

A PROJECT REPORT
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on the Topic
A STUDY ON DIGITAL LITERACY IN INDIA

BY
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Under Guidance of

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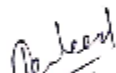
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DECLARATION

I, **Mr. SRINIVASAN M. K.** bearing USN: 1CR18MBA47, hereby declare that the project report entitled **A STUDY ON DIGITAL LITERACY IN INDIA** prepared by me under the guidance of **Dr.Prakash B Yaragol**, faculty of M.B.A Department of CMR Institute of Technology, Bengaluru. I also declare that this project work is towards the partial fulfillment of the university.

Regulations for the award of degree of Master of business Administration by visvesvaraya Technology University, Belgaum. I have undergone a summer project for a period of six weeks. I further declare that this project is based on the original study undertaken by me and has not been submitted for the award of any degree/diploma from any other University Institution.

Place: *Bangalore*
Date: *21/06/2020*


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EXECUTIVE SUMMARY

Importance of digital literacy in India refers to the need and importance of digital literacy in this current 21st century and to this growing economy which is often referred to as the fastest developing country by many developed countries and also which is in need of hours or skills for the employment market for each one who is looking for an employment opportunity as they graduate or not. And also India has its huge number of working population throughout the world, so it's important that all are at least have exposure to digital knowledge. And also interestingly digital literacy is the skill that is required for the ones who wanted to be entrepreneurs, who are running their own business. Because digital literacy is the potential of a person to find, access and write clear information on various digital platforms through writing and other media. Digital literacy is not only about gaining knowledge through the internet, but also the ability to use basic applications in computers, laptops, or other devices.

The motivation behind the exploratory survey is about understanding the basic knowledge / ability of Digital literacy and that which is being evaluated under many circumstances such as their qualification, occupation, and also it is being evaluated based on their feedback and experiences on their prior experiences that they faced in assessing such technical devices. The report studies about the usage of technical devices, accessibility, ability, feasibility, areas where they use such applications, the purpose of use of such technical applications and also the challenges that they face while assessing those digital platforms/ devices. Further the analysis reveals that all the respondents/most of the population have their own smartphones and also 79% of respondents have PC at their home. But many respondents said that they are lacking in skills that are required for digital literacy such as typing skills, web searching skills etc., but interestingly those respondents said that they spend most of their time on the internet for learning purposes even though if they are lacking in digital skills they managed to do so.

It can be concluded from the study that as a researcher we are not satisfied with the response after I analyzed and interpreted the data from primary and secondary sources. Because the nation develops not only if a country's economy is strong but also when there is a skilled population. So it is important to build a skillful population that includes Digital literacy as to compete with "Digitalized World"

CHAPTER-1

INTRODUCTION

1.1: INTRODUCTION:

“It is good to be literate, but better to be digitally information literate in the post literate society”

Digital literacy refers to the potential of a person to find, evaluate and write clear information on various digital platforms through writing and other media. Digital literacy is assessed using technology to determine an individual's typing, grammar, writing abilities and ability to generate text, designs, pictures and audio. Although digital literacy was initially based on technical knowledge and stand- computers, the rise of the internet and social media use has resulted in some of its emphasis moving to mobile accessories. Similar to other evolving literacy concepts that consider cultural and historical context, digital literacy forms the basis of conventional forms of literacy.



DEFINITION:

"Digital literacy offers a basic understanding of the effect of technology on society and individuals, including privacy, responsible usage, legal and ethical concerns" (British Computers Society, 2102).

ABSTRACT:

India is in the midst of massive demographic and technological change. In the next twenty years the nation is projected to be the home to the largest working-age population. To meet the growing demand for jobs it needs to accept digital literacy. This will help to both improve productivity and build inclusive growth. This research explores the principles of global digital literacy. This also discusses the obstacles and opportunities that India faces for digital literacy. The expansion of digital technology spotted in recent years by the rise of mobile and internet users has created hope, but concerted efforts at multi-agency levels are needed to maintain this momentum.

PURPOSE:

The goal is to raise awareness of the digital literacy within Malta's educational system and an opportunity for reflection and introspection on the teaching and learning process.

The study's main aim is to establish a method for evaluating the literacy of digital content. Assessing digital information skills and using the score for their work prospects would make the youth more active members of IT-. Digital information literacy skills need to be systematically evaluated to show how young people are leveraging and discerning digital information It also paves the way for developing a method in the sense of India to test students 'DIL skills to assess their employability chances for rural youth. It expands the importance of this work to other colleges so that students are best prepared for digital information literacy. Given the importance of this century turning towards digital content, the research study aims to establish a method to test the college students 'Digital content literacy skills. This also helps to recognize the factors affecting the development of Electronic Data literacy skills.

1.2(1): Vision:

The vision of digital literacy mission (DLM) is to build multi-stakeholder, consortium, and collaborate with government and its numerous schemes and agendas to showcase how to make them digitally literate in some of those constituencies will change the governance, democracy, social approach and inclusion to education and employment.

1.2(2): Mission:

To enable disadvantaged communities in information dark regions to use digital interventions and ICT resources to access, consume and generate knowledge online.

DIGITAL LITERACY IN INDIA:

In India, more than 3 million members represent 650000 villages and 250000 of the panchayats, Approx. 40 percent of the population lives below the poverty line, an analphabetic rate is more than 25-30 percent and digital literacy is almost non-existent among over 90 percent of the population of India.

Although the country is leading second fastest-growing mobile market in the world, when it comes to Internet access it is lagging behind. In recent years, it is becoming increasingly important for community resilience to growth and social change to link the community and its members to the world through the internet.

According to the IAMAI survey, there were around 30 million internet user in rural India in December 2011. The increase of 50% leading to the 45,000,000 expected by December 2012 is driven primarily by mobile internet access, community centres and cyber cafes. Nevertheless, the challenge of encouraging the use of ICT within rural communities can still be daunting, but many of us have dedicated time and energy to encouraging broken society in distress.

1.4: SWOT Analysis:

SWOT analysis (or SWOT matrix) is a strategic planning technique methodology used to help recognise strengths of a person individual or organization, weakness, opportunities, and market risks competitions. It is intended to specify the project's objectives and identify the internal and external factors that are beneficial and undesirable to achieving those goals. Swot analytics users often ask and answer questions in order to generate significant information for each category, to make the tool useful and to identify its competitive advantage.

