information was given by the Minister of State for Electronics and Information Technology, Shri Rajeev Chandrasekhar in a written reply to a question in Lok Sabha on 21st December 2022.

The Indian Government has been focusing on providing digital literacy to citizens, especially in rural areas, as a means of transforming their lives and ensuring that they benefit from technological advancements. In line with this, the Government has taken several steps over the past seven years.

Source: https://orissadiary.com/

Between 2014 and 2016, the Government implemented two schemes to provide digital literacy to the masses: The National Digital Literacy Mission (NDLM) and the Digital Saksharta Abhiyan (DISHA). The cumulative target of these schemes was to train 52.50 lakh people (one person from every eligible household) across the country, including rural India. A total of 53.67 lakh beneficiaries were trained under these schemes, with around 42% of them being from rural India. However, both schemes have now been closed.

In 2017, the Government approved a new scheme called the Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA) to promote digital literacy in rural India. The scheme aimed to cover 6 crore rural households (one person per household) across the country. To date, over 6.62 crore candidates have been enrolled, and 5.68 crore have been trained, with 4.22 crore candidates certified under the PMGDISHA scheme.
Source: https://orissadiary.com/

In terms of the state-wise achievement under the NDLM and DISHA schemes, Gujarat had enrolled 78,000 beneficiaries, with all of them being trained and certified under the NDLM scheme. However, under the DISHA scheme, out of 5,54,923 enrolments, 4,94,955 people were trained, and 2,56,584 candidates received certification. Overall, the Government's efforts to provide digital literacy to citizens, particularly in rural areas, have yielded positive results, with millions of people benefiting from the schemes implemented.
Source: https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1885365

1.6 Women and Digital Literacy

Digital literacy and inclusion are essential for women in today's world. Unfortunately, the digital gender gap is still prevalent in many countries, including India, where less than one-third of internet users are female. This gap is even wider in developing countries, where women are 12% less likely to use the internet than men.

Several factors contribute to this gap. Firstly, social conditioning often prevents women from making use of ICTs meant to empower them. Many women lack self-confidence, have low self-esteem, and may feel averse to using modern technology due to limited exposure and awareness. Secondly, affordability is a significant barrier for women. Due to poverty and lack of resources, many cannot afford computers or internet services readily. This issue is exacerbated by the fact that women earn, on average, 25% less than men globally. As a result, high internet prices discriminate disproportionately against women.

Source: www.resources.visionias.in

Thirdly, digital skills and education are critical for digital literacy, and women often face several barriers in this regard. Many lack competences in using equipment, and training facilities may not be readily available. Despite slow progress, there is a need for more extensive digital literacy training and Internet access in public institutions.

Fourthly, women in rural areas face even more significant obstacles to gaining digital literacy due to a lack of education, awareness, and accessibility. Furthermore, gender restrictions often prevent them from utilizing ICTs fully.

Finally, online safety is another concern that many women face. Unfortunately, the police and courts are often not equipped to handle ICT-mediated violence and harassment cases, and legislation to protect data and communication privacy is often not implemented effectively. This aversion to digital services can further exacerbate the gender gap in digital literacy.

However, the process of digital literacy and inclusion is crucial for women as it provides them with access to financial services, such as mobile money services, which can empower them to start small businesses and gain greater control over their money and savings. This, in turn, can have a positive impact on their communities, as women globally tend to reinvest around 90% of their income back into their households.

Source: www.resources.visionias.in

In conclusion, bridging the gender gap in digital literacy and inclusion is crucial for empowering women and improving their economic and social well-being. It requires a concerted effort from governments, civil society, and the private sector to provide

affordable access to technology, improve digital literacy training and education, and ensure online safety for women.

1.7 Women, Pandemic and Digital Literacy

India has made significant strides in reducing poverty and improving living standards, with over 270 million people being lifted out of poverty between 2006 and 2016. However, despite this progress, women's economic empowerment remains a persistent challenge. Before the COVID-19 pandemic, the number of women in the labour force in India was alarmingly low, with less than one in four women participating compared to more than three in four men. Unfortunately, the pandemic has only worsened this inequality, exacerbating the existing gender gap in economic participation.

The pandemic has resulted in a disproportionate impact on women, with data from several countries showing that women have lost jobs at higher rates than men. Furthermore, women's employment has been slower to recover even as economies have started to regain momentum. In India, one study estimated that women were twice as likely as men to lose their jobs and were far less likely to regain employment.

These findings can be attributed to the fact that women are overrepresented in sectors of the economy that are most severely impacted by job losses and economic downturns. As a result, women have been particularly vulnerable to the economic fallout of the pandemic.

Source: www.undp.org

In conclusion, while India has made remarkable progress in reducing poverty, the issue of women's economic empowerment remains a challenge. The COVID-19 pandemic has further exposed and widened the gender gap in economic participation, and urgent action is needed to address this issue. Efforts must be made to ensure that women are not disproportionately affected by economic downturns and that they have equal opportunities to participate in the workforce and contribute to the country's economic growth.

1.8 Off Balanced Domestic Responsibilities in Pandemic

The COVID-19 pandemic has had a profound impact on every aspect of life, including domestic responsibilities. The pandemic has disrupted the traditional gender roles in

households, leading to an off-balanced distribution of domestic responsibilities. Here are some of the key factors that have contributed to this problem:

- Increased Caregiving Responsibilities: With schools and day care centers closed due to the pandemic, parents have had to take on increased caregiving responsibilities for their children. This has placed a significant burden on women, who have traditionally been responsible for childcare, and has disrupted the balance of domestic responsibilities in households.

- Work from Home: The pandemic has led to a widespread adoption of remote work, with many employees now working from home. While this has provided greater flexibility for some workers, it has also led to an overlap between work and home life, making it difficult to maintain a clear boundary between the two. This has resulted in an increased workload for many workers, particularly women, who are expected to juggle work responsibilities with domestic responsibilities.

- Lack of Support Systems: The pandemic has led to a reduction in support systems, such as domestic help, extended family, and friends. This has made it difficult for households to manage domestic responsibilities, particularly for working parents who are unable to access external support.

- Unequal Division of Labour: Despite the increased workload on women, domestic responsibilities are still often seen as women's work, and men may not be expected to contribute equally to household chores. This can create a disproportionate burden on women, leading to feelings of exhaustion, frustration, and resentment.

- Mental Load: Women are often responsible for the mental load of managing the household, including planning meals, grocery shopping, and coordinating schedules. This invisible workload can be just as taxing as physical labour and can lead to burnout and stress.

  The off-balanced distribution of domestic responsibilities has far-reaching consequences, both in the short and long term. It can lead to increased stress and burnout for women, reduced productivity at work, and strain on relationships. In the long term, it can perpetuate gender inequalities and limit women's opportunities for career advancement.

To address this problem, there is a need for collective action from individuals, families, and society as a whole. Employers can provide flexible work arrangements that allow workers to balance work and domestic responsibilities, and governments can provide financial support to families for caregiving responsibilities. Families can work together to distribute domestic responsibilities more evenly and to support each other in managing the mental load of household tasks. Finally, society can challenge traditional gender roles and work towards creating a more equitable distribution of domestic responsibilities in households.

1.9 Digital Divide Holding Women Back

The digital divide refers to the gap between those who have access to digital technologies and those who do not. This divide can manifest in various ways, including access to the internet, ownership of digital devices, and digital literacy. The digital divide can disproportionately impact women, particularly those in low-income communities and developing countries. Women may have limited access to digital technologies due to financial constraints, cultural barriers, and gender stereotypes that prioritize men's access to technology.

The lack of access to digital technologies can hold women back in several ways. For example, women may miss out on educational opportunities that rely on digital platforms, such as online courses and virtual classrooms. They may also be excluded from job opportunities that require digital literacy, such as in the tech industry. Additionally, the digital divide can limit women's ability to participate in civic life and access important services. For example, digital technologies can enable women to access healthcare services, financial services, and legal services, regardless of their location. Without access to these technologies, women may be isolated from critical resources that can improve their quality of life.

To address the digital divide and promote gender equity, it is important to invest in initiatives that increase women's access to digital technologies, such as providing affordable internet access, offering digital literacy training, and promoting women's participation in the tech industry. By bridging the digital divide, we can help ensure that women have the tools they need to succeed in a digital world."

1.10 The Concept of e-training

The concept of e-training, also known as online training, is continuously evolving and adapting to the advancements in technology and the changing virtual world. While there is no universally accepted definition of e-training, it generally refers to the process of distance learning through the use of electronic media such as the internet, intranet, multimedia, e-books, chat, and discussion groups. e-training provides individuals with access to knowledge on various subjects or specialties, enabling them to improve their scientific level or achieve rehabilitation.

Some definitions of e-training emphasize the role of the internet in facilitating cooperation among trainers and trainees to improve education. Others highlight the use of multimedia technologies to enhance the quality of education by providing easy access to learning materials and promoting distance exchanges and collaboration.

Compared to traditional training, e-training differs in several ways. In traditional training, the trainer is the primary source of training, and information flows in a one-way direction. Training is typically individualized, and the trainee receives or takes knowledge from the trainer. Training programs are often rigid and routine, with a focus on information recall and a lack of consideration for individual differences among trainees.

In contrast, e-training involves interactive two-way information flow and collaborative training. The trainer serves as a guide and facilitator of training resources, and the trainee learns through practice and self-search. e-training often involves problem-solving, analysis, evaluation, and creativity, and takes into account individual differences among trainees. The content of e-training is dynamic and changes over time, with a focus on quality rather than quantity. While e-training may be more cost-effective than traditional training, the relative cost depends on various factors. e-training is a process of acquiring knowledge, skills, and attitudes using electronic media to communicate and receive information, acquire skills, and interact between the trainee and the trainer. It provides individuals with access to learning materials and facilitates collaboration among trainers and trainees, making it a valuable tool for distance learning and education."

1.11 The importance of e-training

In today's fast-paced and digitally-driven world, e-training or online training has become an essential tool for learning and development. e-training refers to the use of electronic media such as the internet, computers, and mobile devices to provide educational content and training to individuals or groups. e-training has gained significant importance due to its numerous advantages over traditional forms of learning.

Flexibility and Convenience: One of the most significant advantages of e-training is its flexibility and convenience. Online training allows learners to access the course material from anywhere, anytime, and at their own pace. This means that learners can schedule their learning around their work and personal commitments, making it easier for them to balance their learning and work-life. e-training eliminates the need for travel, which saves both time and money, making it a cost-effective option.

Personalization: e-training allows for personalized learning, which means that learners can choose the content and courses that best suit their needs and interests. This ensures that learners get the most out of their training, and the material is relevant and engaging for them. Personalization also allows learners to learn at their own pace, which enhances their understanding and retention of the material.

Interactive Learning: e-training provides an interactive learning experience through multimedia content such as videos, animations, and interactive simulations. This engages learners and helps them to understand the material better. Interactive learning also allows learners to practice and apply what they have learned, which reinforces their knowledge and skills.

Access to Global Resources: e-training provides access to a global pool of resources and expertise, which enhances the quality and relevance of the training material. This means that learners can learn from experts and industry leaders from around the world, expanding their knowledge and skills.

Cost-Effective: e-training is a cost-effective option for both individuals and organizations. Online courses are often less expensive than traditional classroom courses, and they eliminate the need for travel and accommodation costs. Organizations can also save on training costs as they can deliver training to a larger audience without incurring additional expenses.

Trackable Learning: e-training allows for trackable learning, which means that learners' progress can be monitored and evaluated. This ensures that learners are meeting their learning objectives and can receive feedback and support when needed. Trackable learning also allows organizations to measure the effectiveness of their training programs, identifying areas for improvement and ensuring that training is aligned with organizational goals. e-training has become an important tool for learning and development due to its numerous characteristics. It provides flexibility, convenience, personalization, interactive learning, access to global resources, cost-effectiveness, and trackable learning. As technology continues to advance, e-training will become an even more integral part of learning and development, helping individuals and organizations to stay ahead in a rapidly changing world."

1.12 E-Training Design and Implementation Phases

- E-Training Design

"During the e-training design phase, the beneficiary of the training collaborates with university professors and specialized training experts to identify future training needs, define clear training objectives, and establish measures to enhance trainee performance. This phase focuses on anticipating and meeting the needs of trainees and improving their skills and knowledge."

- Preparation of e-training content

To create effective e-training courses, it is important to first analyse the actual training needs of the trainees using various methodological approaches and systems analysis. It is also crucial to ensure that the course content is linked to the desired objectives. The content should be scientifically sound, practical, and comprehensive enough to provide a thorough understanding of the subject matter.

- Design of training courses activities

The process of designing and implementing an e-training program involves several key steps. Firstly, the training content should be designed in accordance with technical requirements and standards to ensure an interactive and engaging self-training

experience. The e-training site itself should be designed with multimedia support and a user-friendly environment.

- E-training organization

The training content and site have been established, the e-training organization can begin. This involves determining the duration of the training, holding end-of-course tests, and providing supervision throughout the training period.

- E-Training Implementation

The next step is to implement the e-training program. This involves accessing the e-training system through internet software and logging in with the provided username and password. From there, the trainee can navigate through the site's various pages, including the home page, training content, trainer page, and self-evaluation page. The trainees page also provides a list of enrolled trainees, allowing for communication and collaboration among them.

- E-training evaluation

The process of evaluating e-training modules is based on several key principles and standards. These include having clearly defined training objectives, conducting comprehensive and ongoing evaluations, ensuring coherence and consistency in the training system, and integrating high-quality previous and subsequent training efforts.

1.13 Advantages of e-training Module

E-training modules offer numerous advantages over traditional training methods. For example, they can significantly reduce costs and increase revenues. They also have the potential to reduce learning times by up to 60%. Additionally, e-training modules allow for the capture and communication of expert knowledge, making it easier to manage and share information. They can be accessed on-demand, which enables women to complete training at their convenience from anywhere. Finally, the availability of refresher materials can help reduce the burden of responsibility for mastery, increasing women’s confidence in their ability to succeed.

Overall, the process of designing and implementing an e-training program requires careful planning and attention to detail to ensure an effective and engaging training experience for all participants.

1.14 Justification of the Project

The proposed project aims to adopted an e-training module for digital literacy specifically targeted towards rural women in a village in the Vadodara district of India. With India making significant strides in economic development, it is essential that we do not ignore the importance of empowering women. In today's world, technology has enabled women's voices to be heard globally, making it crucial to ensure that women in rural areas are equipped with the necessary digital literacy skills to keep up with the rapidly changing technological landscape. The project's primary objective is to contribute towards the national goal of achieving digital literacy without any inequality. It will bring about an action-oriented change in the lives of rural women, reducing the digital gap, and empowering them economically and socially. It is essential to note that despite India's rapid economic growth, the majority of the population still resides in rural areas. Therefore, empowering rural women is critical to achieving overall economic growth and development.

Digital literacy is fast, innovative, and cost-effective, making it easily accessible to those living in rural areas. It provides an opportunity for rural populations to connect to the global market, enabling them to tap into new opportunities and enhance their economic growth. Additionally, digital literacy not only empowers women economically but also socially, allowing them to connect with other individuals, communities and organizations.

Furthermore, digital media acts as a support system in their economic as well as social ventures. By acquiring digital literacy skills, rural women will be able to access information, connect with potential customers, and engage in e-commerce activities, which will enhance their economic growth. Additionally, digital media can enable women to learn about their legal rights, access healthcare information and connect with their communities, thereby empowering them socially.

In conclusion, the proposed project will contribute towards empowering rural women through digital literacy, reducing the digital gap and enabling them to connect with the global market.

1.15 Justification of the Target group

For the past 25 years, the Department of Extension and Communication has focused on working with rural women as a target demographic. there is a significant digital divide in India between rural and urban women, with only 34% of rural women and 43% of all women having ever accessed the internet. Rural women encounter a variety of difficulties, including a lack of education, societal restrictions, legal requirements, high production costs, male-dominated society, a lack of self-confidence, and a lack of familiarity with modern marketing techniques.

Addressing these issues is essential to achieving the Sustainable Development Goal (SDG) of gender equality and closing the digital divide between rural and urban areas since they offer a significant barrier to women's empowerment. Rural women have thus been highlighted as a target demographic for digital literacy efforts and programmes meant to advance gender equality.

To encourage women to use electronic tools for communication and education, the Indian government has taken a number of actions. Although many rural women have access to technology, they frequently lack the expertise and understanding needed to use it successfully. For instance, there were women in the village of Ankodiya who had access to technology but were unsure of how to use it.

1.16 Justification of the Project in context of Department of Extension and Communication

The Department of Extension and Communication is a leading institution dedicated to promoting Women Empowerment and Women Literacy. The department has a long-standing commitment to research and action projects focused on digital literacy and women. It has established itself as a prominent institution in the field of Social Sciences, working towards the empowerment of women through various education programmes.

One of the key thrust areas of the department is the promotion of education in digital media and management among women. The department recognizes the importance of technology in today's world and the need to empower women with the necessary skills and knowledge to navigate the digital world. It has been organizing various activities and initiatives to help rural communities, where access to technology and digital resources can be limited.

The department has been conducting research in the field of social sciences for decades, and it is committed to empowering women through various education programmes. The department is very supportive of fieldwork in this area, and it provides extensive support to researchers and individuals working in this area, ensuring that they have access to the resources and expertise needed to conduct successful projects.

The department recognizes the critical role that women play in the development of society, and it is committed to supporting them in all areas of their lives. Women's empowerment is essential for the overall development of society, and the department understands this fact. As such, it has been actively engaged in organizing effective research projects and outreach initiatives that promote women's education and empowerment.

The department's commitment to Women Empowerment and Women Literacy has helped to make significant strides towards achieving gender equality and empowering women in all aspects of their lives. It has been instrumental in bridging the digital divide among women and providing them with the necessary skills and knowledge to succeed in today's digital world.

In conclusion, the Department of Extension and Communication is a vital institution dedicated to promoting Women Empowerment and Women Literacy through various research projects, education programmes, and outreach initiatives. Its commitment to this important cause has helped to make significant strides towards achieving gender equality and empowering women in all aspects of their lives. The department's continued efforts in this area will undoubtedly lead to a brighter and more empowered future for women across the globe.

1.17 Objectives of the Project

- To study the profile of selected rural women.
- To re-design the adopted e-training module in regional language with various features for rural women.
- To impart training on digital literacy through adopted e-training module to rural women.
- To study the reactions of rural women regarding the developed e-training module on digital literacy.

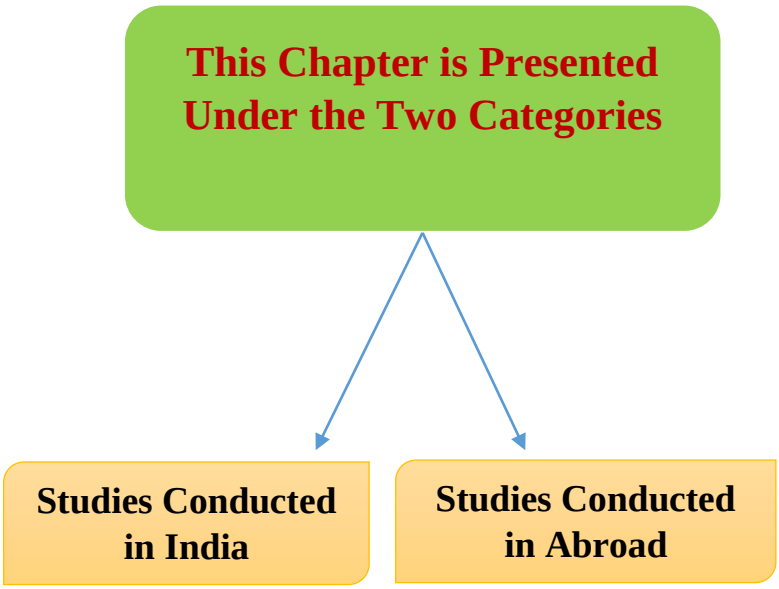
CHAPTER 2

REVIEW OF LITERATURE

CHAPTER: 2

REVIEW OF LITERATURE

The project worker conducted "An Action project on Generating awareness through e-training Module on Digital Literacy for Rural Women of Vadodara District". A review of literature helps identify what has already been done and what gaps exist in the current knowledge. This can help the project worker focus on the research and pay efforts on the areas which need exploration. This chapter presents the literature review of the studies conducted for women entrepreneurs and e-marketing etc. The studies from India have been reviewed for the literature which was available in relation to one or the aspects of the present project. The project worker explored and visited the Library of Extension and Communication and Hansa Mehta Library, The Maharaja Sayajirao University. The project worker also took help from reliable e-resources.



2.1 Studies conducted in India

Poojitha (2022) conducted a study on the "Impact of Digital Literacy on Youth in Telangana State". The objectives of the study were - (a) To explore the collision of digital literacy in Telangana State, (b) To evaluate the skills of youth in digital literacy, (c) To pick out the cause of using virtual sources, (d) To summarize the suitable

suggestions to overcome the impact of digital literacy. The study was conducted in Vaddeshwaram and total a of 300 women were selected as samples. The tools used for data collection were questionnaires, books, the internet, and journals. The major findings of the study are: (1) There is no relationship between using of internet regularly to update knowledge it depends on the interest of the people. (2) The candidate's technological skills depend on the candidate's internet usage. (3) For the youths who do not depend on offline learning or tutorial internet has played a vital role. (4) The impact of digital resources on the candidate's activities depends on the usage of the internet as the youth focuses more on offline learning.