Strengths:

- Strong internet penetration
- market size/value
- massive digital native's population
- application of emerging technology on a wide scale
- second largest MOOC enrolment in the world
- Low development costs

Weaknesses:

- Low value for money
- Contentious regulatory system
- Online qualifying integrity
- Poor acceptability of work interviews
- Losing the knowledge
- Lack of vernacular content
- Poor containment

Opportunities:

- Growing market for quality
- soft-skill built-in modules
- Certification with a Co-branded
- Govt training target of 500 million by 2022
- Broad presences in the private e-learning market
- Can online qualification preferences

Threats:

- Infrastructure deficiency
- resistances of faculties to adoption
- proliferation of low quality e-learning programmes and providers unchecked
- diploma mills/ mills

1.5: FUTURE GROWTH:

- The digital India mission will make all government services accessible through common service delivery channels to citizens across the world. This will contribute to sustainable development by giving all of the country's people access to schooling, healthcare, and government services. People will get better health-care advice. Many that do not have the resources to afford schools may have opportunities for online education.
- More accountability would be offered, as all the data would be made online and available to the people of the country.
- E-governance would help minimize corruption and get things done quickly.
- Digital locker facility can help people digitally store essential documents such as Pan Card, Passport, Mark Sheet, etc. For example, we will give official details of our digital locker when we need to open an account, where they can check our documents. With this we would save time and it will reduce the frustration of waiting in long lines to get our papers.
- Reducing paperwork and reducing paper work would benefit.
- India's digital quest for cashless transactions is gone.
- Small companies will help. The online tools people can use to expand their companies.
- It can play an important part in GDP growth. The digital India could raise GDP to \$1 trillion by 2025, according to analyst. World Bank records an increase of 10 percent in mobile and broadband penetration per capita GDP in developing countries by 0.81 percent and 1.31 percent, respectively.
- The system will create large numbers of jobs directly or indirectly in the IT, electronics and telecommunications sectors

CHAPTER-2

CONCEPTUAL BACKGROUND AND LITREATURE REVIEW

2.1: BACKGROUND OF THE STUDY:

The National Digital Literacy project plan is a diverse and integrated network of digital literacy, curriculum and skills recognition-building programs this will help rural communities take the lead in and support them in the digital world economy maintain prosperity, and also form a digitally empowered society. NDLM is an effort to enhance the objectives of the National Optic Fibre Network (NOFN) programme to convert as digitally literate at least one person from each household of the 147 million rural households in India.

DLM will be an ecosystem of knowledge about digital literacy, education and training to help India take on board the lead in the digital globe economy and enable us to maintain competitiveness and form a technologically driven society. DLM is a attempt to expand NOFN goals to empower rural people through digital literacy.

2.2: LITERATURE REVIEW:

I. SeemaDua: Asst prof, Guru Nanak khalsa, Ludhiana:

Digital India marks the launch of the digital revolution. It is a vision created by the Indian government to ensure that government services are made accessible electronically to people, even in remote areas, by developing online infrastructure and increasing internet connectivity. The program has one mission and one aim for the world to advance technologically and economically. The plan will go ahead to encourage people to get involved in the innovation cycle that the economy needs to move forward. But there are many roadblocks in the way of its effective implementation to enforce this, such as digital analphabetic, weak connectivity, low internet speed, lack of communication between different departments, tax issues, etc. To understand the full

value of this system these issues need to be tackled. It takes a great deal of commitment and devotion from all government agencies and from both the private sector. If properly implemented, it would open up diverse new opportunities for the country's people.

II. Parvathamma. N:

Higher education institution is responsible for developing a well-informed, educated, and internationally competitive workforce. In order to impart digital literacy skills to their students they have embraced information and communication technologies (ICT). An awareness of the students' use of ICT helps to structure the curriculum for the course on digital literacy. A analysis of the use by 135 students of various ICT tools and web-based facilities, registered for the 3rd administration course in six higher education institutions in the district of Davanagere, Karnataka state undertaken during August 2012. Questionnaire was used as the method for collecting data. The results indicate that all respondents own personal computers and laptops are used via the internet for class work, study, and research, whereas smartphones, digital camera, and I-pod are mainly used for personal use. Web portals are regarded as major sources of enterprise knowledge. The usage is limited of open access journals and institutional repositories. The most commonly used Web-based tools are e-mail and Facebook. In 'capitaline' and 'Indiastat' respectively, only 22.96 per cent and 02.96 per cent of respondents are aware of the online database. They need to be sensitized to use online tools and services available on the Web for research and academic purposes. The majority believe that knowledge is readily accessible to Master of Business Administration students on internet skills (basic and cognitive).

III. Mishra, Sambalpuruniversity.

Knowledge now plays a crucial role in the lives of people, organisations and institutions, and knowledge literacy is the key to making effective use of information. Digital media presents new obstacles for individuals to collect, coordinate, view, analyze, and exploit it. This faculty study, which was asked about their use of digital tools and their experience of identifying and analyzing these tools.

IV. Anil Rajput & K. Manikandhannair:

Digital literacy depended on the introduction and performance of E-governances. E-governance & digital literacy are closely related. Digital literacy is necessary in order to leverage the E-Governance technologies. Projects such as E-district should be included in the digital literacy program, the E-district project is govt's primary mode of goal. Of India by NEGP comm ..& IT ministry. THIS PROJECT was initialized to provide various services provided by the state government through the E-Governance programme, which may also be expanded to support the common man for e-training. Madhya Pradesh also launched various online schemes such as Gyandoot project, Gramsampark, MP etc. Important of e-government digital literacy and various e-governance problems are discussed.

V. Rohan Mathur. V. Srijoy Dutta.

Digital literacy is the ability to access, analyze and construct information efficiently and analytically, using a range of digital technologies. Recognizing the ability to operate and transform digital media, distribute it widely, and easily adapt it to new forms requires one to. Digital literacy is not a replacement for conventional forms of literacy but is built on the foundations of the world. Bridgewater-Raritan High School's IEEE Students Club successfully launched a digital literacy project in the rural Indian villages of Paushi with support from IEEE-EPICS. We're narrating our observations in this article, which we hope will provide valuable knowledge for future ventures.

VI. Park Yong Jin.

The effect of three dimensions of digital literacy on an online activity related to privacy: (a) familiarity with internet technological aspects, (b) knowledge of specific institutional practices and (c) comprehension of current privacy policy. Hierarchical regression models evaluate data from 419 adult internet users from a regional survey. The analyzes revealed high predictive capacity of user awareness on privacy control behaviour, as demonstrated by the three distinct dimensions. However, when adjusting for the connection between information and internet interactions, the results were

mixed. There have been drawbacks to that. In addition, those limitations divided with sociodemographic features such as age, gender, employment, and education. It addresses implications of the current FTC policy status.

VII. Harminder Singh. SoheilaMohammadyari.

With the spread of easy-to-use web 2.0 resources, such as podcasts, forums, and wikis, e-learning has become a common method for training individuals. Although individuals are using these resources in the hope of enhancing their success through their preparation, this relationship is not a given. This paper proposes that the degree of digital literacy of an person affects her success by impacting on her success and expectations of effort. To explain the impact of digital literacy on individuals 'intention to continue to use e-learning and their results, we combine digital literacy principles with the Unified Theory of Acceptance and Use of Technology(UTAUT) and evaluate our model using survey data from NEW ZELAND accountants employed in small and medium-sized enterprises (SMEs). The result shows hat that these relationships were significant: digital literacy on performance and effort expectations of users, performance expectations on performance intent of users.