Sharma (2020) conducted a study "A Research Study on the Role of Computer Literacy in Rural Areas of Himachal Pradesh". The objectives of the study were - (a) The familiarity of the rural masses of Himachal Pradesh with computer literacy including internet, artificial intelligence, digital pedagogy, and web-based applications, and investigate the frequency of time regarding use of myriads of sites and apps (b) To know the purpose and preference of use of various computer services and e-resources to skill in computer literacy. The study was conducted in Himachal Pradesh with 160 samples. The tool used in the study were Questionnaire and Interview. The rural masses of Himachal Pradesh use computers for one to four hours a day to explore online information and have skills in computers to furnish every work. The findings also indicate that 85% of rural respondents of Himachal Pradesh have learned to use computers, work in digital mode, study online, read newspapers online, use e-applications, use google payment, and access social media platforms.

Pratap (2021) conducted a study "Digital Skilling of Rural Women Entrepreneurs in times of COVID-19". The objectives of the study were - (a) To provide women entrepreneurs with digital skills such as data management, online opportunities, and social media for networking, (b) To enable women entrepreneurs to leverage digital technologies and extend their existing business by advertising their products online and helping them to reach a larger clientele. The study was conducted in New Delhi with 4458 participants. The tool used in the study was Survey. The findings showed that the Socio-Economic and Demographic Outline of 61% of respondents was Below Poverty Line and 39% of respondents were Above Poverty Line. 91% of the women respondents owned and managed their businesses. 95% of women respondents used mobile phones including smartphones, and 75% of them were smartphone users.

Raval & Bhatt (2019) conducted a study "An Action Project on Training Rural Women in Using Marketing and E-Marketing Techniques for Income Generation Project". The objectives of the study were - (a) To impart training for income generation to women in Karodiya, (b) To train rural women to use marketing and e-marketing techniques to market their products, (c) To study reactions of rural women regarding training provided on using marketing and e-marketing techniques. The action project was conducted in Vadodara with 33 participants. The tool used in the study was survey. In the major finding, it was found that all the women were keen to be trained and learnt marketing techniques. All the women were able to procure the raw materials, make products and market them at the end of the project.

Gill & Maniar (2014) conducted a study on "Usage of Mobile Phone Amongst Rural Women of Selected Villages of Vadodara District". The objectives of the study were - (a) To study the utilization of mobile phones of rural women of the selected villages of women, (b) To study the opinions of rural women of Vadodara regarding the usage of mobile phones, (c) To identify a need of training women regarding usage of mobile phones, (d) To study the problems usually faced by rural women in using mobile phones. The study was conducted in Vadodara with 120 samples. The tool used was a Structured Questionnaire. Major findings found that less than 30% of women possessed three mobile phones at their homes whereas, less than 28% of women possessed two mobile phones at their homes. 86.66 % of women possessed their personal mobile phones. Mobile phone usage of 76.66% of women was less compared to others. 51% of women were using mobile phones for the past 3-4 years. 88% of women made calls as per requirements only.

Ganeshan (2021) conducted a study on "Digital Skills to Enhance Empowerment in India". The objective of the paper to show the situation of women in newly engaging areas of information technology and study the diverse ways in which IT has benefited women in provisions of employment. The study was conducted in Karaikudi, Karnataka. A skill assessment tool was designed to change the behavioral pattern of women. IEC materials were specially designed on Digital Literacy for women. Multi-media approaches like flashcards, games, short films, hand puppets, and songs too were used. After the study, it was found that it empowered women by enhancing their skills, knowledge and income. Information Technology has helped women to join the workforce.

Chakraborty (2019) conducted a study on "Digital India Campaign and Indian Women: A Critical Study". The objective of the paper was to find out about women in the success of the Digital India initiative. The paper discusses the positive aspects of Digital India for women it helps in spreading awareness, its role in financial inclusion, boost in indigenous business, and a significant boost in the education sector.

2.2 Studies conducted in Abroad

Hamid (2020) conducted a study on "Digital Literacy among Women Entrepreneurs in Rural Areas". The objective of the projects was to focus on digital knowledge and its usage by respondents. The study was conducted in Malaysia with 22 samples. The tool used was a questionnaire. According to the findings, more than 50 participants used broadband to access Internet.28% of the women used the internet to check emails and browse social media platforms. All the participants agreed that the usage of internet helped them in business and increased their earnings.

The Bridgespan Group (2018) conducted a study on "Empowering Rural Women Through Digital Literacy: Internet Saathi". The objective of the study was - to train women on using the internet, which in turn helps them improve their income and overall quality of life. The study was conducted with 48,000 Saathis in the USA. The tool used a skill development program. The major findings found, over 15 million women benefitted from the resources and education provided by 48,000 Saathis. 25% of respondents stated that they continued to use internet five times a day in a week on average. One-third believed that their economic well-being had improved by learning new skills on the internet.

Harrell (2015) conducted a study on "Digital Literacy in Rural Women's Lives". The objective of the study was to study how rural women in the American South have obtained access to digital learning and writing. The researcher interviewed 5 samples in the USA. The tool used was a questionnaire. The major findings were; people will rely more on mobile phones. The use of smartphones will have a dramatic impact on people's lives and mobile technologies will play a major role in overcoming gaps created by digital devices.

Trend analysis

The studies covered in the review were conducted in the time span of year 2014 to 2022. The sample size ranged from 22 to 4458 women from rural and urban areas. The 7 reviewed studies were conducted in different geographical areas of India were from Vadodara, Delhi, Karnataka, Gandhinagar, Vaddeshwaram, Shimla. And only three studies were conducted in abroad. In most of the studies questionnaire was used for data collection, the rest of the studies had skill assessment tool, survey, qualitative approach as for the data collection. Most of the women were aware about Internet. Majority of them use the Internet via smartphones, tablets or personal computers. More than half of the women use mobile data to access the Internet, while another 45 percent access the Internet from home. Majority of the participants use WhatsApp application, use Facebook and Google. One fourth of the women use the Internet for communication such as email and also for social networking such as the Instagram. Most of the participants agree that the usage of the Internet positively helps their business, hence, increasing their earnings. One forth women stated that they continued to use the internet thrice a week on average. One-third believe that their economic well-being had improved by learning new skills on the internet.

Conclusion

Though the studies and projects were done in the area of digital literacy for women, the actual goal is far to achieve. There is still need to train rural women for digital literacy. There are training modules but there is a need to develop an e-training module in local language to reach out to rural women. The e-training module developed by NASSCOM is not available in Gujarati language. The e-module once developed can be used and re-used and can be updated, thus this action project will be contributory in achieving national goal of digital literacy.

CHAPTER 3

METHODOLOGY

CHAPTER: 3
METHODOLOGY

This chapter explains the procedures used during the different phases of planning and implementation of the project "An Action Project on Generating awareness through e-training Module on Digital Literacy for Rural Women of Vadodara District" To make an effective implementation of any program, the very first step is to plan the activities properly. This plan of activities acts as a guideline, which can be attained through execution. The plan of activities includes the list of activities to be conducted for a particular period of time. To complete the project systematically and successfully the steps, which were followed during the project, are discussed in this chapter under the following headings:

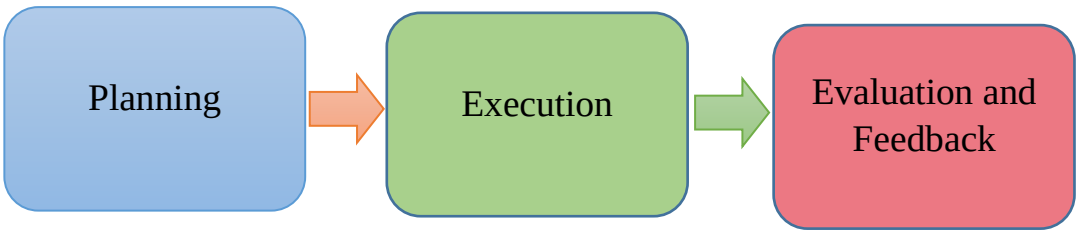


Figure: 1 Phases of project

3.1 Planning of the project

Planning is the very first step of any project. Through proper planning, desired results can be achieved. Planning is the process of setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Planning helps a project worker in the proper, systematic, and smoother functioning of a project. Planning is a guideline through which a project worker can judge his/her project. For the success of any project, planning should be involved in each and every step. Planning the project helps in carrying out work smoothly and within the decided time period. The plan of action includes the list of activities to be conducted for a particular period of time. Planning answers the questions like What to do, where to do? And how a particular activity needs to be carried out in

the programme? The project worker followed the following steps in the planning of the project to make it systematic and successful.

Table:2 Prepare a plan of Action

Phase and Time Duration	PHASES	Activities
Phase I 18 Days	Planning	· Permission from Sarpanch · Selection of group · Developing an e-training module
Phase II 25 Days	Implementing	Training Rural Women regarding digital literacy threw an e-training module ● Module 1: Power in Your Hands ● Module 2: Introduction to the Internet ● Module 3: E-Mail and Social Media ● Module 4: Access to Information ● Module 5: Government Services ● Module 6: E-commerce ● Module 7: E-Security
Phase III 5 Days	Evaluation	Evaluation and Feedback of the project through Reaction Scale

Phase – I Planning

- Permission from sarpanch
- Rapport Building
- Pre-survey
- Developing e-training module
- Validation of e-training module

3.1.1 Permission from Sarpanch

Sarpanch heads the village and takes all the major decisions pertaining to any village. Any development or any new project has to pass through the permission of the Sarpanch. Taking permission from the Sarpanch of the village is the most ethical way to begin the project. The project worker thus briefed the Sarpanch of Ankodiya village about the project. The worker explained the benefits and importance of the project. Furthermore, the project worker requested and took permission for the project and the venue for conducting the project. The project worker was confident to explain the Sarpanch about the project being a part of National Digital Literacy Mission (NDLM). National Digital Literacy Mission is a step taken by The Government of India with an objective is to impart basic ICT skills relevant to the need of the trainees, which would enable the citizens to use IT and related applications and participate actively in the democratic process and further enhance opportunities for their livelihood.

3.1.2 Selection of The Group:

The target group should be carefully selected to make the project a success. The Department of Extension and Communication is working in Ankodiya village for the last 40 years. Income generation was identified as one of the thrust areas during community outreach activities in the year 2019 in Ankodiya. The project worker selected 42 women from the village. These 42 women were divided into 2 groups for easy and effective training of women. Group 1 consisted the women who were housewives and who majorly contributed in household chores. Group 2 had women who did extra activities in the village, known as ‘Bhajan Mandali’. A survey was conducted for the selection of the target group. It was conducted to understand the profile of women, their knowledge, and exposure to technology, and

their usage of e-marketing techniques for training. The project worker went door to door and took consent from the women before providing training to them.

3.1.3 Pre-Survey

Every project passes through pre-survey. Conducting a pre-survey helps in narrowing down the problems in a project. The project worker gets an idea about the target group. After the process of permission project worker took a pre-test/ pre-survey of the women which is necessary for the project worker to understand the profile and know their knowledge about the project. To know how much, they already knew about digital literacy. From the pre-survey the project worker could get to know how much the target group was aware of the above-mentioned topics, and upon which she had to focus more.

A pre-test tool was made to get effective results from the target group. The tool consisted basic questions pertaining to the target group.

(Refer Appendix: I (a) for the tool used for data collection, and Appendix: III (b) for the list of women who participated in the pre-survey) The data collected through the tool were as follows:

Section-I

Demographic Profile of Rural Women

Table: 3 Frequency and Percentage Distribution of Rural Women According to Their Age group n=42

Age		Frequency	%
Category	**Basis**		
Young Adult	**16-45**	**21**	**50%**
Adult	**46-76**	**21**	**50%**

Table 3 reveals that from all the rural women 50% women were young adults and 50% were adults.

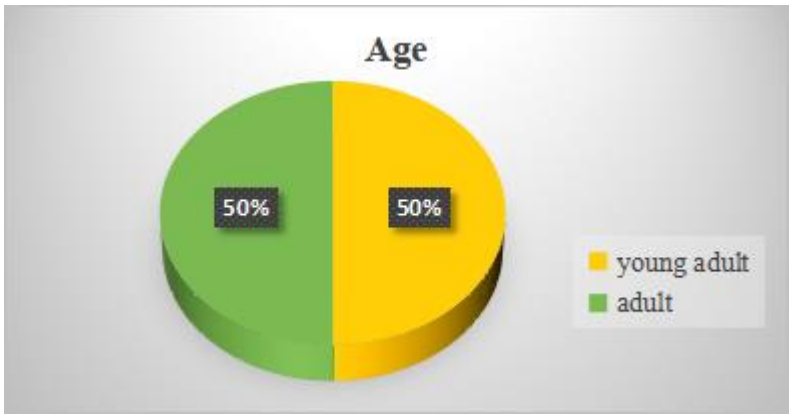


Figure 2 Percentage Distribution of Rural Women According to their Age Group

Table: 4 Frequency and Percentage Distribution of Rural Women According to Their Marital Status. n=42

Marital Status	Frequency	%
Married	**41**	**97.6%**
Unmarried	**1**	**2.4%**

Table 4 Shows that 97.6% women were married, whereas 2.4% was found to be unmarried.

Figure 3 Percentage Distribution of Rural Women According to Their Marital Status.

Table: 5 Frequency and Percentage Distribution of the rural Women According to Their Number of Family Members.

n=42

Number of Family Members	Basis	Frequency	%
Average family	**4-6 members**	**33**	**78.5%**
Big family	**7& more members**	**9**	**21.4%**

Table 5 shows that 78.5% women had 4-6 family members in the family and 21.4% women had 7 and more family members in the family.

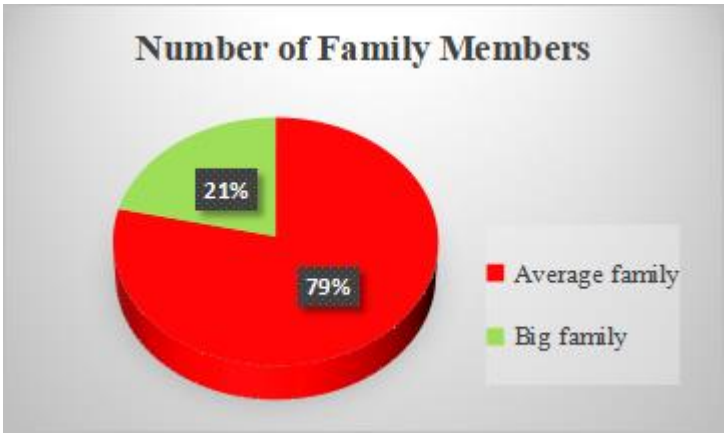


Figure 4 Percentage Distribution of Rural Women According to Their Number of Family Members.

Table: 6 Frequency and Percentage Distribution of Rural Women According to Their Education Qualification.

n=42

Education Qualification	Frequency	%
Uneducated	**1**	**2.4%**
Primary Education	**30**	**71.4%**
Secondary Education	**3**	**7.1%**

Higher Secondary Education	**4**	**9.5%**
Able to Read/Write	**4**	**9.5%**

Table 6 reveals that 71.4% women obtained education till Primary level, 9.5% women obtained education till Higher Secondary level, 9.5% women were only able to read/write, 7.1% women obtained education till Secondary level and only 2.4% woman were uneducated.

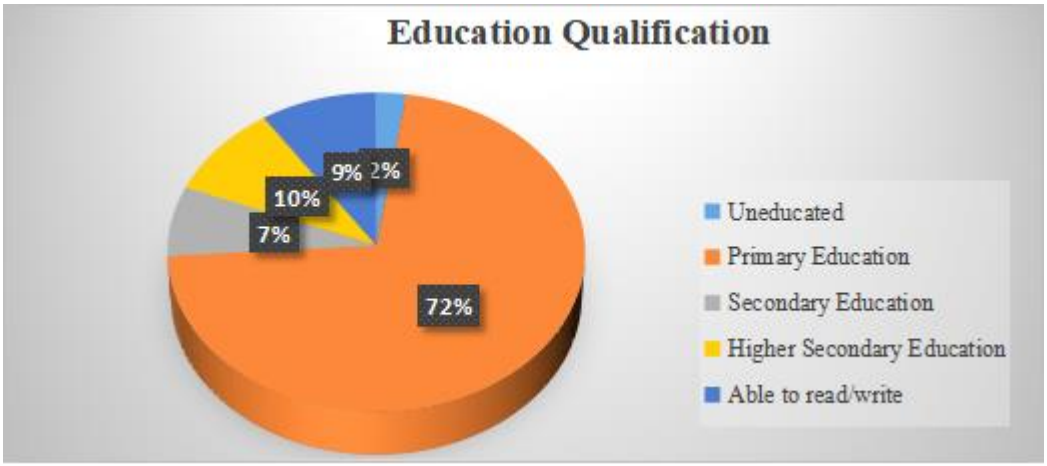


Figure 5 Percentage Distribution of Rural Women According to their Education Qualification.

Section – II

Usage of Mobile Phones & Internet by women

Table: 7 Frequency and Percentage Distribution of Rural Women According to Their Ownership of Mobile Phones.

n=42

Ownership of mobile phone	Frequency	%
Accessibility	**38**	**90.5%**
Non - accessibility	**4**	**9.5%**

Table 7 shows that 90.5% women had their own mobile phone and only 9.5% had no mobile phone.

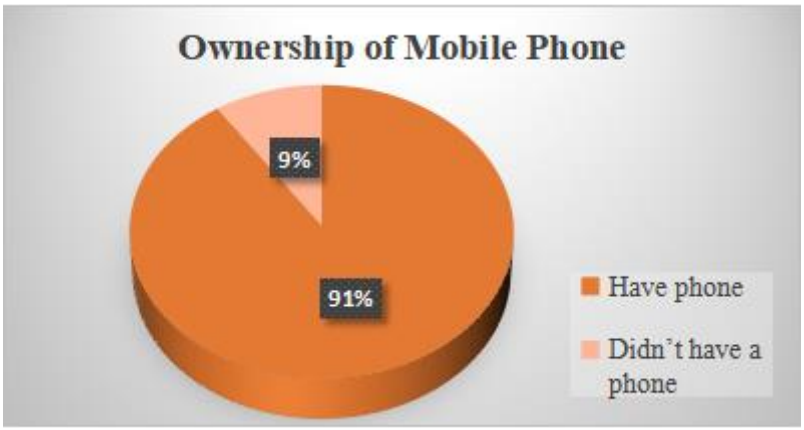


Figure 6 Percentage Distribution of Rural Women According to their Ownership of Mobile Phones.

Table: 8 Frequency and Percentage Distribution of Rural Women According to Their Type of Mobile Phone. n=42

Type of mobile phone	Frequency	%
Touch screen	**24**	**63.2%**
Keypad	**14**	**36.8%**

Table 8 shows that 63.2% women had touchscreen mobile whereas 36.8% women had keypad mobile.

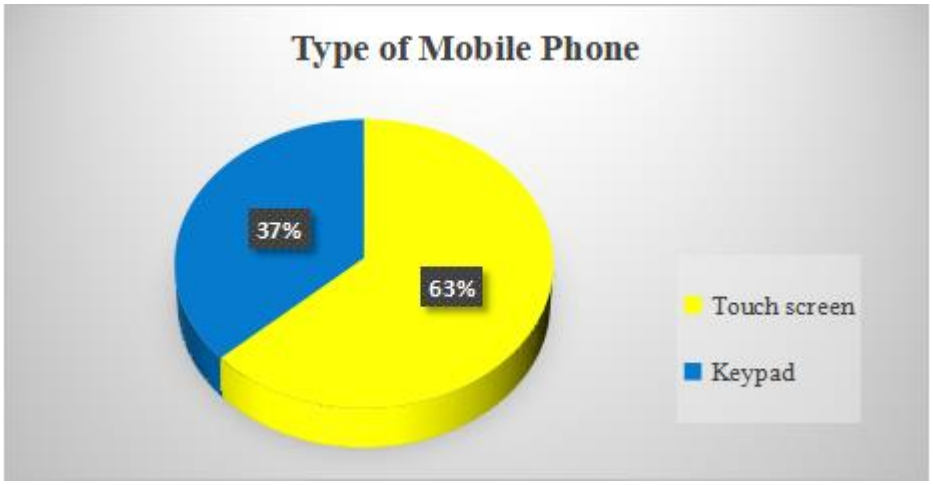


Figure 7 Percentage Distribution of Rural Women According to their Type of Mobile Phone.

Table: 9 Frequency and Percentage Distribution of Rural Women According to Their Ownership of the Mobile Phone. n=42

Ownership of mobile phone	Frequency	%
Self- owned	**30**	**71.4%**
Not owned	**12**	**28.6%**

Table 9 shows that 71.4% women had their self-owned mobile phones, whereas 28.6% women did not have their own mobile phones.