VIII. Chetty, krish

Promoting digital transformation needs placing equal focus on the creation of digital skills as regards infrastructure growth. The subsequent management and assessment of the technical training programs is central to investment in the growth of technical skills. This paper explores the process for ensuring that digital training programs are properly controlled using a standardized system that requires data collection to calculate an globally agreed digital literacy index that does an agile definition to digital literacy require sensitive to the dynamic nature of the digital economy. The paper also discusses the degree to which, in the sense of a data collection process, a G20 advisory body should advise a nationally representative data collection strategy which is mindful of the changing demands of both businesses and users.

IX. P.Vigneswarailavarasan, Arpankumarkar

The Government of India aims to provide digital literacy for all its people through its various initiatives such as digital India. The National Digital Literacy Mission and the Modern Saksharata Abhiyan carried out various training programs across the country towards this mission. The authors were interviewed based on a systematic survey and collected data of 5 lakh participants. The research focused on the survey and training programs for digital literacy in India. There were ranked the different components found in this study using the analytical hierarchy method based on the participant responses. The specific frameworks defined for the quality evaluation of the instruction.

X. O. Bawden, David

By means of a literacy survey and study, the definitions of 'knowledge literacy' and 'digital literacy' are identified and examined. Similar topics are also explored, including computer literacy, library, network literacy, internet literacy and hyper-literacy, and their relationships are elucidated. The paper starts with the basic principles of 'literacy' after a general introduction, which is then extended to incorporate modern aspects of literacy that are more adapted to diverse knowledge environments. Some of these are focused primarily on specific skills, library, media, and computer literacies for for example, but have some extension beyond them. These contribute to general definitions, such as content alphabetisation and digital literacy, based on awareness, beliefs, and behaviors, but based on simpler literature based on skills.

XI. SiriginidiSubbaRao

In India, the benefits of the information technology industry web blue chips, online shopping and nanosecond email couldn't cure centuries-old discomforts such as illiteracy, hunger and unemployment. The paper presents few facts about digital divide based on global and US viewpoint, its meaning and types as global, regional, national, and societal implications. It highlights India inn's digital divide background by addressing its infrastructural bottleneck, which includes energy, IT penetration, teledensity and the Internet industry, as well as its enabling policies to transform India as a information society. It addresses various options for technology to transform India

as a information society. It discusses the different networking development choices, viz. Wireless cellular, cable, wireline, etc .. And present snap shots of select popular ventures that have had an effect on bridging the digital divide in India, that is to say. Passenger booking program, Akashganga, e-centres aksshaya, Bhoomi, etc. It concludes that ICT infrastructure and content are the key methodologies and a national agenda on a c-8 thrust: provision of connectivity, content production, capacity building, growth and application of core technologies, cost reduction, competency building, community participation and commitment to the deprived and disadvantaged would definitely help in bridging digital divide.

XII. ViswanathVenkatesh

Digital divide initiatives in developed countries are an important avenue for those countries 'socio-economic advancement. But little work has concentrated on understanding the effectiveness of programs of this kind. In developing countries, we are creating a technology use model and the economic consequences of digital divide initiatives. We use social networks as the leading theoretical lens since, given the low literacy, high poverty, high collectivism and an oral tradition of transmission of knowledge in developing countries, it is well adapted to this context. We check our model with longitudinal data obtained from 210 families in a rural village social network structures that significantly contributed to the clarification of the use of technology. Technology usage also partially mediated the impact of social network structures on economic outcomes as we predicted. We explore theoretical and practical consequences.

XIII. SugataMitra

In two experiments that were carried out in India. On the roadside, PC's connected to the internet were given and switched on without any instructions or warning. In both

instances it was shown that through incidental instruction and some limited (human) guidance, the development of basic computing skills through groups of children was realized.

XIV. Kiran Prasad

Access to ICTs alone will not make developed countries effective national e-governance programs, argues Dr Prasad. India's National E-Governance Program, which is crucial to its administrative reform agenda, suggests expanding the Internet to the most remote villages. To make this important at local level, participatory initiatives are required to encourage democratic practices. The cornerstone of this initiative is a system focused on entrepreneurial public-private collaborations for e-literacy, capacity building, and the construction of ubiquitous broadband-enabled computer kiosks. The AkshayaCenters project in Kerala is the best example of this, a future model for the rest of India and other developing countries.

XV. Chattopadhyay, Kalyan

Digital technology growth and adoption are bringing about major improvements in literacy practices (Warschauer, 2009). The changes are taking place in the way we view, understand and use knowledge in our social and professional lives while reading, writing and communicating. These days teachers are constantly facing the challenges of making their learners innovative and knowledgeable consumers of new technologies that are characteristic of our lives. As part of their in-service training, they are being trained to use computer and the Internet. They are also encouraged to attend and organize workshops and conferences at their institution. Many of those activities concentrate on the use of language teaching technologies. Hands on sessions are preferred to implementation. The use of social networking sites in India has recently been spurred. According to one survey, online social and technical networking is carried out by 56 percent of Indian net users (Mahajan, 2009). Interactions at such sites are believed to help Indian users develop their digital literacy and communication skills.

There is no research available to demonstrate how the Indian teachers use them in their social and professional lives.

XVI. Ran Vijay Pratap:

The aim of this paper is to address the findings of the law school's, Banaras Hindu University, Varanasi, students and research scholars on digital literacy skills. 100 questionnaires were distributed for data collection purposes, out of which 90(90 per cent) replied. The findings show that among 20-24 age groups the majority of respondents were male-designated as LLB. 78(86.67%) The majority of respondents use digital services on a regular basis. It is also clear that the highest number of 58 (49.57%) respondents use digital resources to update their knowledge of the subject area.

XVII. Nishanth M Pillai, Ashih Mohan:

Compared with other states in India, the Indian state of Kerala has a high literacy rate and index of human development. Yet it didn't apply to the state's tribal population. For a variety of reasons, including vulnerability to exploitation and violence, female tribal communities are especially in disadvantage. This research explores factors leading to the A survey was administered to a group of 31 students at two centers to determine why the girls had dropped out of school system. The study showed three learner clusters. Upon undergoing digital literacy instruction, the students underwent an independently qualified test in basic Digital Literacy and digital concepts. Policy proposals are provided to decrease the dropout rate, to ensure protection and to promote further education for tribal girls.high dropout rate and assesses the effectiveness of a computer literacy project with tribal girls who had previously dropped out of the education system.A survey was administered to a group of 31 students at two centers to determine why the girls had dropped out of school system. The study showed three learner clusters. Upon undergoing digital literacy instruction, the students underwent an independently qualified test in basic Digital Literacy and digital concepts. Policy proposals are

provided to decrease the dropout rate, to ensure protection and to promote further education for tribal girls.

XVIII. Amit Singh Khokhar:

India is in the midst of significant demographic and technological change. Over the next twenty years, the nation is projected to be the host to the world's largest working-age population. To meet the growing demand for jobs it needs to promote digital literacy. This will help to both improve productivity and build inclusive growth. The present study addresses the idea of the worldwide digital literacy. This also discusses the obstacles and opportunities that India faces for digital literacy. The study finds that under developed infrastructure and low technology knowledge persistent obstacles such as analphabetism, poverty hinder the growth of digital literacy in India. The growth of digital technology that has been spotted in recent years with the rise of internet and mobile subscription has created hope, but concerted efforts at multi-agency levels are needed to maintain this momentum.

XIX. ParagChatterjee: Education status has always been the primary factor of a nation which defines its academic resources, human resource and development vision. Sheathing this education sector with the recent technological developments will be one of the most concrete moves towards national growth. Massive Open Online Courses (MOOCs) emerged as a new model of open digitized education that could be applied in a vast Indian domain. MOOCs can certainly be considered as game-changers in a developing country like India where substantially large numbers of people live in rural areas and can not afford quality education. The writers have worked over the vast domain of India on various aspects and strategy for introducing MOOCs. Various issues surrounding implementation and their potential way out were also explored briefly and providing access to cultural resources.

XX. Robert Balfour

Lifelong learning has been synonymous with digital age engagement, impacting everything from access to information technology to teaching and learning use. So it is inevitable that educators turn to digital literacy practices to examine their contribution to learning and influence it. This article examines a community of higher education students' digital literacy activities with limited previous exposure to digital services, as well as how they compensate for unequal exposure, with a view to exploring what they see as the obstacles and possibilities that technology provides. And the essay discusses how two worlds are 'caught-between': the technologicalized and the non-technological. New Literacy Studies frame the study, indicating that literacy is a contextualized activity that is situated in relation to social institutions and the power relations that maintain them (Gee, 1996). Emerging trends point to students perceiving digital activities as having symbolic meaning, and providing access to cultural resources.

CHAPTER-3

RESEARCH DESIGN

3.1: RESEARCH DESIGN:

It refers to the overall approach that we use to integrate different components of the study in a coherent and logical way, thereby ensuring that you deal effectively with the research question; it constitutes the blueprint for data collection, measurement and analysis.

Defining according to Donald R Cooper “the research design constitutes the blueprint for collection, measurement and analysis of data. It aids the scientist in allocation of his limited resources by posing crucial choices: is the blueprint to include experiment, interview, observation, and the analysis of records, simulation, or some combination of these”

TITLE:

“Importance of Digital Literacy in India”

3.2: STATEMENT OF THE PROBLEM:

In today's rapidly evolving world, and in this digital environment, every person must be digitally literate and driven digitally. And knowing the citizens 'experience of using and operating on digitized platforms is very important. Until the company shifts from there to digitized format traditional process.

3.3: NEED FOR DIGIITAL LITERACY IN INDIA:

- Digital literacy is one component of becoming a digital citizen-a person responsible for how technology is used to communicate with the world around it.
- Digital technology allows people to connect and communicate frequency with family and friends regardless of the “busy constraints” of the world today.

- White-collar occupations not only need digital media literacy to view, monitor and evaluate business dynamics, but also improve job protection.

3.4: OBJECTIVE OF DIGITAL LITERACY:

The aim of the e-learning department within the directorate for quality and standards in education at the Ministry of Education is to shift from traditional teaching to a modern pedagogical approach to 21st century learning climate. Our goal is to support and guide every teacher in making it fast. This setting is embedded in an interactive, technology-driven world that has extended the place of learning to the virtual, web, remote and anywhere conditions. The e-learning department is dedicated to continually showing what this future looks like, and how schools in the 21st century will teach skills as processes.

The e-learning department is collaborating with the curriculum department within (DQSE) with the goal of shaping pedagogy as we focus on the literacy that has been developed mainly through the digital environment. If we were to introduce a basic, starting description of digital literacy at this point it would be:

“Digital literacy is literacy via technology”

Things aren't that easy however. Literacy is not only the ability to read and write, it is the ability to put certain abilities to use in shaping one's own life path. Paulo Freire educators say that literacy "reads the word and the world." This adds to confusion as technology increasingly changes the climate in which we live.

THE BROAD OBJECTIVES OF THE STUDY ARE:

- Examining social networking behaviours among college students
- Creating a method for evaluating the degree of digital information literacy skills (Communication) of college students

- Evaluating the student's technical skills in arranging and presenting knowledge using a device
- Assessing the student's online information evaluation skills
- Recognizing factors affecting Communication skills

3.5: SCOPE OF THE STUDY:

With total internet penetration in India currently around 61 per cent and ever-increasing numbers of internet users, India's digital learning sector has gained tremendous momentum. Digital learning is the kind of learning that technology-based learning and interactive learning promote. This form of learning includes various approaches such as digital learning, bad gin and gamification, integrated learning, instructional technology, e-textbooks, electronic learning, online learning (or e-learning), open educational resources (OERs) and so on. Digital education companies have the outlets to sell their services from 'EDUCOMP Smart Class / School' to MOOC.

Not only do students exit applications and websites, but they also make life easier for teachers and educators. Documentation blogs, subject of an essay, smart classroom, etc. This takes us to the next level, the schooling era, here EDUCOMP is credited as the leader in introducing the e-learning platform into the classrooms of the conventional brick and mortar schools. Over the past two decades, taking the paper to a pixel revolution in India has been the front-bearer, but inspiring more than 30 million learners and educators across 65,000 schools, this may seem low compared to 13lakh schools in India. Analogous to EDUCOMP, we also have classroom teacher learning platforms (by class teacher.com) in India that provide interactive classroom technology, providing digital classroom solutions to over 1500 colleges, 2 million students and 75,000 educators across India. In order to address this distorted existence of smart schools to regular school ratio, different replacements of traditional tuition classes are now being replaced by websites such as meritnatio.com, byjus.com, etc. All these websites are designed to keep in mind Indian students and their school requirements as well as competitive examination coaching at college level.

3.6: RESEARCH METHODOLOGY:

Research which is conducted systematically to increase the digital knowledge including hardware, software components and use of new applications. In digital platform to easy their daily rote-in life effectively and effientially. It is used reaffirming past work results, solving new or current problems, endorsing theorems or constructing new hypotheses for the establishment or confirmation of truth. Also a research project could be an expansion on past field work. To test the validity of instruments, procedures or experiment, research can replicate elements of previous projects or of the projects as a whole. The primary aim of basic research (as opposed to applied science) is to log, discover, analyse, or investigate and establish methods and advancing human knowledge. Research approaches rely on epistemologies that differ greatly within and within technology and humans. There are types of science, creative, social, corporate, economic, marketing, research involving practitioners and so on.

Research is a process by which knowledge is collected and evaluated to improve our understanding of a subject or problem. It consist of three steps : asking a question, gathering data to answer the question and replying to the question.