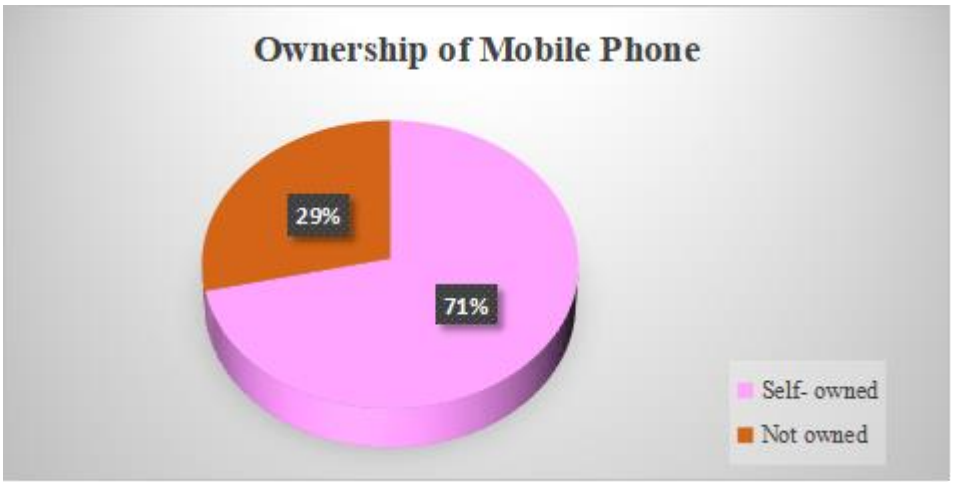


Figure 8 Percentage Distribution of Rural Women According to their Ownership of the Mobile Phone.

Table: 10 Frequency and Percentage Distribution of Rural Women According to Their Numbers of phones at Home n=42

Number of phones at Home	Frequency	%
1 to 2	**20**	**47.7%**
3	**15**	**35.7%**
4 & More than 4	**7**	**16.7%**

Table 10 shows that 47.7% women had of 2 phones at their home, 35.7% women had 3 phones at her home, whereas only 16.7% women had 4 and more than 4 phones at home.

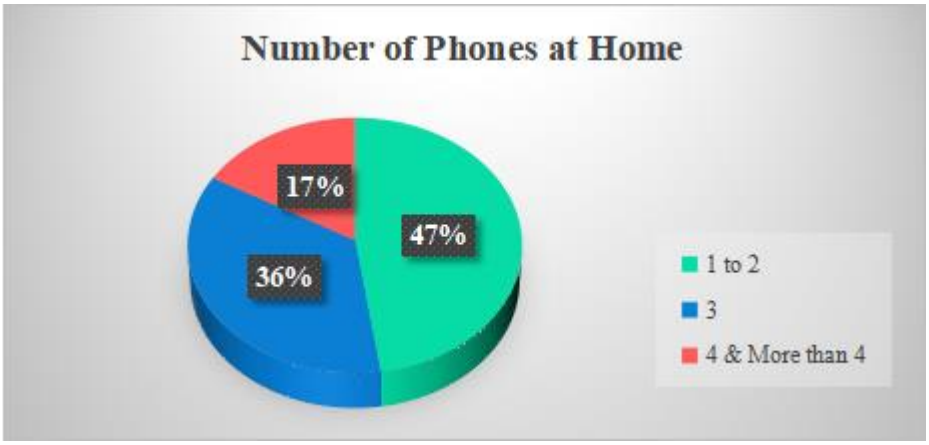


Figure 9 Percentage Distribution of Rural Women According to their Numbers of Phones at Home

Table: 11 Frequency and Percentage Distribution of Rural Women According to Their Duration of Usage at Home.

n=42

Duration of usage (per day)			
Category	**Basis**	**Frequency**	**%**
2-4 &more than 4 hours	**Average hours**	**30**	**71.4%**
Whole day	**Very long hours**	**12**	**28.6%**

Table 11 shows that 71.4% women were using mobile for 2- 4 and more than 4 hours and 28.6% were using mobile the whole day.

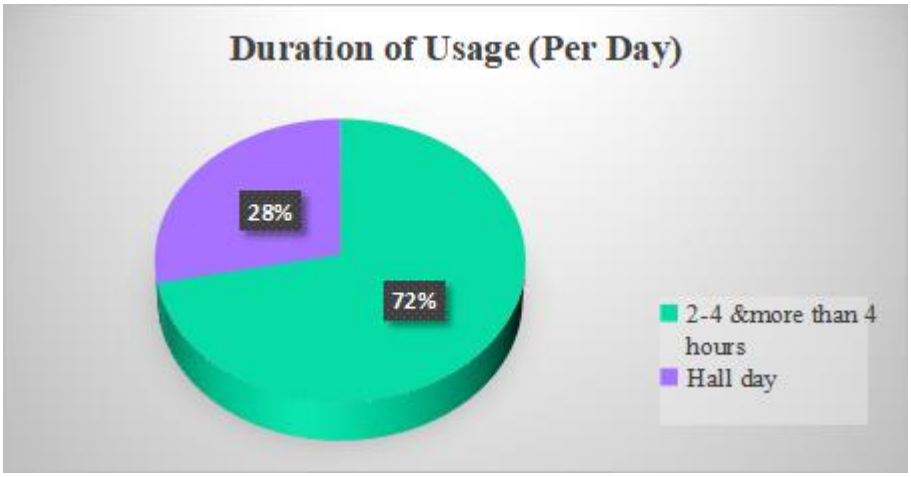


Figure 10 Percentage Distribution of Rural Women According to their Duration of Usage at Home.

Table: 12 Frequency and Percentage Distribution of Rural Women According to Their Availability of Internet Services On Mobile. n=42

Availability of internet services on mobile	Frequency	%
Available	**24**	**57.1%**
Unavailable	**18**	**42.9%**

Table 12 reveals that 57.1% women had internet service on their mobile phones, whereas 42.9% women did not have internet service on their mobile phones.

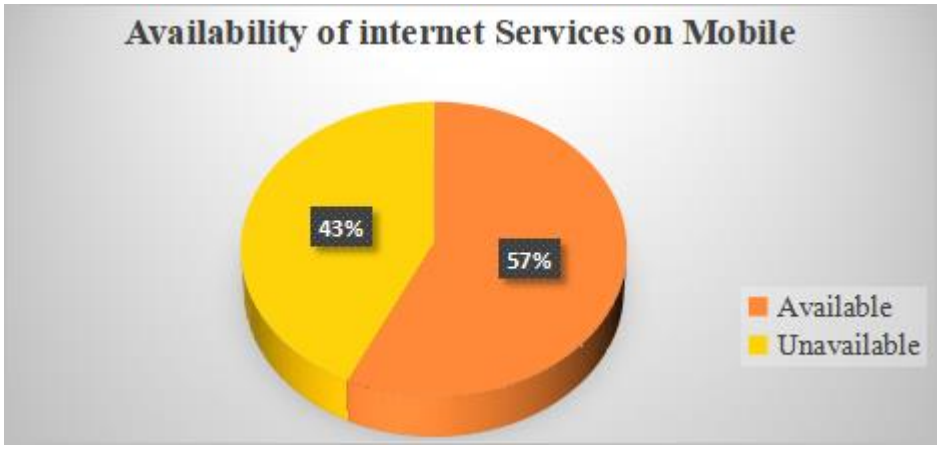


Figure 11 Percentage Distribution of Rural Women According to Their Availability of Internet Services on Mobile.

Table: 13 Frequency and Percentage Distribution of Rural Women According to Their Types of Internet Connection.

n=24

Types of Internet connection	Frequency	%
4G	**21**	**87.5%**
3G	**3**	**12.5%**

Table 13 shows that 87.5% women had a 4G internet connection in their mobile phones, whereas 12.5 % women had a 3G internet connection in their mobile phones.

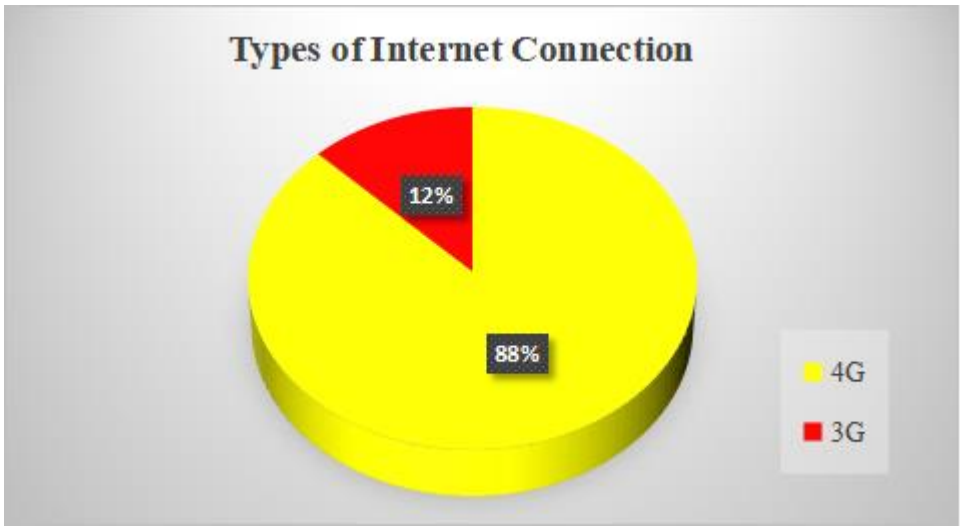


Figure 12 Percentage Distribution of Rural Women According to Their Types of Internet Connection.

Table: 14 Frequency and Percentage Distribution of Rural Women According to Their Learned Mobile Phone. n=42

Learned mobile phone form	**Frequency**	**%**
By Husband	**12**	**28.6%**
By self	**14**	**33.3%**
By children	**16**	**38.1%**

Table 14 shows that 28.6% rural women learned mobile phones through themselves, 33.3% women learned mobile phone with the help of husband, whereas 38.1% women learned mobile phones with the help of their children.

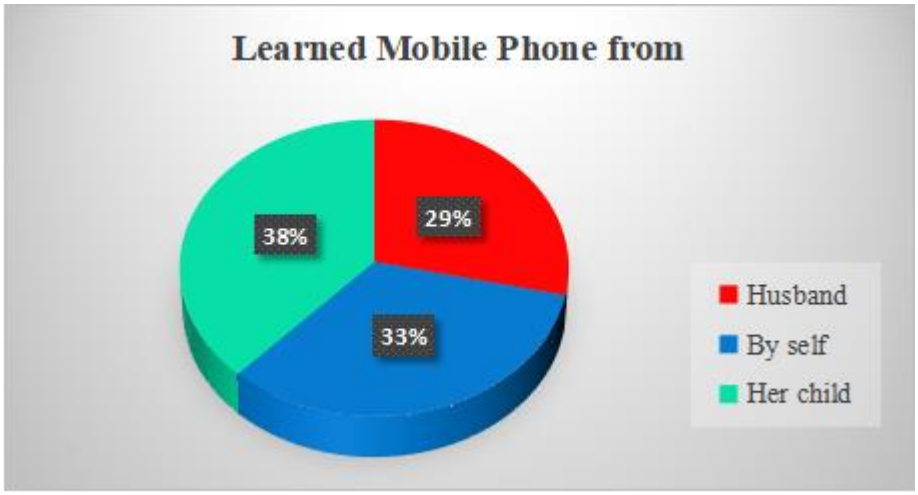


Figure 13 Percentage Distribution of Rural Women According to Their Learned Mobile Phone.

Table: 15 Frequency and Percentage Distribution of Rural Women According to Their Purpose of Using Mobile Phone. n=42

Purpose of using mobile phone	Frequency	%
Calling	**42**	**100%**
Video Calling	**24**	**57.1%**
Photography	**22**	**52.4%**
Messaging	**20**	**47.6%**
For fun	**18**	**42.9%**
To record video	**11**	**26.2%**
For online shopping	**8**	**19%**
Play game	**6**	**14.3%**
Voice recording	**3**	**7.1%**
To get information	**2**	**4.8%**
To e-mail	**1**	**2.4%**

The above table 15 reveals that all the women in the village use mobile phone for calling. It also reflects that 57.1% women were using mobile for video calling, 47.6% women were using mobile phones for messaging, 7.1% women were using mobile phones for voice recording, 52.4% women were using mobile phones for photography, 26.2% women were using mobile phones to record video, 4.8% women were using mobile phones for getting information, 2.4% women were using mobile phones for using e-mail, 14.3% women were using mobile phones for playing games, 42.9% women were using mobile phones for fun/enjoyment and 19% women were using mobile phones for online shopping.

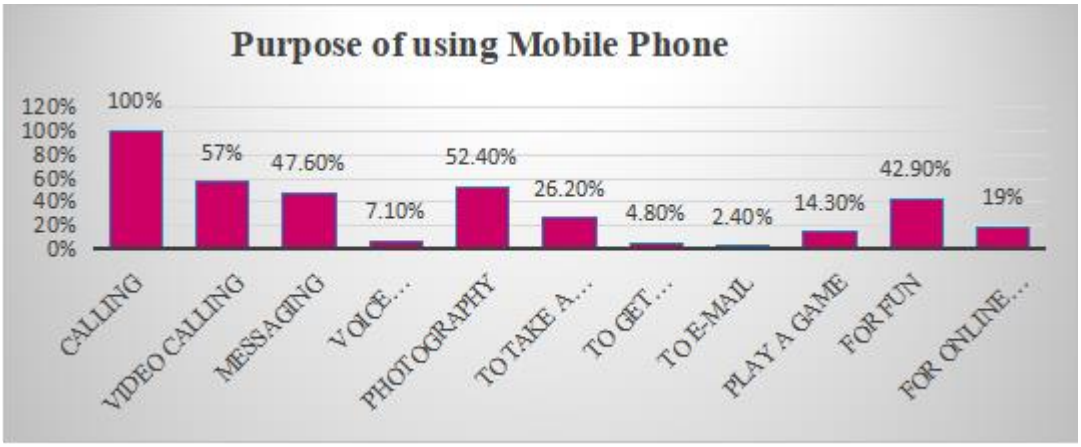


Figure 14 Percentage Distribution of Rural Women According to Their Purpose of Using Mobile Phone.

Table: 16 Frequency and Percentage Distribution of Rural Women According to Their Usage of Social Networking Applications.

n=42

Usage of Social Networking Applications	**Frequency**	**%**
Using	**24**	**57.1%**
Not using	**18**	**42.9%**

Table 16 reveals that 57.1% rural women were using social networking applications whereas the rest 42.9% women were not using social networking applications.

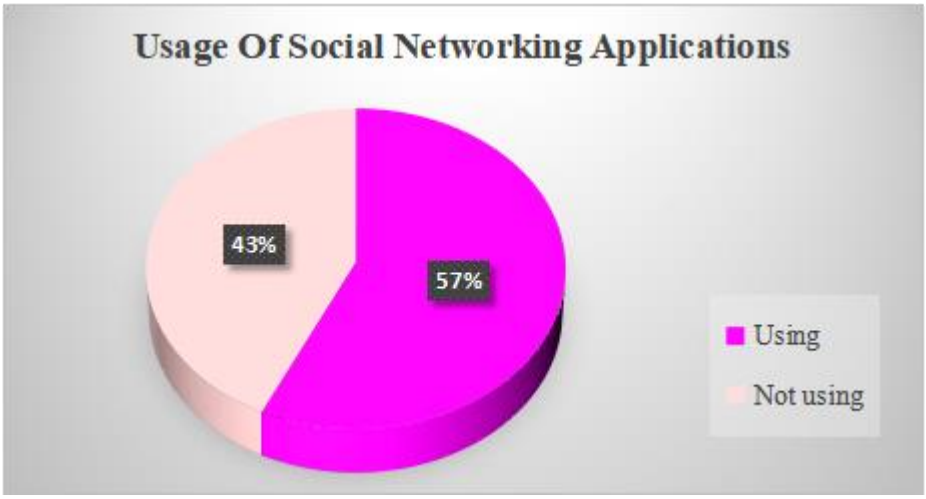


Figure 15 Percentage Distribution of Rural Women According to Their Usage of Social Networking Applications.

Table: 17 Frequency Distribution of Rural Women According to Their Usage of Social Networking Sites. n=42

Usage of Different Social Networking Sites	Frequency	%
WhatsApp	**24**	**100%**
Facebook	**14**	**58.3%**
Instagram	**7**	**29.2%**
Snapchat	**3**	**12.5%**

Table 17 reveals that all the 42 women were using WhatsApp. 58.3% women reported that they were using Facebook, 29.2% women reported that they were using Instagram, and only 12.5% reported that they were using Snapchat

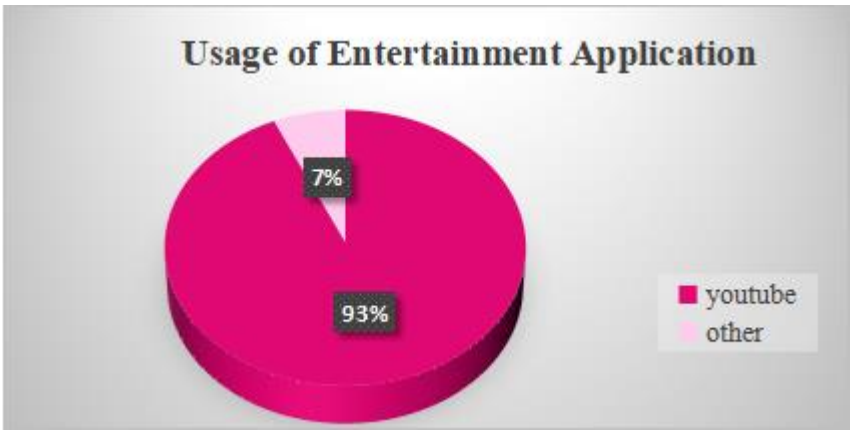


Figure 16 Percentage Distribution of Rural Women According to Their Usage of Social Networking Sites.

Table: 18 Frequency and Percentage Distribution of Rural Women According to Their Usage of Entertainment Applications.

n=30

Usage of entertainment application	Frequency	%
YouTube	**28**	**93.3%**
Other	**2**	**6.7%**

Table 18 shows that 93.3% women were using YouTube for their entertainment whereas, 6.7% women used other platforms for entertainment.

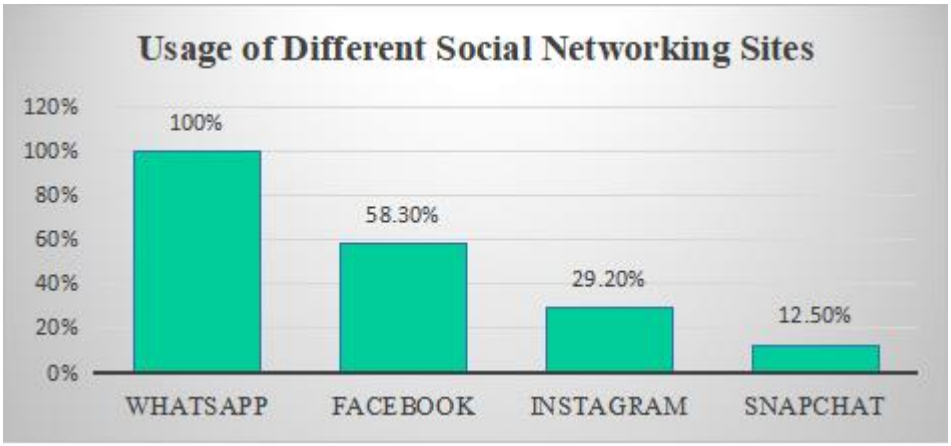


Figure 17 Percentage Distribution of Rural Women According to Their Usage of Entertainment Applications.

Table: 19 Frequency and Percentage Distribution of Rural Women According to Their Exposure to Google Speak.

n=42

Exposure to google speak	Frequency	%
Exposed	**5**	**11.9%**
Unexposed	**37**	**88.1%**

Table 19 shows that 11.9% women had exposure to google speak and the major chunk of 88.1% women were not exposed to google speak.

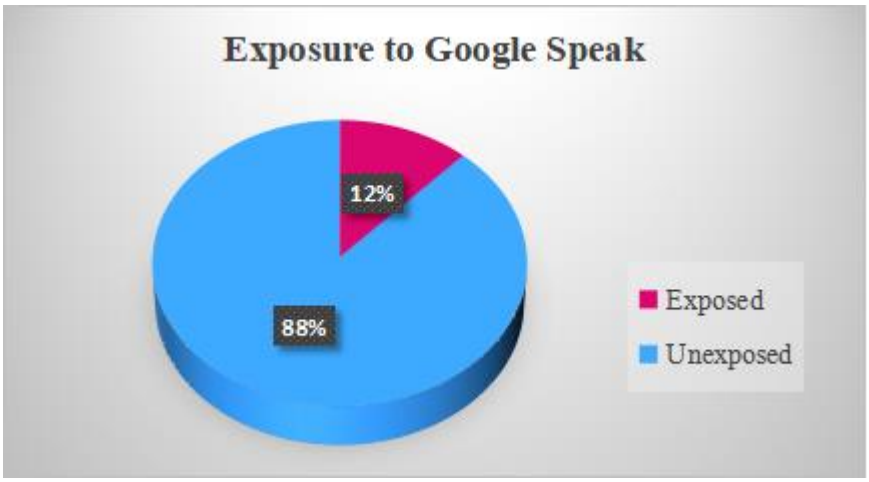


Figure 18 Percentage Distribution of Rural Women According to Their Exposure to Google Speak.