The method was used to collect knowledge and data for the company decision making purposes. The methodology may include research techniques, and may include the information present. This portion of the study discusses the methodologies used to carry out the analysis.

3.6(1): TYPE OF RESEARCH:

It is a research primarily done to understand the citizens ability to use of digital technology, resource of learning, there view on digital literacy and the opportunity and challenges that they face on digital technology.

3.6(2): SOURCE OF DATA:

There are two sources of data

- Primary data
- Secondary data

3.6(2)1: PRIMARY DATA:

Questionnaire is the basis of collection of primary data. The questionnaire was distributed to the common citizens who are residing of both rural and urban, and to all class of age, gender, working, studying group of peoples.

3.6(2)2: SECONDARY DATA:

Information was collected from website of Govt of India (ministry of information technology), and form other telecom industry websites.

3.6(3): SAMPLING METHOD:

Data has been tabulated and each respondent is categorised according to the data given and percentage are taken from each group of data.

3.6(3)1: SAMPLE SIZE:

The sample size of the research is 180 respondents.

3.6(3)2: SAMPLE UNITS:

Respondents residing in both urban and rural areas of south India.

3.7: HYPOTHESES:

Hypothesis is groundwork, temporary elucidation, theorize through expert about kind of investigator considers consequence related to a study will be. An informed/educated construe. It exhibits the wants for the authority as for explicit components. It is the most unequivocal way by which a reaction to an issue is communicated.

They are the specific testable desire made about the self-sufficient as well as ward factors in examination. Hypotheses are surrounded similarly like particular not a dependent along with subordinate factors that will be utilized in the examination. An investigation study of this examination would be as follows:

H0: Indian population is well knowledgeable about digital literacy.

H1: Indian population is not well knowledgeable about digital literacy.

3.8: LIMITATIONS:

- Findings of the study are based on the assumptions that the respondents disclose.
- The study was limited only to the basic literate and to group who are using technology in their daily life.
- Due to time constrain it was not possible to do a detailed study
- The survey was limited only to 180 respondents.

CHAPTER-4

ANALYSIS AND INTERPRETATION

The process by which the data obtained during make sense and meaning, and by which is applicable to new knowledge to the problems of the respondents. These data also take the form of group debates and records of interviews but are not confined to this. The researcher searches for trends and observations related to important research question through revisiting and immersion processes info, and complex structuring, reframing or otherwise exploration activities, and uses these to answer the brief of the client.

The analysis and interpretation of primary data collected is prepared in this chapter, 180 respondents have been surveyed. The opinion of 180 respondents is collected, analysed and tabulated in this chapter.

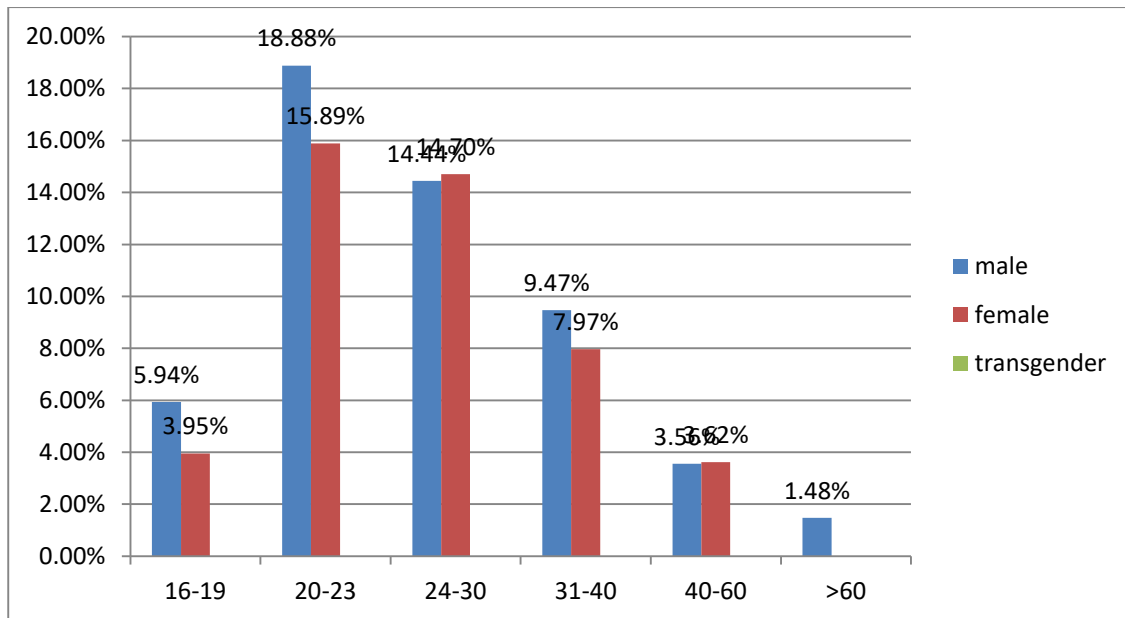
The opinions, views, understandability, accessibility, usability, applicability of knowledge and learning of digital technologies has been collected and interpreted to draw findings and recommendations.

This study provides understanding of digital technologies of a various group of peoples depending on their usage knowledge, experiences and there information knowledge.

Simultaneously the suggestion and recommendation were given by their existing respondents for better literacy rate in India.

Graph showing: the age and gender of respondents who uses the digital technologies.

Graph 4.1:

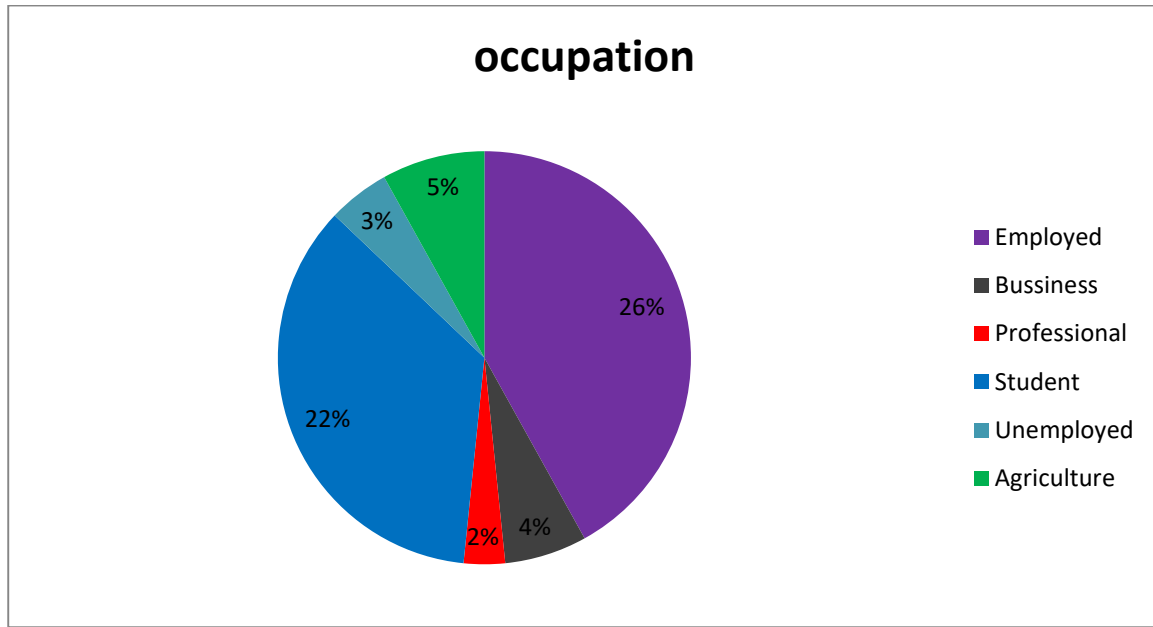


Interpretation:

The respondents to whom the survey forms were distributed they indicated their age, gender as it were been collected and analysed from above graph. And there was no such as big gap of gender who responded to survey forms. Study shows that all age, gender group has been access to internet, and been using the digital technologies/ devices for their need and essential purpose. As many has been indicated that they have mostly started using computers and Smartphone's once they enter to higher education. Or from the age of 17 and mostly at their work are been connected to digitalized platforms.

Chart showing: occupation of respondents

Chart 4.2:

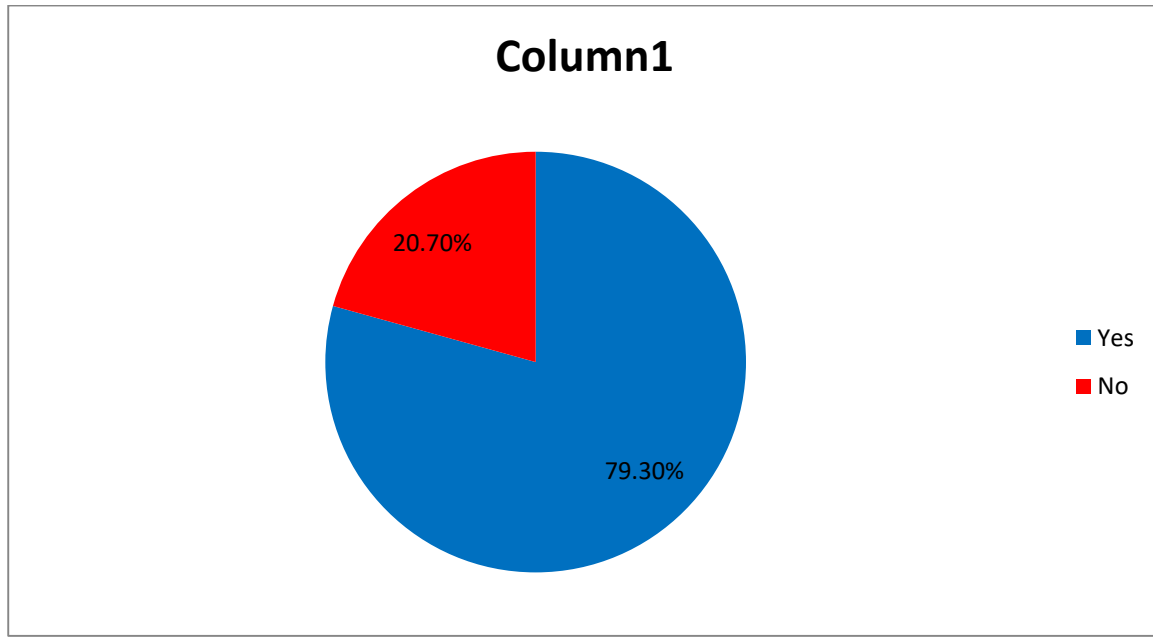


Interpretation:

In survey forms respondents were asked to disclose the current occupation. So on their responses that I could interpret the information that all they are need of digital technologies/ devices that may help on their day to day business operations from low level to top level of management and also to in our education system technology has made many revolution in learning format's as per my survey employees, business man, professional's, agriculturist, housewife's, and unemployed.

Chart showing: Are the respondents are using computers.

Chart 4.3:

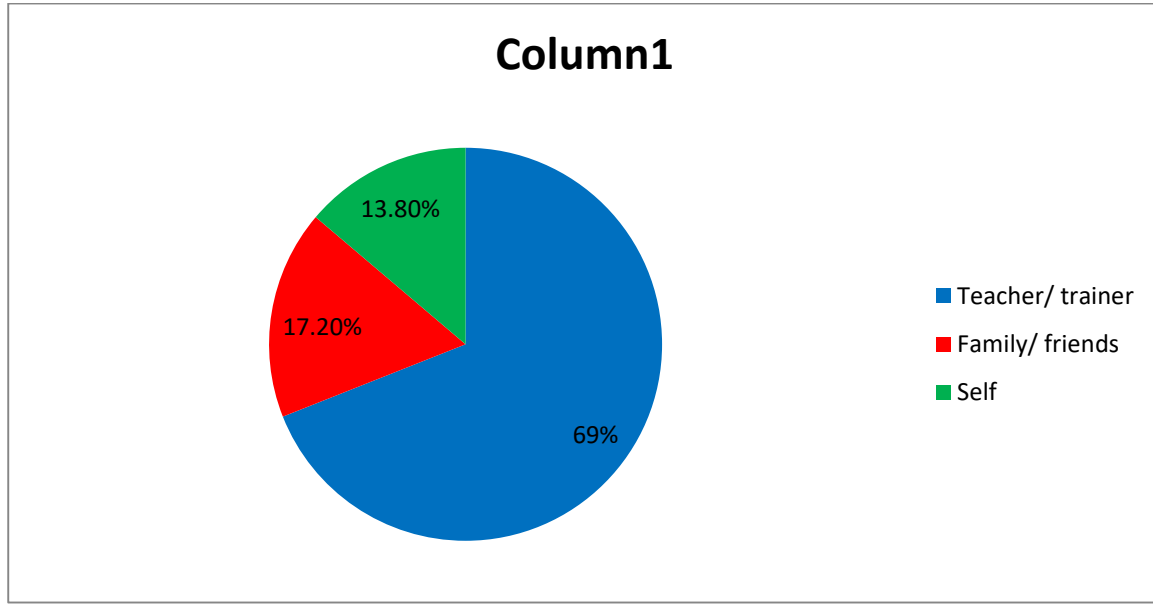


Interpretation:

From the chart we can be inferred that most of respondents own and use the personal computers and as 79% of respondents use their own PC and remaining 21% of respondents do not own the PC even though know the basics knowledge of computer. And this set of people is housewives, students.

Chart showing: Resources of learnt of computer in first place.