Table: 20 Frequency and Percentage Distribution of Rural Women According to Their Exposure to Online Shopping.

n=42

Exposure to Online shopping	**Frequency**	**%**
Exposed	**16**	**38.1%**
Unexposed	**26**	**61.9%**

Table 20 shows that 38.1% women had exposure to online shopping and 61.9% women didn't have exposure to online shopping.

Figure 19 Percentage Distribution of Rural Women According to Their Exposure to Online Shopping.

Table: 21 Frequency and Percentage Distribution of Rural Women According to Their Types of Shopping Applications.

n=42

Exposure to online shopping	Frequency	%
Meesho	**12**	**75%**
Flipchart	**8**	**50%**
Amazon	**7**	**43.8%**

Table 21 shows that 75% women were using Meesho, 50% were using Flipkart, and 43.8% women were using Amazon application for online shopping.

Figure 20 Percentage Distribution of Rural Women According to Their Types of Shopping Applications.

Table: 22 Frequency and Percentage Distribution of Rural Women According to Their Possession of Bank Account.

n=42

Possession of bank account	Frequency	%
Possessed	**40**	**95.2%**
Not possessed	**2**	**4.8%**

Table 22 shows that 95.2% women had bank accounts whereas only 4.8% women had no bank accounts.

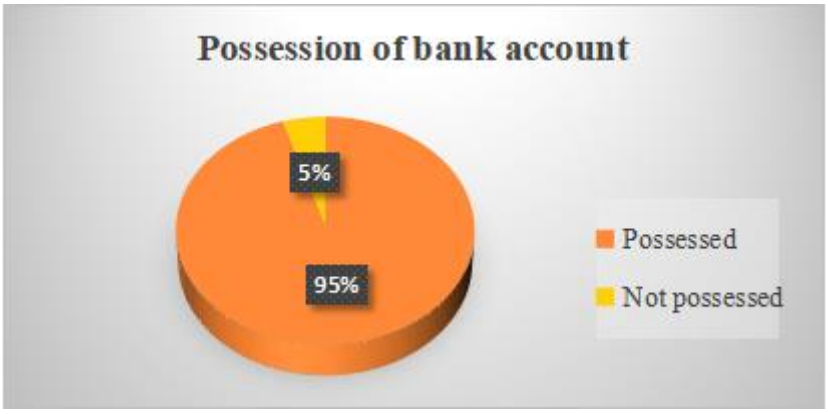


Figure 21 Percentage Distribution of Rural Women According to Their Possession of Bank Account.

Section – III

Usage of Information on Electronic Transactions by rural women

Table: 23 Frequency and Percentage Distribution of Rural Women According to Their Expressed to E-Banking.

n=42

Exposure to e-banking	Frequency	%
Exposed	**32**	**76.2%**
Not Exposed	**10**	**23.8%**

Table 23 shows that 76.2% women had been exposed to e-banking and 23.8% women had not been exposed to e-banking.

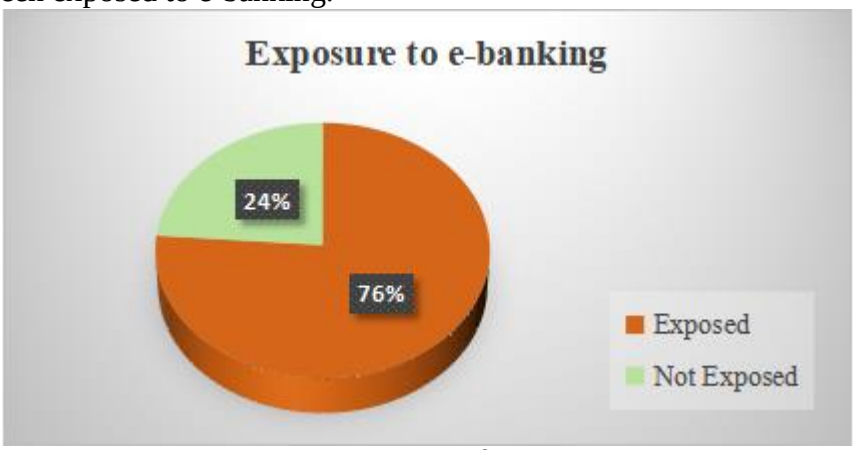


Figure 22 Percentage Distribution of Rural Women According to Their Expressed to E-Banking.

Table: 24 Frequency and Percentage Distribution of Rural Women According to Their Skill to Deposit & Withdrew Money.

n=42

Skill to deposit & withdraw money	Frequency	%
Skilled	**42**	**100%**
Unskilled	**0**	

Table 24 shows that all 42 (100%) women were skilled to deposit & withdraw money from the bank.

Figure 23 Percentage Distribution of Rural Women According to Their Skill to Deposit & Withdrew Money.

Table: 25 Frequency and Percentage Distribution of Rural Women According to Their Mode of Bank Transfer.

n=42

Mode of Bank Transfer	Frequency	%
By cheque	**29**	**69%**
ATM	**15**	**35.%**
Bank slip	**32**	**76.2%**

Table 25 shows that 69% women were using cheques for money transfer, 35% women were using ATM cards for money transfer and 76.2% women were using bank slips for money transfer.

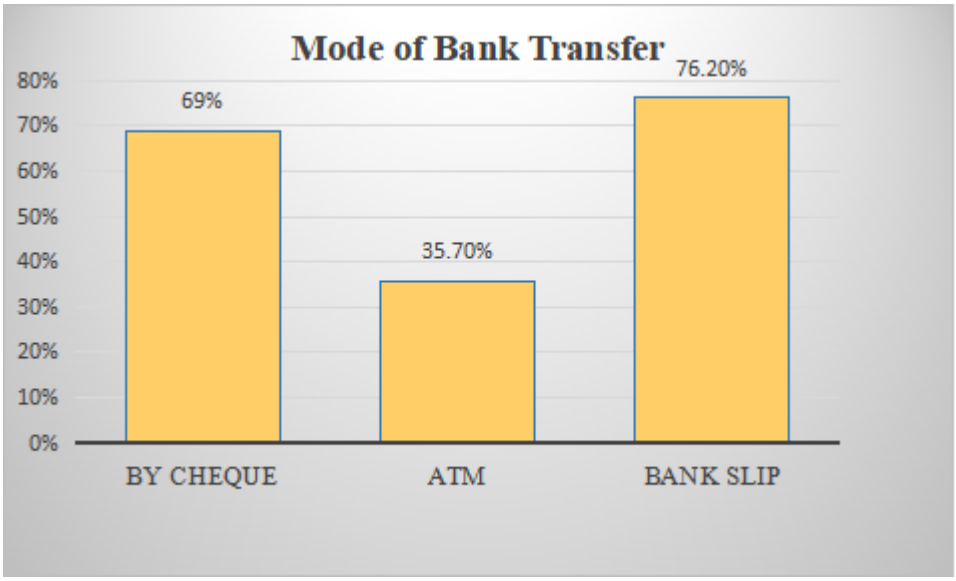


Figure 24 Percentage Distribution of Rural Women According to Their Mode of Bank Transfer.

Table: 26 Frequency and Percentage Distribution of Rural Women According to Their Use of the Mobile Phone for Banking. n=42

Use of mobile phone for banking	Frequency	%
Used	**18**	**42.9%**
Not used	**24**	**57.1%**

Table 26 shows that 42% of rural women used mobile phone for banking and 57.1% didn't use mobile phones for banking.

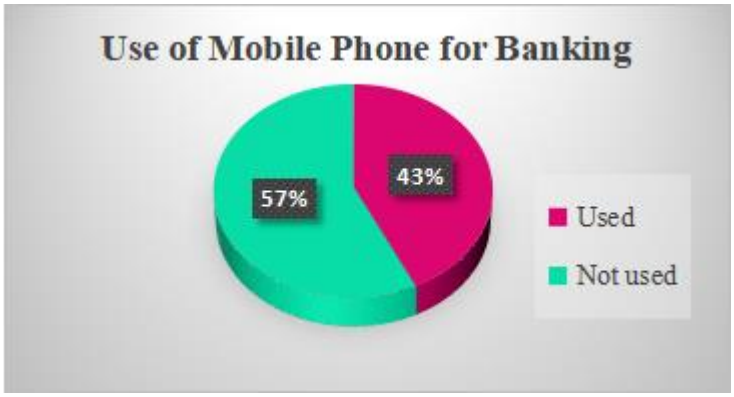


Figure 25 Percentage Distribution of Rural Women According to Their Use of the Mobile Phone for Banking.

Table: 27 Frequency and Percentage Distribution of Rural Women According to Their Purpose to Use E-Banking. n=42

Purpose to use e-banking	Frequency	%
Check Balance	**4**	**22.2%**
Transfer money	**18**	**100%**

Table 27 shows that all (100%) rural women use e-banking to transfer money and only 22% women were using e-banking to check their balances.

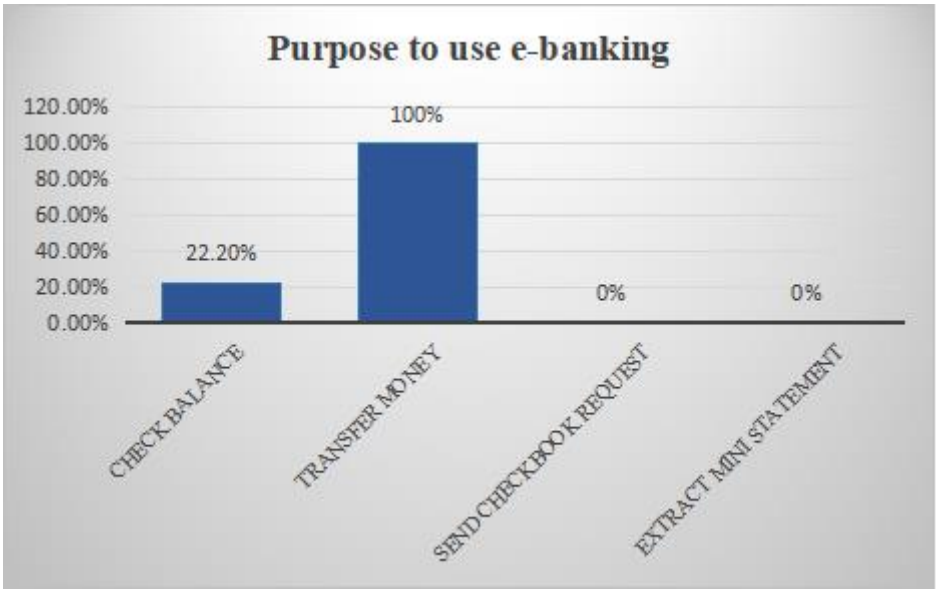


Figure 26 Percentage Distribution of Rural Women According to their Purpose to Use e-Banking.

Table: 28 Frequency and Percentage Distribution of Rural Women According to Their Usage of E-Transaction. n=42

Usage of e-transactions	Frequency	%
Used	**17**	**40.5%**
Unused	**25**	**59.5%**

Table 28 shows that 40.5% women were using e-transactions and 59.5% women did not use e-transactions.

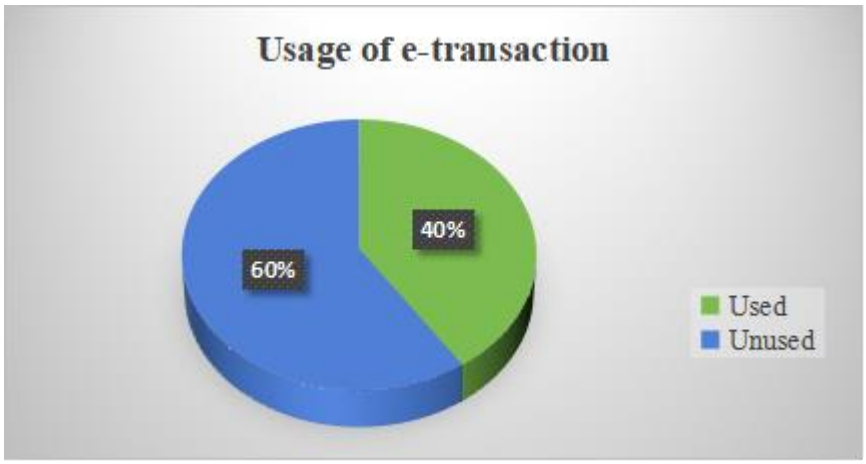


Figure 27 Percentage Distribution of Rural Women According to Their Usage of E-Transaction.

Table: 29 Frequency and Percentage Distribution of Rural Women According to Their Application Used for E-Transaction. n=42

Application used for e-transaction	Frequency	%
Paytm	**8**	**47.1%**
Google pay	**16**	**94.1%**
Phone pe	**4**	**23.5%**
Bank application	**6**	**35.3%**

Table 29 shows that 47.1% women were using Paytm, 94.1% women were using Google Pay, 23.5% women were using Phone Pe, whereas only 35.3% women were using Bank application for e- transaction.

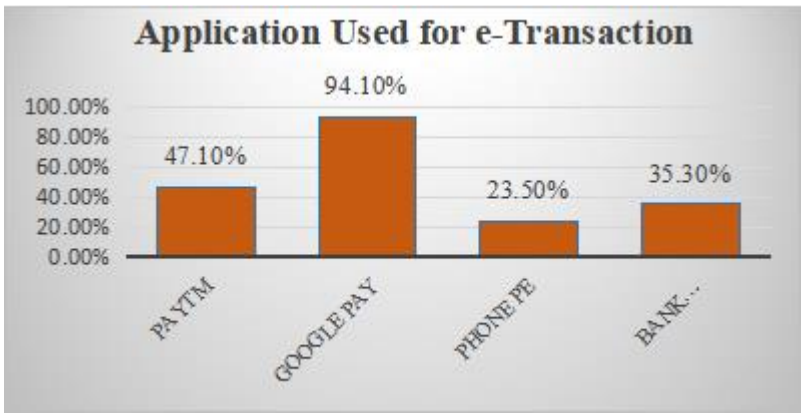


Figure 28 Percentage Distribution of Rural Women According to Their Application Used for E-Transaction.

Table: 30 Frequency and Percentage Distribution of Rural Women According to Their e-Mail. n=42

Availability of e-mail	Frequency	%
Have it	**13**	**31%**
Don't have it	**29**	**69%**

Table 30 shows that 31% women didn't have e-mail id and 69% women had e-mail id.

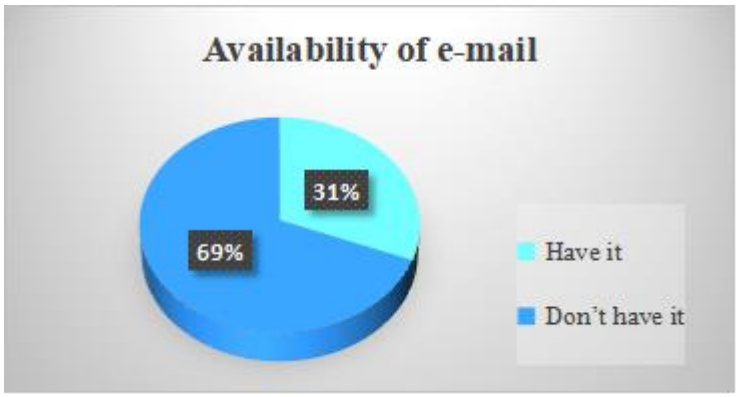


Figure 29 Percentage Distribution of Rural Women According to Their e-mail.

Table: 31 Frequency and Percentage Distribution of Rural Women According to Their Knowledge Regarding How to Operate Application On Mobile Phone.

n=42

Operate Application On Mobile Phone.	Frequency	%
Exposure	**27**	**64.3%**
Unexposed	**15**	**35.%**

Table 31 Reflects that 64.3% women were exposed to operate online applications on mobile phone whereas, 35% women were not exposed to operate online applications on mobile phone.

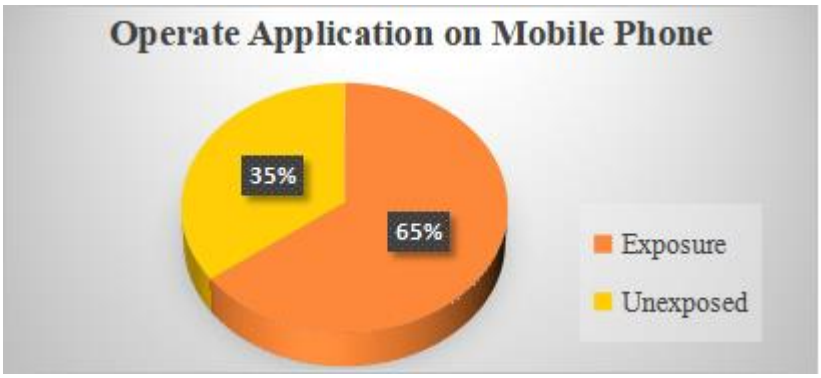


Figure 30 Percentage Distribution of Rural Women According to Their Knowledge Regarding How to Operate Application on Mobile

Table:32 Information regarding awareness & skills to use application.

Application	Awareness		know how to use it	
	Frequency	%	Frequency	%
WhatsApp	**3**	**7.14%**	**27**	**64.2%**
Facebook	**14**	**33.3%**	**16**	**38.09%**
Twitter	**31**	**73.80%**	**0**	**0**
YouTube	**6**	**14.28%**	**25**	**59.52%**
Amazon	**23**	**54.76%**	**8**	**19.04%**
Telegram	**31**	**73.80%**	**0**	**0**
Meesho	**19**	**45.23%**	**12**	**28.57%**
Paytm	**23**	**54.76%**	**8**	**19.04%**
Google Pay	**15**	**35.71%**	**16**	**38.09%**
Google play store	**27**	**64.28%**	**4**	**9.52%**
Spotify	**31**	**73.80%**	**0**	**0**

Table 32 reflects that information regarding awareness & skills to use application shows that 7.14% of women knew about WhatsApp and 64.2% women knew how to use it. information regarding awareness & skills to use application shows that 33.3% of women knew about Facebook and 38.09% women knew how to use it. information regarding awareness & skills to use application shows that 73.80% of women knew what Twitter is and none of them knew how to use it. 14.28% women knew what YouTube is and 59.52% women knew how to use it. information regarding awareness & skills to use application shows that 54.76% women knew about Amazon and 19.04% knew how to use Amazon. 73.80% knew about Telegram and 19.04% knew how to use Telegram. information regarding awareness & skills to use application shows that 45.23% women knew about Meesho and 28.57% knew how to use Meesho. 54.76% women knew about Paytm and 19.04% women knew how to use it.

information regarding awareness & skills to use application shows that 35.71% women knew about Google Pay and 38.09% women knew how to use it. 64.28% women knew about Google Playstore and 9.52% of them knew how to use it. 73.80% women knew about Spotify and none of the women knew how to use it.

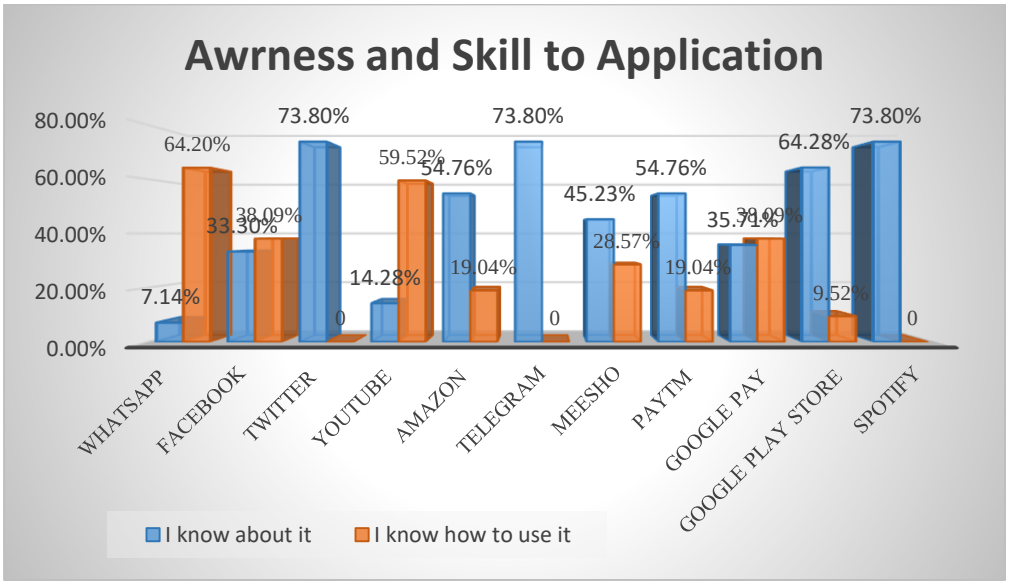


Figure 31 Percentage Distribution of Rural Women According to Their Information Regarding Following Application.

Section – IV

Information on digital literacy training by rural women

Table: 33 Frequency and Percentage Distribution of Rural Women According to Their Knowledge Regarding Digital Literacy. n=42

Knowledge Regarding Digital Literacy.	Frequency	%
Know	**18**	**42.9%**
Don't Know	**24**	**57.1%**

Table 33 states that 42.9% of women had knowledge regarding digital literacy while 57.1% did not know anything about digital literacy.

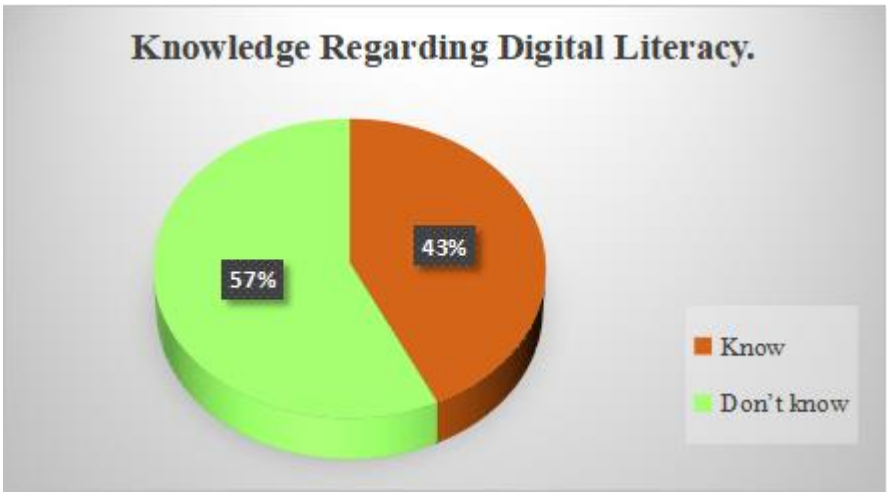


Figure 32 Percentage Distribution of Rural Women According to Their Knowledge Regarding Digital Literacy.

Table: 34 Frequency and Percentage Distribution of Rural Women According to Their Training Provided Related to Digital Literacy in The Village. n=42

Training Related to Digital Literacy in Your Village.	Frequency	%
was organized	1	2.4%
Wasn't organized	41	97.6%

Table 34 reveals that 2.4% stated that training was organized in their village while 97.6% stated that no training was organized in the village.

Figure 33 Percentage Distribution of Rural Women According to Their Training Provided Related to Digital

Table: 35 Frequency and Percentage Distribution of Rural Women According to Their Exposure in Learning Through Electronic Medium. n= 42

Exposure in Learning Through Electronic Medium.	**Frequency**	**%**
Exposure	**0**	**0**
Exposure	**42**	**100%**

Table 35 shows that all the women (100%) had exposure in learning through electronic medium.

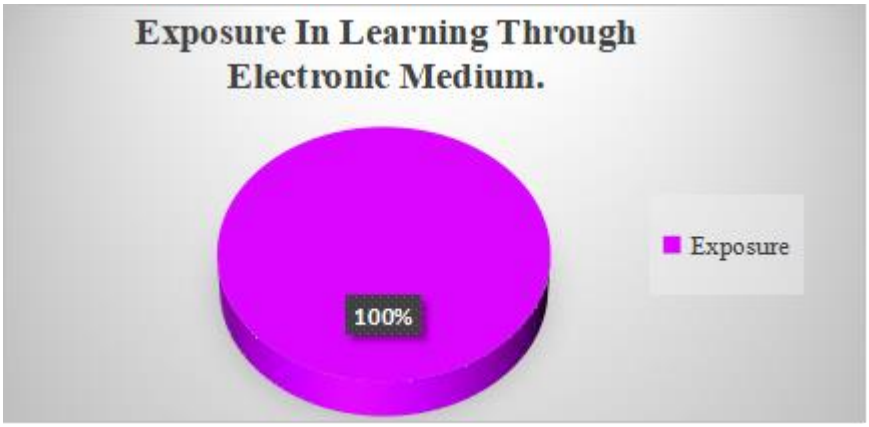


Figure 34 Percentage Distribution of Rural Women According to Their Training Provided Related to Digital Literacy in The

Table: 36 Frequency and Percentage Distribution of Rural Women According to Their Interest in Digital Literacy.

n=42

interested on digital literacy	**Frequency**	**%**
Interested	**42**	**100%**
Not interested	**0**	**0**

Table 36 shows that all 42 (100%) women were interested in receiving training on digital literacy.

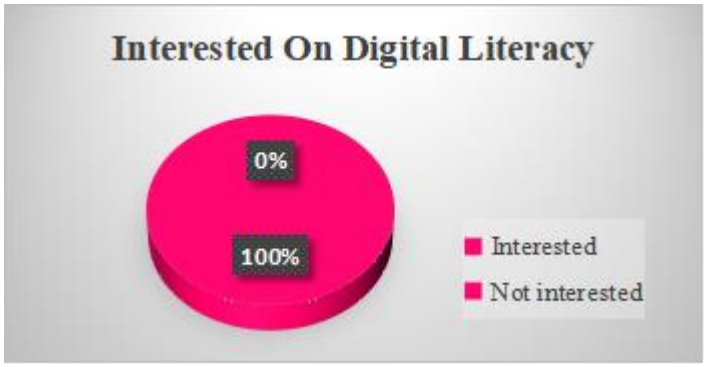


Figure 35 Percentage Distribution of Rural Women According to Their Interest in Digital Literacy in The Village.

3.1.1.4 Process of designing e- training module

1. Referring materials for content development for e-training on digital literacy
2. Selection of content for e-training module from gathered sources
3. Designing e-training modules
4. Validation of e-training modules
5. Making necessary changes

- **Referring materials for content development for e-training on digital literacy**

Searching for content is an important of academic work. The more content you search and read the more information you get. It is important for the trainer to go through all the resources available online and offline. Referring content narrows down the possibility of loop holes in the research. The project worker went through the content bank present in the library of 'The Department of Extension and Communication' and the library of 'The Maharaja Sayajirao University' along with the e-resources on the internet. The trainer made a list of resources that can be useful during the project and can be reviewed to make the project a success. These resources were articles, research papers, blogs, and journals from e-resources and academic papers, researches and reviews from offline project. The project worker even went through Bibliographies.

- **Selection of content for e-training module from gathered sources**

The project worker went through every resource collected and noted down the information that was relevant to the project. The content gathered for the e-training module was filtered according to the project objectives. Accuracy is an issue while selecting the resource. Every resource is to fact checked and its accuracy is to be checked

before considering it for reference. This task of reading and fact checking is a tedious task for every research/project worker. The project worker did quality checks of all the resources keeping the objectives in consideration. Selecting the resource from online is also a big task to perform. The project worker made sure that the selected article/ content is has true credentials of the author. Taking biased or plagiarized content can affect the credibility of the project. The project worker had put utmost dedication to select the best academic resources for the project. The project worker selected the NASSCOM module from all the selected resources. The modules were divided into 7, which are stated below.

Module 1: Power in Your Hands

Module 2: Introduction to the Internet

Module 3: E-Mail and Social Media

Module 4: Access to Information

Module 5: Government Services

Module 6: E-commerce

Module 7: E-Security

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- **Designing e-training modules**

The e-module made by NASSCOM fitted the project objective as it was easy to understand and appealing to eyes. The project worker had put all the efforts to make it interactive and easy to understand. The selected NASSCOM module was in English and hence it would have been difficult for the rural women to understand it. To solve this problem, the project worker translated all the 7 modules into Gujarati. Translating the module helped women to grasp all the contents properly and it also generated attention in the project. The NASSCOM module was initially black and white and thus it felt monotonous to the project worker. To bring a solution to this issue the project worker changed the layout, fonts, colors and visuals to make it more eye-pleasing. The content was also edited according to the need of selected target group. It was tailored according to the target audience.

While designing the modules the project worker also paid equal amount of attention in making a balanced presentation of images and texts. Alone texts make a content less

attractive and boring to the viewers and thus the project worker consciously made efforts to balance the modules with right amount of texts and images with colors.

The process of Designing of e-training modules of NASSCOM are listed below:

The project worker selected 7 modules which were adapted from NASSCOM. All the seven modules were in English Language with black and white images and red background. The project worker had a clear idea of literacy level of the target audience. If the module was presented without making altercations the project had a possibility to fail. This is because the target audience selected for the project are Gujarati speaking and have no knowledge of English. In the process of designing the module first step was translating the English modules in Gujarati. The project worker translated modules with the help of software and then tried to understand the same. While going through the translated module, the project worker observed that it was translated in authentic Gujarati language, which is not even used in most of the Gujarati speaks homes. The project worker paid proper attention to change the modules in easy and understandable Gujarati language. Doing so helped to make the training session more interactive and easy.

After translating the module in easy Gujarati Language the project worker felt the need of changing the appearance of the modules as they had very strong background. The project worker with the help of few resources tried to alter the background and color combination of the modules. After coming up with many formats and color schemes the project worker finalized a theme that was eye pleasing.

The next step followed after changing the theme was altering the content. Too much information and texts spoils a creative. The module should never be clumsy and overloaded with information and thus the project worker felt the need of altering the content. The project worker re- wrote the manual concisely with less texts. The project worker also made sure to not miss any important piece of information in cutting down the texts. Thus, a crisp content was created for better understanding of the rural women.

The next step followed after the change in content was inserting images to the modules. Inserting images increases the credibility of any informative piece. It also helps in understanding the format or subject that is taught. Also, teaching with the help of images will support the project worker to present well to the rural women. The project worker went through online resources and downloaded accurate images that could fit with the

content and help balancing the module. A balance piece of information with equal amount and texts was created after putting several efforts by the project worker.

The last step was beautifying the module. The project worker tried changing the font size and tried to alter few necessary design changes according to the rule of graphic designing through different software. Thus, after making rigorous efforts the module was made to make the training process a success. This was done to make the training program easy to grasp by the rural women of the village.

Figure: 36 Slides Samples

- **Validation of e-training modules**

Nullification of errors is quite hard and tiring while working on academic project. There is always a scope of correction on every piece that is developed. The modules designed by the project worker also needed opinions and feedbacks to rectify errors and the rectification is only possible through guidance and feedbacks from the experts. 'The Department of Extension and Communication' has been excelling in the field of extension work for years

and thus the experts from the same place were the right choice for validating the modules. The validation of e-training modules was done by the experts in 'The Department of Extension and Communication' and experts in the field of research. It was done to reduce the risk of failure and to get a reality check of the module from the experts in the industry.

- **Making necessary changes**

Experts have a keen eye and can pick problems easy. The experts from the department of 'Extension and Communication' made sure they go through every single aspect of the project. The expert suggested their viewpoints on the e-module which were noted by the project worker. The suggested changes and altercations were made in the e-module to get the maximum result of the field. This process narrowed down the risk of failure. After the necessary changes, the e-module was ready to be used in the field to train the rural women of Ankodiya.

Content Development for e-training module

As this module has been taught at the rural women's level for quite a period now, the teaching material was already available online. We have adopted the NAASCOM module.

The e-training course will include a set of self-paced digital literacy to illustrate basic concepts. Preparing all the required knowledge and information for the module was an essential task. All the 7 modules are listed below:

Module 1: Power in Your Hands (શક્તિ તમારા હાથ માં)

Module 2: Introduction to the Internet (ઇન્ટરનેટ નો પરિચય)

Module 3: E-Mail and Social Media (ઈ-મેલ અને સોશિયલ મીડિયા)

Module 4: Access to Information (માહિતી ની એક્સેસ મેળવવા માટે)

Module 5: Government Services (સરકારી સેવાઓ)

Module 6: E-commerce(ઈ-કોમર્સ)

Module 7: E-Security (ઈ-સિક્યોરીટી)

https://stellamariscollege.edu.in/.

These are the 7 modules adopted from NAASCOM.

Module 1: Power in Your Hands:

Module 1 briefly explains computers and mobile phones, their components, features, and applications. The module also sheds light on similarities between computers and mobile phones.

Module 2: Introduction to the Internet:

Module 2 introduces the internet and types of internet connections. It also explains the web browser and gives insight into search engines and their features.

Module 3: E-Mail and Social Media:

Module 3 explains the introduction of what E-Mail is, why it is used, how easily we can create a g-mail account, how we can send or receive mail from anyone, or how we can attach files to send someone. Also, the introduction of social media is explained, and an understanding of the social media platforms and how to create an account on social media.

Module 4: Access to Information:

Module 4 access of information explains what the information is, the difference between the DATA and INFORMATION, the different sources of information, and how we can check the availability of trains on the IRCTC website.

Module 5: Government Services

Module 5 government services explain the introduction to E-governance, what are the sources of information on government portals, how we can apply for the passport, various dedicated ministry websites, and how we can access the national portals.

Module 6: E-commerce

Module 6 E-commerce explains what E-commerce is and various types of E-commerce, how we can create a website of our own products, and what are the different modes of payments.

Module 7: E-Security

Module 7 E-security explains what internet security is and what are the different types of threats on the internet, how we can save data from being lost or stolen, and what are the DO's and DONT's of the internet.

3.2 Execution of the Project

3.2.1 Training Rural Women

Training refers to the process of teaching or instructing someone or something to acquire a particular skill, knowledge, or behavior. Training helps people to become qualified and proficient in doing some jobs (Dhama,1979). There are three approaches to training: (1) the traditional approach, (2) the experiential approach, and (3) the performance-based approach (Rama, Etling, & Bowen, 1993. A performance-based approach to training focuses on developing and enhancing the specific skills and competencies required to perform a particular job or task. This approach places emphasis on measuring the effectiveness of the training in terms of how well it enables learners to achieve specific, measurable performance goals or objectives.

The project worker selected the performance-based approach for training. The project worker took the help of 7 modules developed by NAASCOM to train rural women.

The very first step towards teaching rural women is to make them comfortable and break the ice between them and the project worker.

1. **(a) Rapport building with the target group:**

Before beginning the training program, it was important to bring a sense of assurance to the target group. Building rapport with the target group is an important step for every project. It helps in developing a positive relationship between the project worker and the target group. Developing rapport includes - building trust, using humor, and getting to know the interests of the target group. These steps will help in reducing the risk of failure of the project. Therefore, the project worker spent two days to know and building rapport with the rural women of the village. The project worker helped the women understand how they can use digital gadgets and platforms to make things for themselves.

(c) Implementation of the Project

After developing a good relationship with the rural women the project worker conducted a pre-survey test of the rural women. The pre-survey was developed by the project worker consciously considering the project objectives. Developing a pre-survey helps in narrowing down the concept. The pre-survey was conducted to know the knowledge level of women and also to know their choices in terms of electronic devices and applications. Once the test was

conducted the project worker knew what each of the women wished to learn through the project. The project worker with the help of the NAASCOM Module helped every woman learn their desired topic from the 7 modules. The women were helped and were given a piece of detailed information on their preferred application. This helped rural women fill the gap in their learning. The rural women learned about e-transactions, software applications, online shopping, and social media networking.

Each module had different subjects to cater. Below explained are the 7 modules of NASSCOM that were used in the training program:

Module 1: Power in Your Hands

Module 1 included all the information regarding digital devices. It included the use of devices, functions and advantages of the devices. The researcher began with introducing Computer, mobile phones, and tablets to the rural women. The researcher went on to demonstrate the use of Computer and the parts of computer. The researcher not only teach to make use of mouse and keyboard but also taught basic actions in computer i.e. making a folder, and using basic tools in the computer. The researcher then moved towards the use of mobile phones. Here, the researcher taught rural women to charge their normal keypad phones and smart phones. The researcher also taught the rural women to lock and unlock their mobile phones, make a normal call, make video call, set alarm, set ringtone, write a text and even changing the wallpapers. The researcher then moved on to teach Tablets to the rural women by making them learn reading e-books, newspapers, and magazines, browsing the web, sending and receiving the emails, watching videos and listening to music.

Module 2: Introduction to the Internet:

The researcher kick started the module by explaining what is internet and types of internet connections available. The types of internet connections included in the module were dial up connection, broadband, and wireless famously known as Wi-Fi. The researcher then discussed about popular web browsers which includes: Firefox, Google Chrome and Internet Explorer. The researcher explained each browser so that the women can learn the basics of using each browser. The researcher made the rural women learn to search information on browsers and read making the use of search option available on search engines. The researcher also gave them the idea of e-learning that is made possible with the help of search engines.

Module 3: E-Mail and Social Media:

After introducing the rural women to search engines the researcher taught them about creating their own e-mail address. The rural women created their e-mail address and also learned to create an e-mail and send it to the end user. The rural women were also taught to check inbox mails and other functions available in the mail box. The rural women were introduced to Skype and were briefed about online video calling through it. This module also contained information pertaining to social media platforms like Instagram, Facebook, Pinterest, Sound cloud, Google+, YouTube and etc… The rural women were also taught to make their own accounts on Facebook and even made them learn how to use it.

Module 4: Access to Information:

The rural women in this module were briefed about Information and the difference between Information and Data. The women were demonstrated to use IRCTC website to check availability of trains, book train tickets and perform various actions on it. The rural women were also taught to visit various portals and collect data and information on their interested topics. The women visited Agriculture website and went through the information provided to them on it.

Module 5: Government Services

The rural women were introduced to e-governance services in this module such as: Online registration, Passport & Adhar, Schemes for Farmers, Rural development, Online booking and etc… The rural women were also taught to make use of National Portal of India. This module made them demonstrate registering and applying for a Passport. They were also helped to access the same portals through applications on their mobile phones in this module.

Module 6: E-commerce

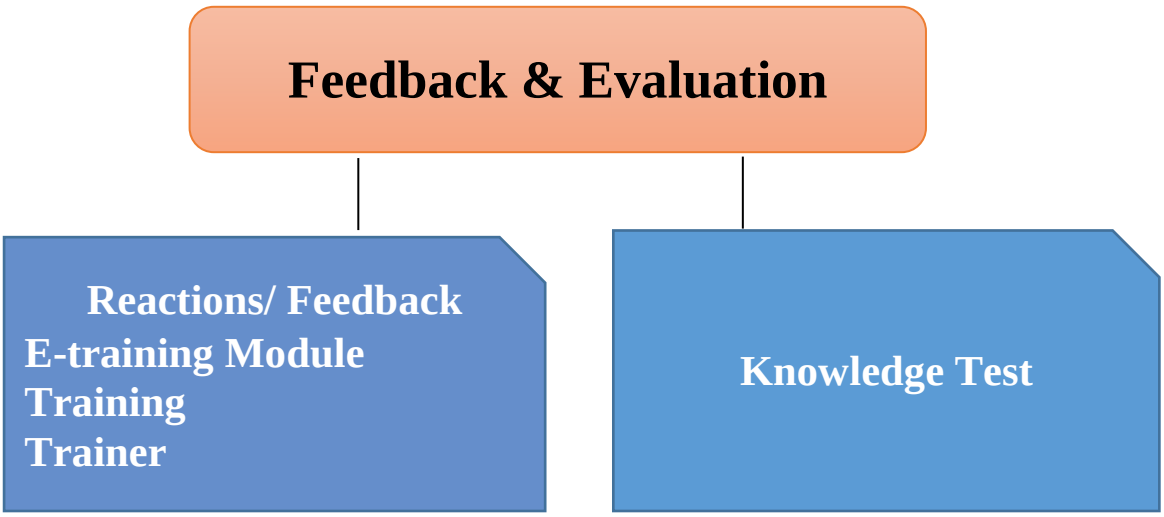
The researcher briefed the rural women about E-Commerce along with it they were introduced with the different types of E –Commerce platforms like: Flipkart, Amazon, Meesho and Myntra. The women were taught to make accounts on the platform and also taught to browse those platforms. The researcher also demonstrated the women to order products they were interested in. The rural women were carefully explained the mode of payments along with internet banking. At the end of the module the women were made aware about the frauds and issues can be caused if no proper attention was paid while browsing e-commerce platforms.

Module 7: E-Security

This the most important module for women who are unaware of frauds relating to internet. The researcher briefed rural women about types of threats like phishing and malware. The researcher made a long list of Do's and Don'ts for the rural women. The women were made aware of various aspects related to online purchases, online advertisements and data breach. The women were made to learn how to protect their data on their mobile phones and desktop. The rural women were taught about setting passwords and securing them to stay safe. Also, the researcher explained them with examples of the everyday scams that take place in the country.

3.3 Evaluation and Feedback

Evaluation and Feedback is an important step of the project. This also decides the success and failure of any project. Evaluations and Feedback helps in rectifying errors and find the grey area of the project. Here, the project worker took feedback from the rural women through knowledge test and reaction scale. All the 42 women were asked questions based on the training provided to them. The women answered about the efforts put in by the trainer and the training they went through. It was noticed that all the women were happy with the trainer and the training that was provided to them. The women were impressed to an extent that they requested a training session for their husbands and children too. The women also strongly agreed that after the training program they felt empowered and gained basic knowledge to use digital devices and applications.



CHAPTER 4

EVALUATION AND FEEDBACK

OF THE PROJECT

CHAPTER 4

EVALUATION AND FEEDBACK OF TRAINING

After the completion of the project the project worker took the feedback from the women about the training imparted to them. The feedback was obtained about the duration of the training, effectiveness of training, method used for training by the trainer, communication skill of the trainer, elements covered under training, and interest of women to participate in similar training in the future. The project worker conducted a 50 marks test to evaluate the amount of information grasped by the rural women. The results are as follows:

4.1 Evaluation of e-training on digital literacy

Table: 37 Frequency and Percentage Distribution of the level of knowledge of the rural women after opting digital literacy training.

Category	Basis	Frequency	%
High score	**32-39**	**5**	**11.90%**
Very High Score	**40-48**	**37**	**88.09%**

The above table shows that majority of the rural women i.e. 88.09% had obtained very high score in a paper and remaining i.e. 11.9% of rural women had obtained high score marks in a paper.

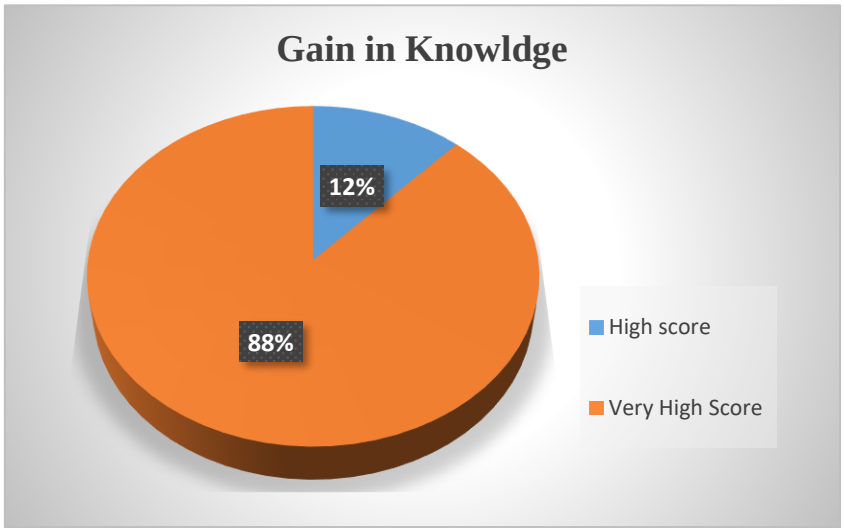


Figure 37 Percentage Distribution of Rural Women According to their Gain in Knowledge

4.2 Reactions of rural women regarding training

Table: 38 Opinions of Selected Rural Women Regarding Training

Sr. No	Statements	Strongly Agree	%	Agree	%
1.	The training objectives were clearly defined.	42	100%		
2.	Your participation was encouraged.	38	90.4%	4	9.52%
3.	Your interaction was encouraged.	40	95.23%	2	4.76%
4.	The information covered was relevant to you.	42	100%		
5.	The information was organized and easy to follow.	42	100%		
6.	The information provided was helpful.	38	90.4%	4	9.52%
7.	The training experience will be useful in future	40	95.23%	2	4.7%
8.	The trainer had knowledge about the training topics.	42	100%		
9.	The trainer was sound about the subject.	42	100%		
10.	The time allocated for training was sufficient.	31	73.80%	11	26.19%
11.	Meeting rooms and facilities were adequate and comfortable.	41	97.61%	1	2.38%

The table 38 depicts that all (100%) the respondents felt that the objective of the training was clearly defined and the content written was easy to understand and well organized.

The respondents were able to relate with the information provided. All (100%) respondents strongly agreed that the trainer had sufficient knowledge about the training subjects and was able to communicate about it efficiently. Also the respondents were satisfied with the facilities and the meeting rooms which were provided. 95% trainees strongly believed that this training experience would be helpful to them for future reference, only 4.76% slightly agreed to it. The table shows that 90.4% respondents were satisfactorily encouraged for positive interaction in the training by the trainers and 9.52% slightly agreed to it. 90.4% trainees were very happy with the trainer's motivation for an active participation in the training programme as well as they felt that the information provided was very helpful whereas 9.52% of them were just satisfied with it. 73.80% respondents strongly agreed that the time allocated for training was sufficient whereas 26.19% were merely satisfied with it. 97.61% respondents strongly agreed with the facilities provided to them in terms of adequacy and comfort whereas, only 2.38% respondents agreed to it.

Responses related to imparted training on digital literacy

All selected rural women responded that Every information provided by the project worker was very reliable and important. It gave them a sense of empowerment.

Response related to improvement required related training

All (42) selected rural women opined that there was **no requirement for change.**

Response related to interest in participating in type of training program in the future.

All (42) rural women showed positive interest in participating in various training in future.

All (42) women disclosed that every piece of information made them aware of the new technological advancements and threats coming with it. Data protection will help them live threat free and it is just possible due to the training that was provided to them. The government schemes explained by the project worker will help in the future for sure.

Table: 39 Frequency Distribution of selected Rural Women According to their overall experience of digital literacy training.

Overall rate experience of digital literacy training	Frequency	%
Excellent	**40**	**95.23%**
Good	**2**	**4.76%**

Table 39 shows that majority of the respondents i.e. 95.23 % had rated excellent for the overall training, whereas remaining 4.76% of the respondents rated good for the training.

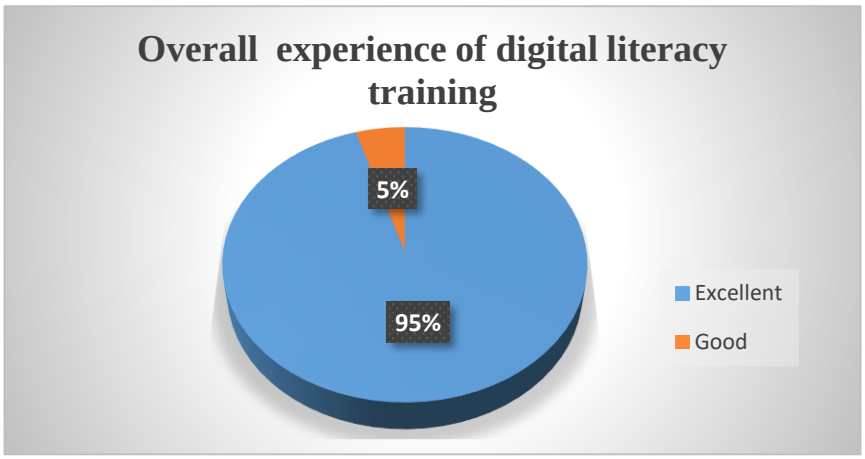


Figure 38 Percentage Distribution of Rural Women According to their overall experience of digital literacy training.

Learning through e-module can be a different experience for you. Please share your views on it. (eg: happy, excited, scared, sad, restless etc.)

All (42) selected rural women opined that they were happy thought training.

4.3 Reactions of rural women related to e-training module

Table: 40 Frequency and Percentage distribution of reactions of selected rural women regarding various features of e-training module

Sr. No	Features	✓	%
1.	**Summary of each module**	**42**	**100%**
2.	**Colorful scenes**	**42**	**100%**
3.	**Colored text**	**42**	**100%**
4.	**Trouble in viewing module**	**0**	**0**
5.	**Language**	**42**	**100%**

All the respondents were very happy and satisfied with the summary of the module. The inclusion of colorful texts and scenes in the module were very enchanting to the respondents. There was no trouble faced by the trainees while viewing the module also the language used was easy to understand.

Table: 41 Reaction Related to e-Training Module

Sr.No	Statements	GE	%	SE	%	LE	%
I	**physical aspects** **(The physical aspects of the e training module)**						

1.	**The e-training module was well designed.**	**42**	**100%**				
2.	**Background pictures of e-training modules increase concentration.**	**42**	**100%**				
3.	**The colour combination was nice in the e-training module.**	**41**	**97.61 %**	**1**	**2.38%**		
4.	**Each e-module was properly configured.**	**34**	**80.95 %**	**8**	**19.04 %**		
5.	**The integration of e-module was well connected.**	**28**	**66.66 %**	**14**	**33.33 %**		
6.	**The e-module was easy to learn.**	**42**	**100%**				
II	**Content related aspects**						
7.	**All the required information was covered in the e-module.**	**42**	**100%**				
8.	**The e-training module content was developed following learning principles.**	**38**	**90.47 %**	**4**	**9.52%**		
9.	**The information in the e-training module was self-explanatory**	**42**	**100%**				
10.	**The language used in the e-training module was easy to understand.**	**42**	**100%**				

11.	**The information of the developed e-training module was explained in detail.**	**40**	**95.23 %**	**2**	**4.76%**		
12.	**The examples given in the developed e-training module were appropriate.**	**17**	**40.47 %**	**25**	**59.52 %**		
13.	**The examples given in the developed e-training module were sufficient.**	**18**	**42.85 %**	**22**	**52.38 %**	**2**	**4.76 %**
14.	**The visuals used were adequate.**	**32**	**76.19 %**	**10**	**23.80 %**		
15.	**The illustrations used were easy to understand.**	**42**	**100%**				
16.	**Pictures were related to information.**	**41**	**97.61 %**	**1**	**2.38%**		
17.	**The examples given in the information have increased the clarity of the topic.**	**41**	**97.61 %**	**1**	**2.38%**		

Table 41 shows that all (100%) respondents thought that the module was well designed to a greater extent. The pictures in the modules grabbed the concentration of all (100%) the trainees to a great extent. 97.61% respondents were satisfied to great extent by the colours used in the module whereas 2.38% were less satisfied. The configuration of the module was properly done and was approved by 80.95% respondents and 19.04% approved to it by some extent. 66.66% respondents were happy to a great extent by the integration of the module and thought that it was well connected while 33.33% agreed to it by some extent. All the trainees felt that the e-module was easy to learn by a great

extent. All (100%) respondents were highly satisfied by the information in the module and felt was accurate. 90.45% trainees agreed to a greater extent that the content in the module had all the important learning principles and 9.52% did not agree to a greater extent. All (100%) respondents felt that the e training module was self-explanatory to a greater extent. (100%) trainees were happy to a great extent by the language used in the module which was easy to understand. (100%) respondents were satisfied to a greater extent by the information which was explained in detail by the developed e training module. 42.85% were satisfied to a greater extent by the relevance of the examples in the e module whereas 52.38% were satisfied up to an extent and only 4.76% agreed less. 76.19% respondents felt that the visuals were adequate to a greater extent whereas 23.10% were less satisfied. All the (100%) respondents were very satisfied by the illustrations as they were easy to understand. 97.61% trainees were able to relate to the information provided by the trainer to a greater extent and 2.38% were able to relate less comparatively. 97.61% respondents had more clarity of the topic by the examples given in the information by a greater extent and only 2.38% had less clarity of the topic by the examples given.

4.4 Feedback Related to Project

- All 42 women agreed that the training provided to them was effective and useful.
- All 42 women agreed that the e-modules were efficiently explained and demonstrated by the project worker.
- All 42 women reported that they were able to understand the language of the project worker.
- All 42 women agreed that the information provided during the training was easy to understand and grasp.
- All 42 women requested to train their husbands and children through the e-module in near future.

Conclusion

It can be concluded from feedback and evaluation of the project that the women were enthusiastic to learn new things and they do have acceptance towards technology and its use. It was observed that they were more interested to learn about the schemes provided by the government. They were happy and keen to learn about the applications

and their uses in mobile phones. The training helped women to feel independent. The rural women also tried hands-on shopping online after the training. The training helped women gain knowledge about phishing and basic steps toward securing passwords. The women felt confident while browsing the internet and were more alert while clicking on anonymous links after the training.

Recommendations for Future Projects

- A similar project can be undertaken in the same village for men and children as a target group.
- A similar project can be undertaken in any other community with a different target group.
- An e - module demonstrating the use of smart TV can be included.
- Along with the e-training women can be trained to use these modules to obtain jobs/ apply for jobs.

Suggestions

- Local NGOs/CSR units of government agencies should hand-be holding women to make them capable of earning using technology at home.
- Special training should be organized to use the government schemes keeping in loop the government agencies working for the same.
- Government initiatives for women-related awareness should be spread more effectively and efficiently.

Problems faced by the Project Worker

- Initially, the rural women were adamant to share their details and fill the consent form.
- Women showed that they were uninterested initially. It took the project worker 5-6 days to convince the women about the project.
- The project worker had to recap the e-modules for the women who had shown interest in the later stage of the project.
- At the initial stage, the project worker had to wait for the women to come and join the training on time.

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APPENDICES

APPENDIX I

VALIDATION LETTER

DEPARTMENT OF EXTENSION AND COMMUNICATION

FACUTY OF FAMILY AND COMMUNITY SCIENCES

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA, VADODARA

To, Date:

Subject: Covering letter for Tool Validation

Respected Sir/Madam,

I am Ms. Shivani Patel, student of Masters in the Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara.

I am working on my action project titled "An Action Project on Developing e-training module on Digital Literacy for Rural Women of Vadodara." The project aims to develop e-training module on digital literacy for rural women and train them with the same. e-training was imparted to selected rural women. To study feedback of e-training among selected rural women. Tools prepared were:

- Feedback form
- Reaction scale
- Evaluation form

In this regard, I have attached a questionnaire. Here by, request you to validate the tool of my action project in terms of its content validity, response system to make my project valuable.

Thanking You,

Your Faithfully

Shivani Patel

(Sr.M.S.c) 2023

Dr. Varsha Parikh

(Research Guide)

Dr. Dhara Bhatt

(Research Co- Guide)

APPENDIX II

CONSENT LETTER

સંમિત પત્ર

Department of extension and communication,
Faculty of family and community sciences,
The maharaja Sayajirao university of Baroda,
vadodara-390 002- India

ભાગ લેનાર માટે નું સંમતિ પત્રક

ડિપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કમ્યુનિકેશન, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સ, મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા, વડોદરા. સંસ્થા સંશોધનમાં માનવ સહભાગીઓના રક્ષણની પ્રથાને સમર્થન આપે છે. નીચેના આપેલ પ્રોજેક્ટ વિશેની માહિતી તમને પ્રોજેક્ટમાં ભાગ લેવા માંગો છો કે નહીં તે નક્કી કરવામાં મદદ કરશે.

આ પ્રોજેક્ટનું શીર્ષક છે "વડોદરાની ગ્રામીણ મહિલાઓ માટે ડિજિટલ સાક્ષરતા પર ઇ-ટ્રેનિંગ મોડ્યુલ." આ મોડ્યુલ દ્વારા ગામ ની મહિલાઓને ડિજિટલ રીતે સાક્ષર કરવામાં આવશે. પ્રોજેક્ટમાં તમને ડિજિટલ સાક્ષરતા સંબંધિત પૃષ્ઠભૂમિ અને જ્ઞાનના સ્તરને લગતા પ્રશ્નો પૂછીશું. અમે તમને એક્શન પ્રોજેક્ટનો ભાગ બનવા માટે આમંત્રિત કરીએ છીએ, આ પ્રોજેક્ટ માં સ્વેચ્છાએ ભાગ લેવા તમારી સહમતી માંગીએ છીએ. અમે તમને ખાતરી આપીએ છીએ કે કોઈ વ્યક્તિગત વિગતોનો દુરુપયોગ કરવામાં આવશે નહીં. પૂરી પાડવામાં આવેલ માહિતીનો ઉપયોગ માત્ર શૈક્ષણિક હેતુ માટે જ કરવામાં આવશે. તમને પ્રોજેક્ટમાં ભાગ લેવા માટે સંમતિ આપવા વિનંતી કરવામાં આવે છે. તાલીમ કાર્યક્રમ 25 કલાકનો રહશે.

જો તમારી પાસે આ પ્રોજેક્ટને લગતા કોઈ વધુ પ્રશ્નો/ક્વેરી હોય, તો કૃપા કરીને ફોન અથવા ઈમેલ દ્વારા અમારો સંપર્ક કરો. **સંશોધકનું નામ - શિવાની પટેલ**, (shivanipatel2409@gmail, 9925269420). કૃપા કરીને નીચેની જગ્યા પર તમારી સહી સાથે સૂચવો કે તમે સમજો છો કે પ્રોજેક્ટમાં શું સહભાગિતા શામેલ છે અને ભાગ લેવા માટે સંમત છો.

તમારી ભાગીદારી સ્વૈચ્છિક છે.

ડૉ.વર્ષા પરીખ
(સંશોધન માર્ગદર્શક)

સહભાગીની સહી

_____

કુ. શિવાની પટેલ
(પ્રોજેક્ટ વર્કર)

ડૉ. ધારા ભટ્ટ
(સંશોધન સહ-માર્ગદર્શક)

APPENDIX III

a. Tool to collect profile of selected rural women and basic knowledge Regarding Digital Literacy.

b. Tool to obtain Feedback and Reactions of Selected Rural Women Regarding e-

Appendix III (a)

Tool to collect profile of selected rural women and basic knowledge Regarding Digital Literacy.

section I

વ્યક્તિગત માહિતી

નોંધ: નીચેની પૃષ્ઠભૂમિ માહિતીને ટિક(✓)માર્કિંગ કરો અથવા જ્યાં જરૂરી હોય ત્યાં તમને લાગુ પડતા વિધાન સામે લખો.

1. નામ _____
2. ઉંમર _____
3. પરણિત \ અપરણિત \ અન્ય _____
4. કુટુંબના સભ્યોની સંખ્યા _____
5. કુટુંબની કુલ માસિક આવક _____
6. શૈક્ષણિક લાયકાત (યોગ્ય વિકલ્પ સામે ટીક(✓) કરો.)

અનુક્રમ	શિક્ષણ	ટિક કરો તમારા ભણતર ઉપર
	અશિક્ષિત	
	પ્રાથમિક શિક્ષણ	
	માધ્યમિક શિક્ષણ	
	ઉચ્ચ માધ્યમિક	
	સ્નાતક	
	અનુંસ્નાતક	
	વાંચતા/લખતા આવડે છે	

Section II

મોબાઈલ અને ઈન્ટરનેટ વપરાશ અંગે માહિતી

નોંધ: નીચેના પ્રશ્નોને ધ્યાનથી વાંચો અને તે મુજબ નીચે ના યોગ્ય જવાબ આગડ ટિક (✓)માર્ક કરો.

7. શું તમારી પાસે મોબાઈલ છે?

હા_____ના_____

7(a) જો હા, તો કયા પ્રકાર નો ?

a) ટચસ્ક્રીન _____

b) કીપેડ _____

8. તમારા પાસે પોતાનો ફોન છે?

હા_____ ના _____

9. તમારા ઘરમાં કેટલા લોકો પાસે મોબાઈલ છે?

a) 1 _____

b) 2_____

c) 3 _____

d) 4 થી વધુ _____

e) કોઈ પાસે નથી _____

10. તમે દિવસમાં કેટલો સમય મોબાઈલ નો વપરાશ કરો છો ?

a) 1 કલાક થી ઓછો _____

b) 1 કલાક _____

c) 2-3 કલાક _____

d) 4 થી વધુ કલાક_____

e) આખો દિવસ _____

11. શું તમારા મોબાઈલ માં ઈન્ટરનેટની સુવિધા છે ?

હા _____ના_____

11(a) જો હા તો કયું ?

a) 2G _____

b) 3G _____

c) 4G _____

d) ખબર નથી _____

12. તમને મોબાઈલ વાપરતા કોણે શીખવાડ્યું ?

a) તમારા પતિ એ_____

b) તમારા છોકરા/છોકરી એ _____

c) તમારા આજુ-બાજુ માં રેહતા લોકો એ(પાડોશી) _____

d) મિત્ર/બહેનપણી એ _____

e) તમે જાતે શીખ્યા_____

f) અન્ય _____

13. તમે મોબાઈલનો ઉપયોગ શેના માટે કરો છો ?(એક કરતા વધારે જવાબ આપી શકો છો)

a) કૉલિંગ _____

b) વિડિઓ કૉલિંગ _____

c) મેસેજિન્ગ _____

d) વોઇસ રેકોર્ડિંગ _____

e) ફોટો પાડવા _____

f) વિડિઓ લેવા માટે _____

g) માહિતી મેળવવા _____

h) ઈ-મેલ કરવા _____

i) ગેમ રમવા _____

j) મનોરંજન માટે _____

k) ઓનલાઇન ખરીદી માટે _____

l) છાપું વાંચવા _____

m) અન્ય _____

14. શું તમે સોશ્યિલ નેટવર્કિંગ એપ્લિકેશનનો ઉપયોગ કરો છો ? (વૉટ્સઅપ, ફેસબુક,વગેરે..)

હા _____ ના _____

14(a) જો હા, તો કઈ?

a) વૉટ્સઅપ _____

b) ફેસબુક _____

c) ઇન્સ્ટાગ્રામ _____

d) ટ્વિટર _____

e) સ્નેપચેટ _____

f) અન્ય _____

15. તમે મનોરંજન માટે કઈ એપ્લિકેશનનો ઉપયોગ કરો છો?

a) યુટ્યુબ _____

b) હોટ સ્ટાર _____

c) એમેઝોન પ્રાઇમ _____

d) જી 5 _____

e) વૂટ _____

f) શેમારૂ _____

g) ટેલિગ્રામ _____

h) એમએક્સ પ્લેયર_____

i) અન્ય _____

16. શું તમને ગૂગલ સ્પીક વિષે માહિતી છે?

હા _____ના_____

16(a) જો હા, તો તમે એનો ઉપયોગ કરો છો?

હા _____ના_____

17. શું તમે ઓનલાઇન શોપિંગ કરો છો ?

હા _____ના_____

17(a) જો હા તો કઈ એપ્લિકેશનનો ઉપયોગ કરો છો ?

a) મીશો _____

b) ફ્લિપકાર્ટ _____

c) એમેઝોન _____

d) શોપસી _____

e) આજીઓ _____

f) ક્લબ ફેક્ટરી _____

g) અન્ય _____

section III

<u>ઇલેક્ટ્રોનિક લેવડ - દેવડ અંગેના વપરાશ ની માહિતી</u>

નોંધ: નીચેના પ્રશ્નોને ધ્યાનથી વાંચો અને તે મુજબ તેના વિશે તમારા મંતવ્યો નીચે ટિક (✓) માર્કિંગ દ્વારા લખો.

18. તમારું બેંકમાં ખાતું છે ?

હા _____ના_____

19. શું તમને ઈ - બૅંકિંગ વિશે જાણ છે ?

હા _____ના_____

20. શું તમને બેંકમાં પૈસા ભરતા અને ઉપાડતા આવડે છે ?

હા _____ના____

21. તમે બેંકમાં કેવી રીતે લેવડ -દેવડ કરો છો ?

a) ચેક ધ્વારા _____

b) ATM _____

c) પાવતી ધ્વારા _____

d) અન્ય _____

22. શું તમે બેન્ક ના કામ માટે મોબાઈલ ફોન નો ઉપયોગ કરો છો?

હા _____ના_____

22(a) જો હા, તો કઈ- કઈ વસ્તુ માટે તેનો ઉપયોગ કરો છો?

- બેલેન્સ ચેક કરવા _____
- પૈસા ટ્રાન્સફર કરવા માટે _____
- ચેકબૂક ની રિક્વેસ્ટ મોકલવા માટે _____
- મીની સ્ટેટમેન્ટ કાઠવા માટે _____

- અન્ય _____

23. શું તમે ઇલેક્ટ્રોનિક લેવડ-દેવડ ને લગતી એપ્લિકેશનનો ઉપયોગ કરો છો ?

હા_____ ના _____

23(a) જો હા તો કઈ ?

a) પેટીમ _____

b) ગૂગલ પે _____

c) ફોન પે _____

d) ભારત પે _____

e) ભીમ પે _____

f) બૅંક એપ્લિકેશન _____

g) અન્ય_____

24. તમારી પાસે તમારું પોતાનું ઇ-મેઇલ આઈડી છે?

હા _____ના_____

24(a) જો હા, તો તમને એનો ઉપયોગ કરતા આવડે છે?

હા _____ના_____

25. તમને ફોન માં ઍપ્લિકેશન વાપરતા આવડે છે?

હા _____ના_____

26. જો હા તો, ઍપ્લિકેશન અંગે માહિતી આપો.

ઍપ્લિકેશન	ખબર છે, પણ વાપરતા નથી આવડતી	વાપરતા આવડે છે
વૉટ્સઅપ		
ફેસબુક		
ટ્વિટર		
યુટુબ		

એમેઝોન		
ટેલિગ્રામ		
મીશો		
પેટીમ		
ગૂગલ પે		
ગૂગલ પ્લેસ્ટોર		
સ્પોટિફાય		

Section IV

ડિજીટલ સાક્ષરતા તાલીમ અંગે ની માહિતી

નોંધ: નીચેના પ્રશ્નોને ધ્યાનથી વાંચો અને તે મુજબ નીચે ટિક(✓) માર્કિંગ દ્વારા તેના વિશે તમારા વિચારો લખો.

27. શું તમે ડિજિટલ સાક્ષરતા વિષે જાણો છો ?

હા _____ ના _____

28. તમારા ગામમાં પહેલા કોઈએ ડિજિટલ સાક્ષરતા પર તાલીમ આપેલી છે ?

હા _____ના_____

28(a) જો હા, તો તમે એ તાલીમ માં ભાગ લીધો હતો?

હા _____ ના _____

29. શું તમને ડિજિટલ સાક્ષરતા પર તાલીમ મેળવવામાં રસ છે?

હા _____ના_____

30. શું તમને ઇલેટ્રોનિક ના માધ્યમ થી કશું ભણ્યા છો? (ex.ઈ-મેલ, અન્ય એપ્લિકેશન)

હા_____ ના_____

30 a) જો હા તો શું ભણ્યા?

_____

31. ડીજીટલ સાક્ષરતા વિષે શું શીખવા ઈચ્છો છો ?

_____

Appendix III (b)

Tool to obtain Feedback and Reactions of Selected Rural Women

Regarding e-Training.

<u>તાલીમ અંગે આપના અભિપ્રાય</u>

નામ: _____

નોંધ: નીચે આપેલ પ્રશ્નોને ધ્યાનથી વાંચો અને તમારા માટે સૌથી યોગ્ય વિકલ્પ સામે ટિક માર્ક કરો. કૃપા કરીને જ્યાં જરૂર હોય ત્યાં લખો અને સ્પષ્ટ કરો.

ક્રમ નં	નિવેદનો	પુરી રીતે સહમત	સંમત	તટસ્થ	અસંમત	સંપૂર્ણ પણે અસંમત
1.	તાલીમના ઉદેશ્યો સ્પષ્ટ રીતે વ્યાખ્યાયિત કરવામાં આવ્યા હતા.					
2.	તમારી સહભાગિતા ને પ્રોત્સાહન આપવામાં આવ્યું હતું.					
3.	તમારી ક્રિયાપ્રતિક્રિયા ને પ્રોત્સાહન આપવામાં આવ્યું હતું.					
4.	આવરી લેવામાં આવેલ માહિતી તમારા માટે સુસંગત હતી.					

5.	માહિતી વ્યવસ્થિત અને અનુસરવામાં સરળ હતી.					
6.	આપેલ માહિતી મદદરૂપ હતી.					
7.	આ તાલીમનો અનુભવ તમારા કાર્યમાં ઉપયોગી થશે.					
8.	ટ્રેનર ને તાલીમના વિષયો વિશે જાણકારી હતી.					
9.	ટ્રેનર એ વિષય માટે સારી રીતે જાણકાર હતી.					
10.	તાલીમ માટે ફાળવેલ સમય પૂરતો હતો.					
11.	મીટિગ રૂમ અને સુવિધાઓ પર્યાપ્ત અને આરામદાયક હતી.					

2. તમને આ તાલીમ વિષે સૌથી વધુ શું ગમ્યું?

_____

3. તાલીમના કયા પાસાઓ સુધારી શકાય?

- બોલવા- સમજાવવાની પદ્ધતિ
- મોડ્યુલ ની માહિતી
- કલર- ડિઝાઇન
- એક પણ નહીં

૪.ભવિષ્ય માં તમે કઈ વધારાની તાલીમ લેવા ઈચ્છો છો?

_____

૫. કૃપા કરીને અન્ય ટિપણી ઓ જાણવો અથવા અગાઉના પ્રિતસાદોને અહીં વિસ્તૃત કરો.

_____

૬. તમે એકંદરે તાલીમને કેવી રીતે રેટ કરો છો?

ઉત્તમ	સારી	સરેરાશ	નબળી	ખૂબ જ નબળી
○	○	○	○	○

ઈ-મોડ્યુલ અંગે ના અભિપ્રાયો

1. ઈ-મોડ્યુલ દ્વારા શીખવું એ તમારા માટે અલગ અનુભવ હોઈ શકે છે. તે અંગે તમારા મંતવ્યો જણાવવા વિનંતી. (દા.ત.: ખુશી, ઉત્સાહિત, ભયભીત, ઉદાસી, બેચેની વગેરે)

_____

_____

2. મોડ્યુલ દ્વારા શીખ્યા પછી તમે અનુભવ્યું જ હશે કે તેમાં એવી સુવિધાઓ છે જે અન્ય શૈક્ષણિક માધ્યમોમાં નથી. નીચે સૂચિબદ્ધ આવા લક્ષણો છે. તે લક્ષણો પર ટિક માર્ક કરો, જેણે તમને શીખવામાં મદદ કરી.

ક્રમ નં	વિશેષતા	✓
1.	દરેક મોડ્યુલ નો સારાંશ	
2.	રંગીન દ્રશ્યો	
3.	રંગીન લખાણ	
4.	મોડ્યુલ જોવામાં અડચણ	
5.	ભાષા	

3. તમે મોડ્યુલ દ્વારા શીખ્યા હોવાથી, હું જાણવા માંગુ છું કે મે તમને શીખવામાં કેવી રીતે મદદ કરી. નીચે સૂચિબદ્ધ નિવેદનો છે, જે પસંદ કરેલા વિષયો પરના ઈ-ટ્રેનિંગ મોડ્યુલ દ્વારા વિવિધ પાસાઓનું વર્ણન કરે છે. કૃપા કરીને યોગ્ય વિકલ્પ સામે ટિક માર્ક કરો.જો નિવેદને તમને શીખવામાં મદદ કરી હોય તો-

Great extent- GE (મહદ અંશે), Some extent- SE (કેટલાક અંશે),

Less extent- LE (ઓછા અંશે)

ક્રમ નં	નિવેદનો	GE	SE	LE
I	ભૌતિક પાસાઓ			
1.	ઈ-ટ્રેનિંગ મોડ્યુલ સારી રીતે તૈયાર કરવામાં આવ્યું હતું.			
2.	ઈ-ટ્રેનિંગ મોડ્યુલ ના બેકગ્રાઉન્ડ ચિત્રો થી એકાગ્રતા વધી.			
3.	ઈ-ટ્રેનિંગ મોડ્યુલ માં કલર કોમ્બિનેશન સરસ હતું.			
4.	દરેક ઈ-મોડ્યુલ યોગ્ય રીતે ગોઠવવામાં આવ્યું હતું.			
5.	ઈ-મોડ્યુલ નું સંકલન સારી રીતે જોડાયેલા હતી.			
6.	ઈ-મોડ્યુલ શીખવા માટે સરળ હતું.			
II	સામગ્રી પાસઓ			

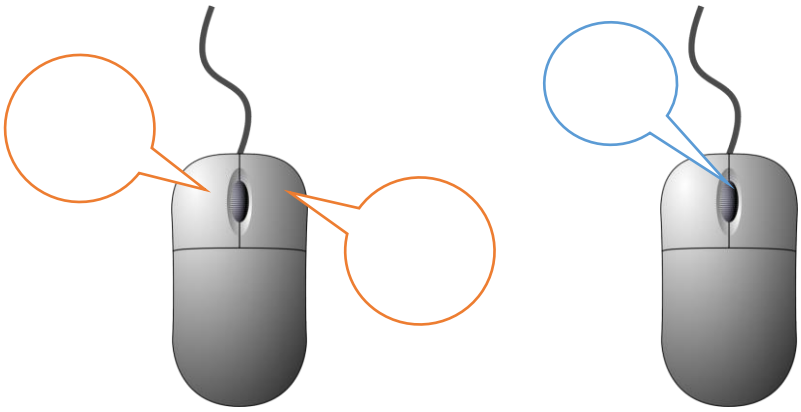
7.	ઈ-મોડ્યુલ માં જરૂરી તમામ માહિતી આવરી લેવામાં આવી હતી.			
8.	ઈ-ટ્રેનિંગ મોડ્યુલ વિષયવસ્તુ શીખવાના સિદ્ધાંતોને અનુસરી ને બનાવેલ હતી.			
9.	ઈ-ટ્રેનિંગ મોડ્યુલ ની માહિતી જાતે સમજી શકાય તેવી હતી			
10.	ઈ-ટ્રેનિંગ મોડ્યુલ માં વપરાયેલી ભાષા સમજવામાં સરળ હતી.			
11.	વિકસિત ઈ-ટ્રેનિંગ મોડ્યુલ ની માહિતી વિગતવાર સમજાવવામાં આવી હતી.			
12.	વિકસિત ઈ-ટ્રેનિંગ મોડ્યુલ માં આપેલા ઉદાહરણો યોગ્ય હતા.			
13.	વિકસિત ઈ-ટ્રેનિંગ મોડ્યુલ માં આપેલા ઉદાહરણો પૂરતા હતા.			
14.	ઉપયોગ માં લેવાયેલ દ્રશ્યો પૂરતા હતા.			
15.	ઉપયોગ માં લેવાયેલ ચિત્રો સમજવામાં સરળ હતા.			
16.	ચિત્રો માહિતી સાથે સંબંધિત હતા.			
17.	માહિતી માં આપેલા ઉદાહરણોથી વિષયની સ્પષ્ટતા વધી છે.			

ઈ-મોડ્યુલ ના વિષય ને લગતા પ્રશ્નો

1. મોડ્યુલ માં બતાવેલ કમ્પ્યુટર ના ભાગો ના નામ લખો

2. કમ્પુટર ને શરૂ કરવા માટે કયા બટન નો ઉપયોગ કરાય?
   a) માઉસ
   b) કીબોર્ડ
   c) CPU માં પાવર બટન
   d) એક પણ નહીં

૩. નીચે આપેલ માઉસ ના ભાગો દર્શાવો.(નીચે આપેલ ખાલી જગ્યા માં નામ લખો)



૪. મોડ્યુલ માં જોયા પછી કીપેડ ફોન ને લોક કરવા માટે કેટલા પગલાં નો ઉપયોગ કરવો પડે?

   a. ૧
   b. ૨
   c. ૩
   d. ખબર નથી

૫. નીચે આપેલ મોબાઈલ ફોન નો ઉપયોગ કઈ કઈ વસ્તુ માં કરીએ છે તેદર્શાવો.

(મનોરંજન, સર્ચ,વિડિયો કોલિંગ, સમાચાર,ઈ-મેલ, કેમેરા, મ્યુઝિક,બેંન્કિંગ)

(નીચે આપેલ ખાલી જગ્યા માં નામ લખો)

૬. મોડ્યુલ દ્વારા શીખ્યા પછી તમને કમ્પુટર, મોબાઈલ ફોન અને ટેબ્લેટ વચ્ચે તફાવત ખબર પડયો ?

a) હા

b) ના

૭. મોડ્યુલ માં જોયા પછી ઇન્ટરનેટ શું છે તેની જાણકારી તમને મળી?

a) હા

b) ના

૮.ઇન્ટરનેટ કયા પ્રકાર ના હોય છે?

a) મોબઇલ ડેટા

b) Wi-Fi

c) ડોંગલ

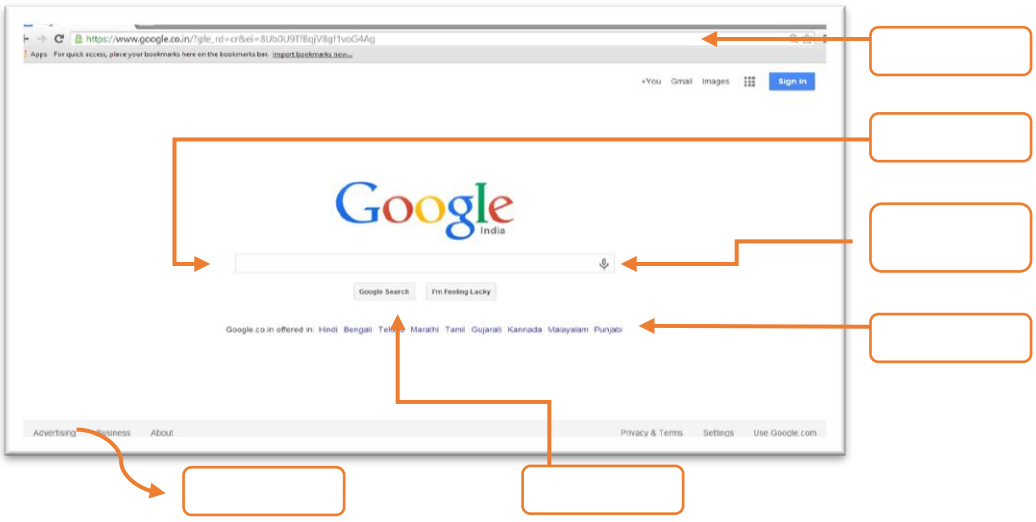
d) હોટ સ્પોટ

૯. નીચે દર્શાવેલ ફોટો માં ઇન્ટરનેટ ના પ્રકાર ના નામ લખો. .(નીચે આપેલ ખાલી જગ્યા માં નામ લખો)

૧૦. ઇન્ટરનેટ ના માધ્યમ થી શું શું કરી શકાય?

- ગેમ રમી શકાય
- ઈ-મેલ કરી શકાય
- ઓનલાઇન શોપિંગ કરી શકાય
- માહિતી શોધી શકાય
- સરકારી સેવા વિષે જાણી શકાય
- અન્ય

૧૧. નીચે આપેલ ફોટો માં સર્ચ એન્જિન ના ફંક્શન દર્શાવો. .(નીચે આપેલ ખાલી જગ્યા માં નામ લખો)



૧૨. મોડ્યુલ માં શીખ્યા પછી ઈ-મેલ નો ઉપયોગ કેવી રીતે શકાય તેની જાણકારી મળી?

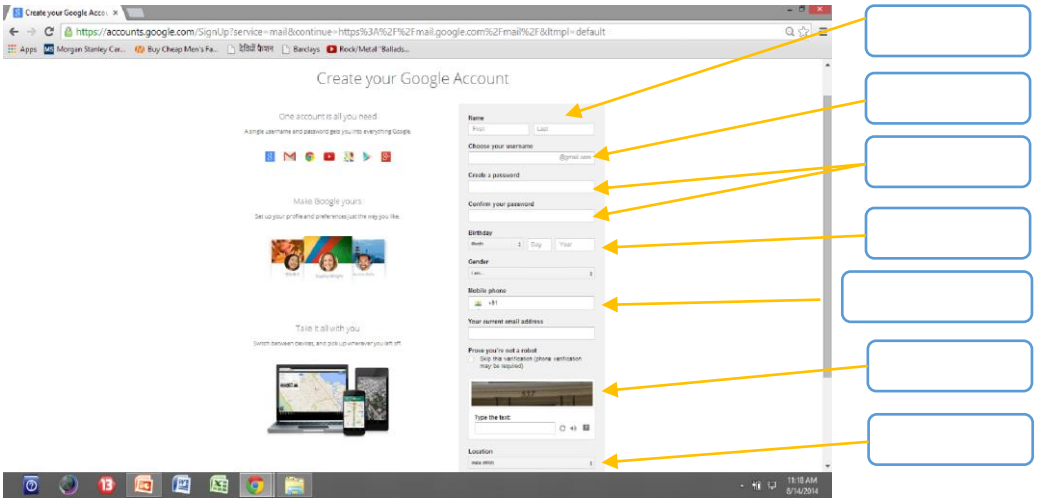
a) હા

b) ના

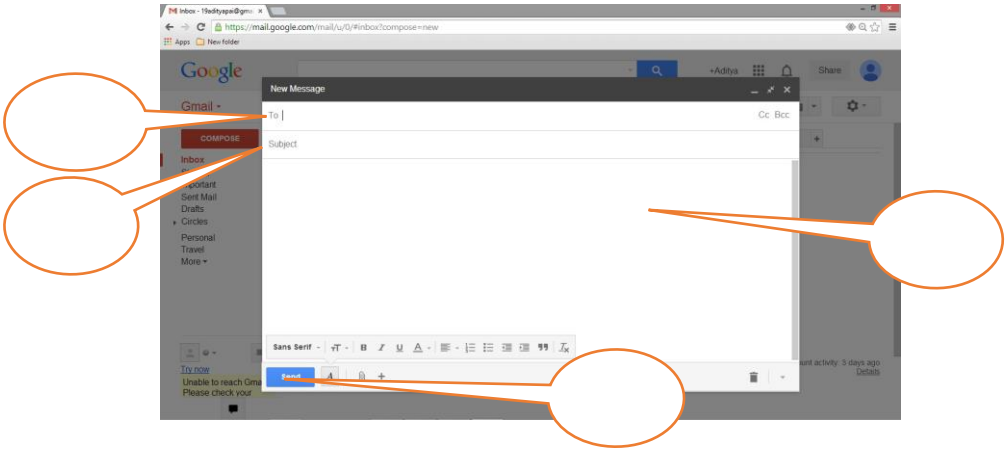
૧૩.ઈ-મેલ નો ઉપયોગ કરવાથી સંદેશો કેવી રીતે મળી શકે?

a) ઝડપી
b) ધીમે
c) મુશ્કેલી અનુભવાય
d) સંદેશો મળતો નથી
e) એક પણ નહીં

૧૪. નીચે દર્શાવેલ ફોટો માં ઈ-મેલ બનવાના માટે શું શું જોઇએ એ દર્શાવો. .(નીચે આપેલ ખાલી જગ્યા માં નામ લખો)



૧૫. નીચે દર્શાવેલ ફોટો માં ઈ-મેલ ને કંપોઝ કરવા માટે ના પગલાં દર્શાવો. .(નીચે આપેલ ખાલી જગ્યા માં નામ લખો)



૧૬. મોડ્યુલ દ્વારા શીખ્યા પછી ઈ-મેલ ને સાઇન આઉટ કરવું જરૂરી ગણાય?

a) હા
b) ના
c) ખબર નથી

૧૭. મોડ્યુલ દ્વારા શીખ્યા પછી ઈ-મેલ આઈડી નો ઉપયોગ કયા કયા કરી શકાય?

- ઈ-મેલ કરવા માટે
- સોશિયલ મીડીયા માં અકાઉંટ બનાવા માટે
- બૅંક માં અકાઉંટ બનાવવા
- ફોન માં લૉગિન કરવા માટે
- એક પણ નહીં

૧૮. આમાંથી સોશિયલ મિડીયા માં એકાઉન્ટ બનાવતી વખતે સૌથી વધારે શાની જરૂર પડશે?

a) નામ
b) ઉંમર
c) ઈ-મેલ આઈડી
d) ફોન નંબર
e) આમાંથી એક પણ નહીં

૧૯. માહિતી શોધવા માટે સૌ થી પેહલા શાની જરૂર પડે?

a) ફોન નંબર
b) ઈ-મેલ
c) ઇન્ટરનેટ
d) એક પણ નહીં

૨૦.રેલવે ની માહિતી શોધવા માટે કઈ વેબસાઇટ નો ઉપયોગ કરવો પડે?

a) GSRTC (Gujarat State Road Transport Corporation)
b) IRCTC (Indian Railway Catering and Tourism Corporation)
c) પબ્લિક ટ્રાન્સપોર્ટ
d) એક પણ નહી

૨૧. મોડ્યુલ દ્વારા શીખ્યા પછી શું તમે સરકાર તરફ થી મળતી સહાય લેશો?

a) હા
b) ના

૨૨. મોડ્યુલ દ્વારા શીખ્યા પછી સરકારી માહિતી મેળવવા માટે કયા પોર્ટલ નો ઉપયોગ કરવો જોઇએ?

a) india.gov.in
b) national service
c) સમાજ સેવા
d) એક પણ નહીં

૨૩.મોડ્યુલ દ્વારા શીખ્યા પછી ઈ-કોમર્સ ના માધ્યમ થી ઘરે બેઠા તમે વસ્તુ ની ખરીદી કરી શકો છો?

a) હા
b) ના

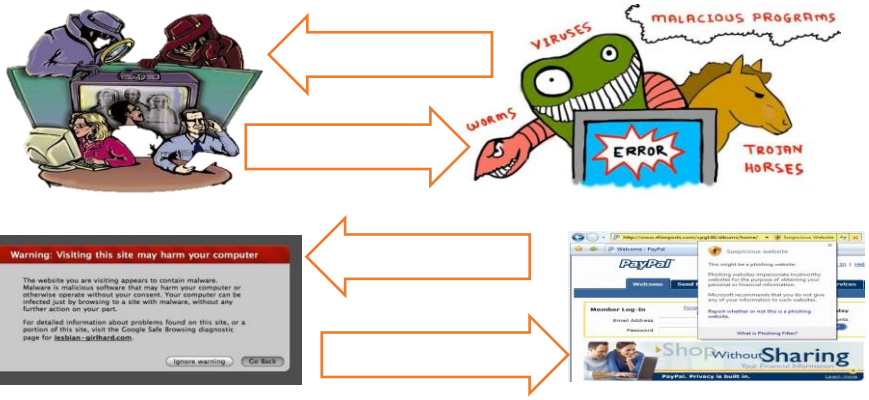
૨૪. મોડ્યુલ દ્વારા શીખ્યા પછી ઇન્ટરનેટ બેંન્કિંગ એ તમને સહાયરૂપ લાગ્યું?

a) હા
b) ના

૨૫. મોડ્યુલ દ્વારા શીખ્યા પછી આપણે ઈ-સિક્યોરીટી કઈ રીતે રાખવી તેની જાણકારી તમને મળી?

a) હા
b) ના

૨૬. નીચે બતાવેલ ફોટો માં ઈ-સિક્યોરીટી ને લગતી ધમકી ના પ્રકાર દર્શાવો. .(નીચે આપેલ ખાલી જગ્યા માં નામ લખો)



૨૭.મોડ્યુલ દ્વારા શીખ્યા પછી આપણે આપડો ડેટા સુરક્ષિત રાખવા માટે શું કરવું જોઈએ?

a) બધા ને જણાવવો
b) પાસવર્ડ રાખવો
c) કમ્પુટર માં સેવ કરવું
d) એક પણ નહીં

૨૮. મોડ્યુલ શીખવામાં તમને કોઈ મુશ્કેલી અનુભવાઈ?

a) હા
b) ના

29. જો હા, તો કયા પ્રકારની?

_____

APPENDIX IV

ETHICAL COMMITTEE-APPROVAL

CERTIFICATE

Institutional Ethics
Committee for Human
Research
(IECHR)

FACULTY OF FAMILY AND COMMUNITY SCIENCES,
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA,
VADODARA

Ethical Compliance Certificate 2022-2023

This is to certify that Ms. Ms. Shiri Shah's study titled, "Knowledge and Perceptions of the selected couples of Vadodara city regarding surrogacy" has been approved by the institutional Ethics Committee for Human Research (IECHR), Faculty of Family & Community Sciences, The maharaja Sayajirao University of Baroda, Vadodara. The study has been allotted the ethical approval number IECHR/FCSc/M.Sc./2022/16

Prof. Shagufa Kapadia
Chairperson ,
IECHR

Prof. Mini Sheth
Member Secretary
IECHR

Chair Person
IECHR
Faculty of Family & Community Sciences
The Maharaja Sayajirao University of Baroda

APPENDIX V

iThenticate REPORT OF PLAGIARISAM

S All chapters 14-3-23 (1).pdf

By: Shivani

As of: Apr 14, 2023 11:05:52 PM
19,231 words - 204 matches - 66 sources

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1 480 words / 3% - ProQuest
Chauhan, Leena. "Use of Internet for Performance of Household Responsibilities by MarriedWomen of Vadodara City.", Maharaja Sayajirao University of Baroda (India), 2020

2 171 words / 1% - ProQuest
Vadnerkar, Jagrati. "Effectiveness of Developed Reproductive Health Package for Tribal Women of "Kerwas" Village of Pratapgarh District" (Rajasthan, India) and Identification of Their Reproductive Health Practices.", Maharaja Sayajirao University of Baroda (India), 2020

3 131 words / 1% - ProQuest
Bhatt, Dhara. "Designing an Online Course for Undergraduate Students of Family and CommunitySciences / Home Science.", Maharaja Sayajirao University of Baroda (India), 2020

4 106 words / 1% - Internet from 12-Aug-2018 12:00AM
stellamariscollege.edu.in

5 94 words / 1% - Internet from 24-Feb-2022 12:00AM
www.thequint.com

6 69 words / < 1% match - from 05-Apr-2023 12:00AM
orissadiary.com

7 63 words / < 1% match - from 05-Apr-2023 12:00AM
orissadiary.com

8 91 words / < 1% match - Internet from 06-Jan-2023 12:00AM
ijrpr.com

APPENDIX VI (A)

a. Digital e-Training Module

b. Content Covered in Training

APPENDIX: VI (a)

Digital e-training Module

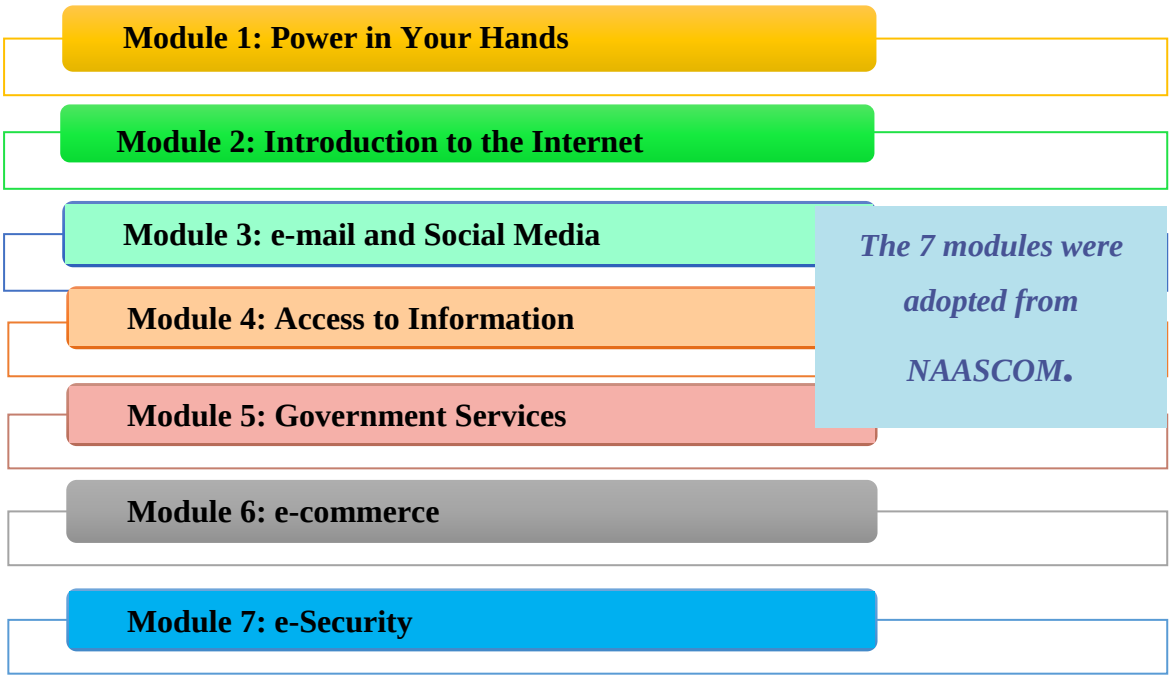
Scene the QR code to view the e-training Module

APPENDIX: VI (b)

Content covered in Training

As this module has been taught at the rural women's level for quite a period now, the teaching material was already available online. We have adopted the NAASCOM module.

The e-training course will include a set of self-paced digital literacy to illustrate basic concepts. Preparing all the required knowledge and information for the module was an essential task.



These are the 7 modules adopted from NAASCOM.

Module 1 briefly explains computers and mobile phones, their components, features, and applications. The module also sheds light on similarities between computers and mobile phones.

Module 2 introduces the internet and types of internet connections. It also explains the web browser and gives insight into search engines and their features

Module 3 explains the introduction of what E-Mail is, why it is used, how easily we can create a g-mail account, how we can send or receive mail from anyone, or how we can attach files to send someone. Also, the introduction of social media is explained, and an understanding of the social media platforms and how to create an account on social media.

Module 4 access of information explains what the information is, the difference between the DATA and INFORMATION, the different sources of information, and how we can check the availability of trains on the IRCTC website.

Module 5 government services explain the introduction to E-governance, what are the sources of information on government portals, how we can apply for the passport, various dedicated ministry websites, and how we can access the national portals.

Module 6 E-commerce explains what E-commerce is and various types of E-commerce, how we can create a website of our own products, and what are the different modes of payments.

Module 7 E-security explains what internet security is and what are the different types of threats on the internet, how we can save data from being lost or stolen, and what are the DO's and DONT's of the internet.

APPENDIX VII

a. Time plan of the project

b. List of Participants of training

APPENDIX: VII (a)

Time plan of the project

Phase	Date and Time (2 hours)	Activity
Planning	2/1/2023	**Permission from Sarpanch**
	5/1/2023	**Selection of the Target group**
	8/1/2023	
	20/1/2023	**Pre-survey**
	24/1/2023	
	24/3/2023	**Group 2 pre-survey**
	2/12/2023	**Developing e-learning materials**
	31/12/2023	
Implementation	3/2/2023	**Rapport building with target group**
	9/2/2023 25/2/2023	**Execution of the project**
	25/3/2023 29/3/2023	**Group 2 Execution of the project**
Evaluation	9/3/2023 11/3/2023 30/3/2023	**Evaluation**
		Group 2 Evaluation

APPENDIX: VII (b)

List of Participants of training

Sr. no	Name of Respondent
1.	Harijan Jayaben Sanjay Kumar
2.	Lataben Piyushbhai Ravad
3.	Komalben Dipakbhai Rathod
4.	Pinkiben Rathod
5.	Janviben
6.	Kantaben Vanrajbhai Sindha
7.	Bhavitaben
8.	Sajanben Lalubhai Nayak
9.	Minaben Dineshbhai Rathod
10.	Niralben Rakeshbhai Rathod
11.	Kinjal Miteshbhai Solanki
12.	Mamta Shukhdevbhai Luhariya
13.	Payal Rajeshbhai Luhar
14.	Minaben Dineshbhai Chauhan
15.	Roshani Kiranbhai Vasava
16.	Janvi Rahulbhai Parmar
17.	Mayuriben Vijaybhai Makvana
18.	Svasti Ben Ramchingbhai
19.	Dinaben Sachinbhai Padhiyar
20.	Falguni M. Solanki
21.	Vilashben Dilipshih Raulji
22.	Artiben Mayurbhai Rathod
23.	Lilaben Pandya
24.	Ramila Ben Pandya
25.	Manguben Patel
26.	Durgaben Pandya
27.	Shakuben Patel
28.	Premilaben Govinda
29.	Hansa Ben Bhikhubhai Patel
30.	Kailashben Patel
31.	Rekhaben Patel
32.	Prafulaben Patel

33.	Shardaben Rameshbhai Solanki
34.	Jayaben Patel
35.	Manjuben Amin
36.	Lilaben Babubhai Patel
37.	Reshama Ben Patel
38.	Sakuntla Ben Navinbhai Patel
39.	Naynaben Babubhai Patel
40.	Manjuben Parsotambhai Brahman
41.	Amba Ben Solanki
42.	Pushpaben Vaidya

APPENDIX VIII

PERMISSION LETTER

Department of Extension and Communication
Faculty of Family and Community Sciences
The Maharaja Sayajirao University of Baroda
University Road, Vadodara-390002

પ્રતિ શ્રી,
સરપંચ શ્રી,
અંકોડીયા ગામ,
વડોદરા

વિષય :- ડિજિટલ સાક્ષરતા અંગે ગ્રામ્ય મહિલાઓને તાલીમ આપવા બાબત

માનનીય, સર/મેડમ,

નમસ્કાર! હું શિવાની પટેલ ડીપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કમ્યુનિકેશન, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કમ્યૂનિટી સાયન્સીસ, ધ મહારાજ સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા, વડોદરા માં અભ્યાસ કરું છું.

આ વર્ષે અમારા અભ્યાસ ના ભાગરૂપે અમારે રિસર્ચ વર્ક કરવાનું હોય છે. જેના અંતર્ગત હું એક્શન પ્રોજેક્ટ માં "વડોદરા ની ગ્રામીણ મહિલાઓ માટે ડિજિટલ સાક્ષરતા પર ઈ- ટ્રેનિંગ મોડ્યલ" ધ્વારા ગામની મહિલાઓ ને ડિજિટલ સાક્ષરતા અંગે તાલીમ આપવા પરવાનગી માંગુ છું. મારા આ એક્શન પ્રોજેક્ટ ની તાલીમ ની સમય મર્યાદા 25 કલાક ની રહશે. તો આ તાલીમ કાર્યક્રમ તમારા ગામમાં કરવા માટે પરવાનગી આપવા વિનંતિ.

આ માટે પરવાનગી આપી મને કૃતજ્ઞ કરશોજી.

આપની આભારી
પ્રોજેક્ટ વર્કર,
શિવાની પટેલ
સિનિયર માસ્ટર સ્ટુડન્ટ

Varsha Parikh

સંશોધન માર્ગદર્શક: ડો. વર્ષા પરીખ

Dhara

સંશોધન સહ-માર્ગદર્શક: ડો. ધારા ભટ્ટ

સરપંચ
અંકોડીયા ગામ પંચાયત
તા.જી.વડોદરા.
Dt.1/2/123

APPENDIX IX

GLIMPSE OF THE PROJECT

Appendix IX
Glimpse of the project

Department of Extension and Communication
Faculty of Family and Community Sciences
The Maharaja Sayajirao University of Baroda
University Road, Vadodara-390002

પ્રતિ શ્રી,
સરપંચ શ્રી,
અંકોડીયા ગામ,
વડોદરા

વિષય :- ડિજિટલ સાક્ષરતા અંગે ગ્રામ્ય મહિલાઓને તાલીમ આપવા બાબત

માનનીય, સરબેડમ,

નમસ્કાર હું જિયાની પટેલ ડીપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કમ્યુનિકેશન, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કમ્યુનિટી સાયન્સીસ, પ મહારાજ સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા, વડોદરા માં અભ્યાસ કરૂ છું.

આ વર્ષે અમારા અભ્યાસ ના ભાગરૂપે અમારે વિષય વર્ક કરવાનું હોય છે. જેના અંતર્ગત હું એક્સ્ટેન્શન પ્રોજેક્ટ માં "વડોદરા ની ગ્રામીણ મહિલાઓ માટે ડિજિટલ સાક્ષરતા પર ઈ- ફેમિલ મોડ્યુલ" ધ્વારા ગામની મહિલાઓ ને ડિજિટલ સાક્ષરતા અંગે તાલીમ આપવા પરવાનગી માંગુ છું. મારા આ એક્સ્ટેન્શન પ્રોજેક્ટ ની તાલીમ ની સમય મર્યાદા 25 કલાક ની રહશે. તો આ તાલીમ કાર્યક્રમ તમારા ગામમાં કરવા માટે પરવાનગી આપવા વિનંતી.

આ માટે પરવાનગી આપી મને કૃતજ્ઞ કરશોજી.

આપની આજ્ઞાકારી
પ્રોજેક્ટ વર્કર,
જિયાની પટેલ
સિનિયર માસ્ટર ફકલ્ટી

માર્ગદર્શક: ડો. વર્ષા પરીખ

સહ-માર્ગદર્શક: ડો. પ્રારા ભટ્ટ

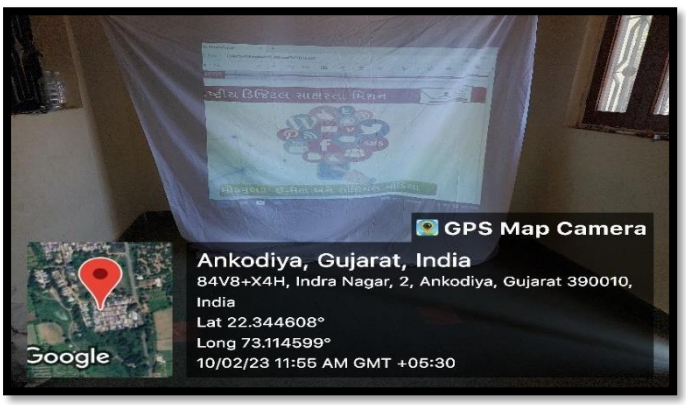
Letter to Sarpanch for Permission

Aanganwadi of Ankodiya

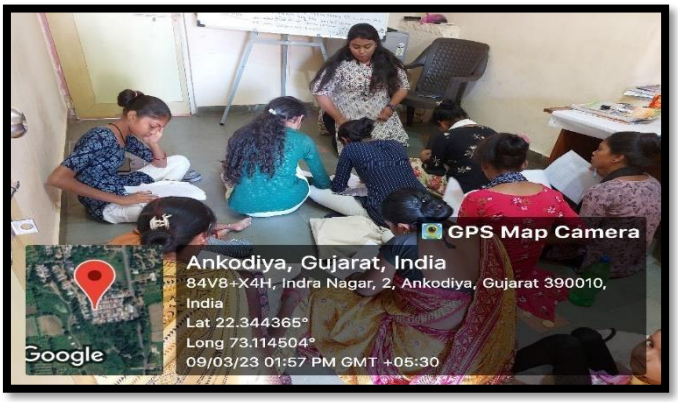
Form Filling During Pre-Test Data Collection


GPS Map Camera
Ankodiya, Gujarat, India
84V8+X4H, Indra Nagar, 2, Ankodiya, Gujarat 390010, India
Lat 22.344438°
Long 73.114441°
16/02/23 12:28 PM GMT +05:30
Google


GPS Map Camera
Ankodiya, Gujarat, India
84V8+X4H, Indra Nagar, 2, Ankodiya, Gujarat 390010, India
Lat 22.344454°
Long 73.114551°
10/02/23 12:30 PM GMT +05:30
Google


GPS Map Camera
Ankodiya, Gujarat, India
84V8+X4H, Indra Nagar, 2, Ankodiya, Gujarat 390010, India
Lat 22.344608°
Long 73.114599°
10/02/23 11:55 AM GMT +05:30
Google

Implementation of the Training Module



Feedback form filling by Beneficiariesand Distributions of Smart Card for theFuture Reference

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