Chart 4.4:

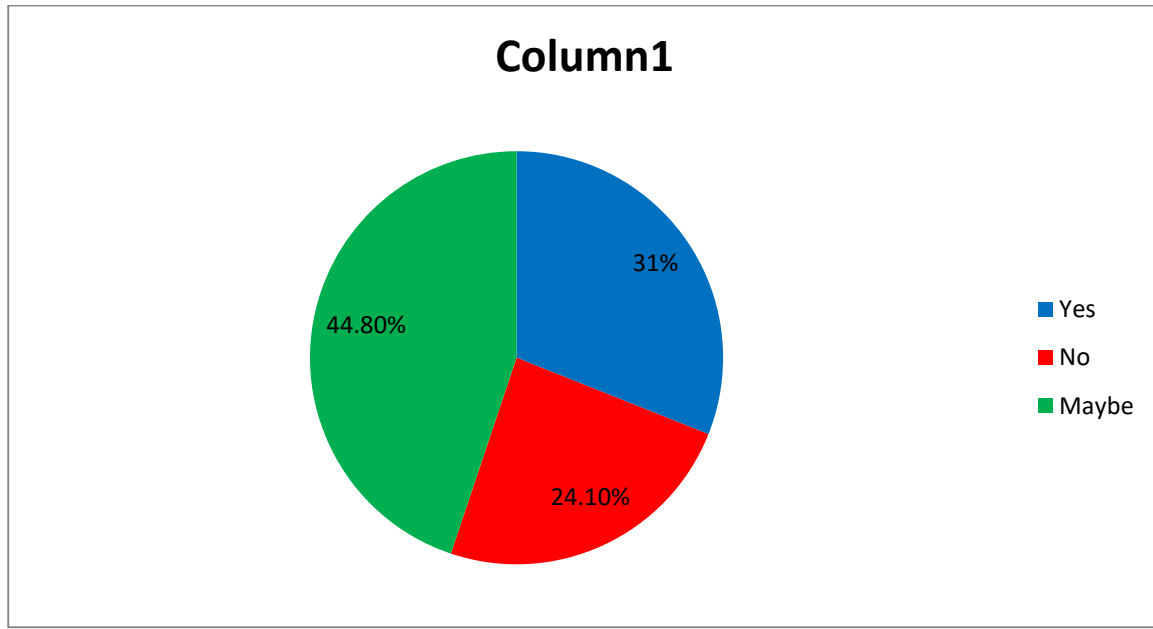


Interpretation:

The above chart explains us that the respondent have the resource from where that they learnt the computer in there first place and. From the response of respondents t of the above chart has been prepared and 69% of respondents have been learnt the practical knowledge of computer by teacher/ trainer, 17.20% of respondents have been learnt by their family members/ friends and remaining 13.80% of respondents have been learnt by their self by referring books, magazines., etc.,

Chart showing: Respondent ability to change system configuration.

Chart 4.5:

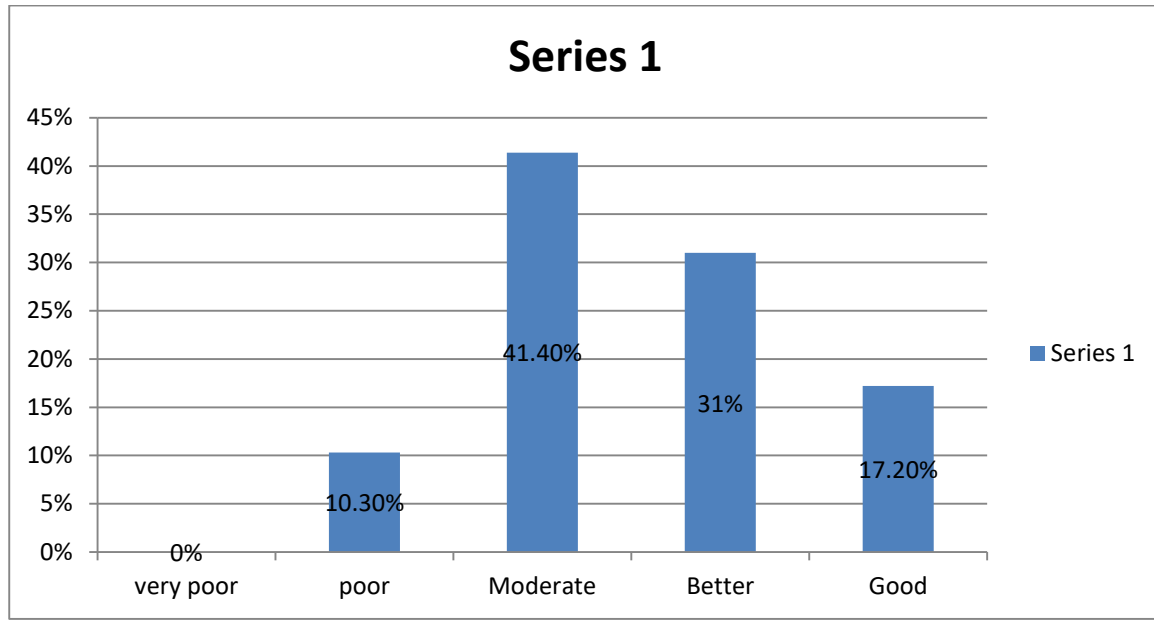


Interpretation:

The above chart shows us the respondents ability to change or set the configuration of the system when there is any need or to their comfortable on working with system that requires and 31% of respondents of said that they can be able to change or configure the setting of computer, 24.10% said that they can't change or configure the system setting due to lack of knowledge. And reaming 44.80% of respondents said that with their pre-work experience and theoretical knowledge they may be able to change or configure the system.

Graph showing: Respondents rating their typing skills.

Graph 4.2:

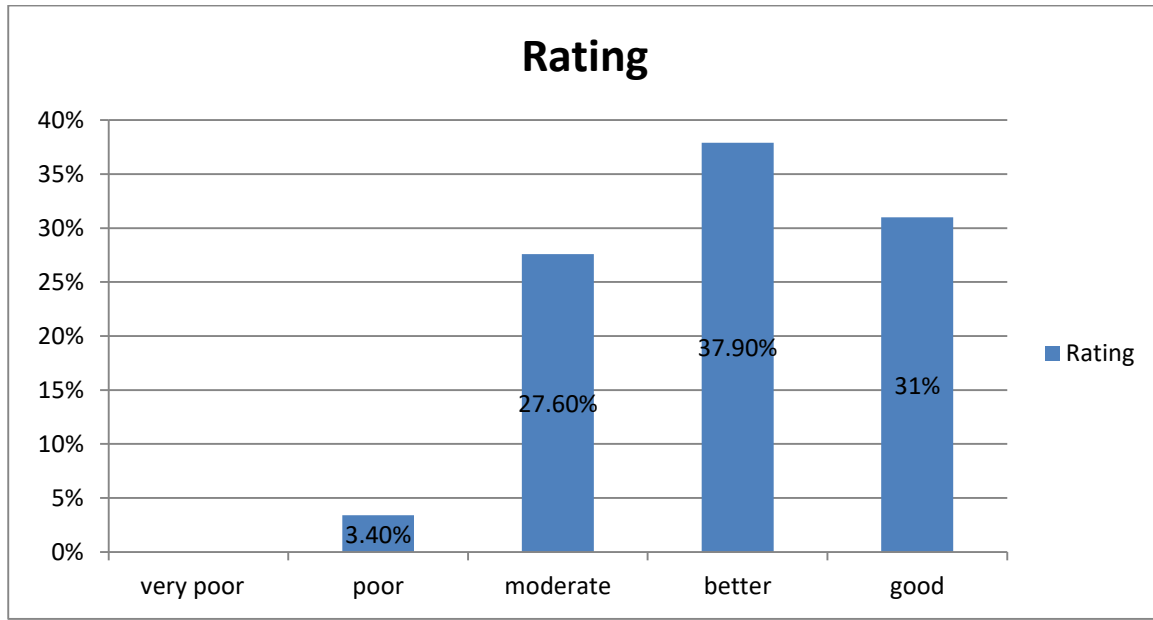


Interpretation:

From the graph it can be inferred that most of respondents has moderately good at typing skills. And the remaining respondents has rated themselves their typing skills on the given rating scale and that of 17.20% of respondents has rated they are good at typing skills, 31% of respondents has been rated that they have better typing skills, and as followed 41.40% of respondents have said that they have moderately good typing skill and 10.30% of respondents said they are poor at typing skills.

Graph showing: Respondents rating their web searching skills.

Graph 4.3:

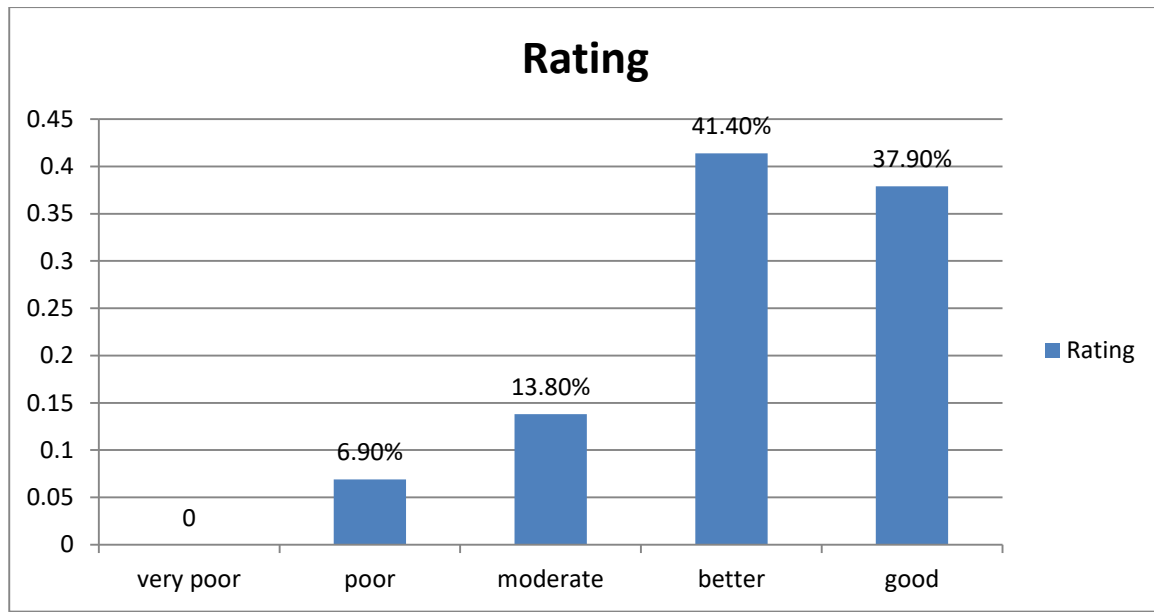


Interpretation:

The above graph explains us that web searching skills of respondents and the graph is prepared by the information by the respondents. And it can be interpreted by saying that 31% of respondents have good web searching skills and they are can easily accessible to any web sites and gather the information that they required., another 37.90% of respondents have said that they are good at web searching skills up to certain level, another few respondents have said that they are moderate at web searching skills that they are neither poor or good web searching skills and reaming 3.40% of respondents said that they are poor at web searching skills in which that they use for only some basic purposes.

Graph showing: Respondents who rated their digital literacy (ability to use and gather information through digital technologies).

Graph 4.4:

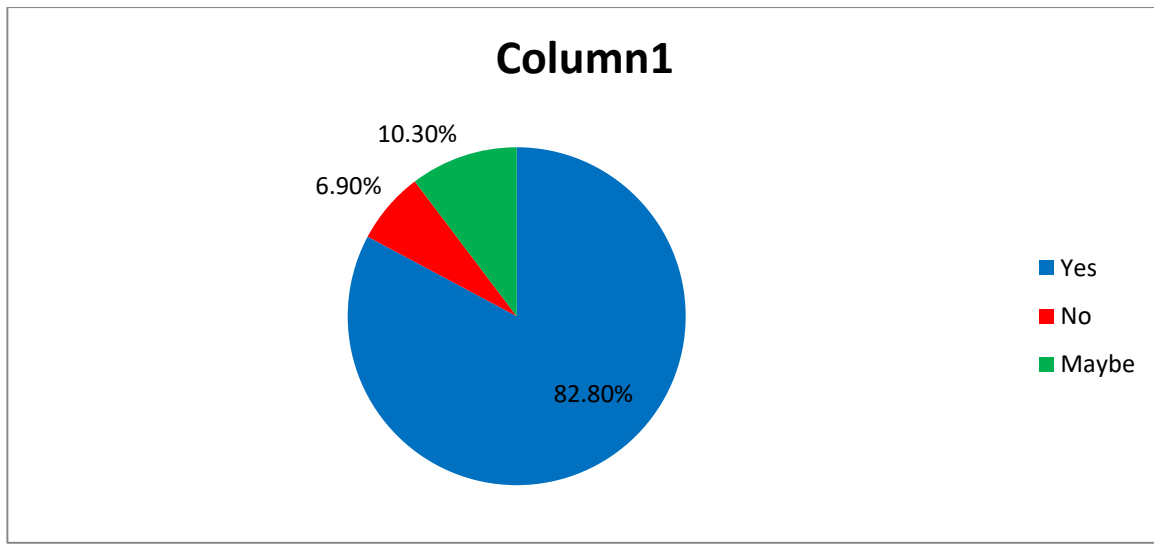


Interpretation:

From above graph it can be interpreted that overall digital literacy of respondents that is been rated by them self and the analysis data are as follows. Inn overall response of respondents 37.90% of respondents said that they are good at digital literacy skills, 41.40% of respondents said that they are better in digital literacy skills, 13.80% respondents have rated that they are moderate at digital literacy skill and reaming 6.90% said that they are poor at digital literacy.

Chart showing: respondents who depend on online platforms there feasibility/accessibility.

Chart 4.4:



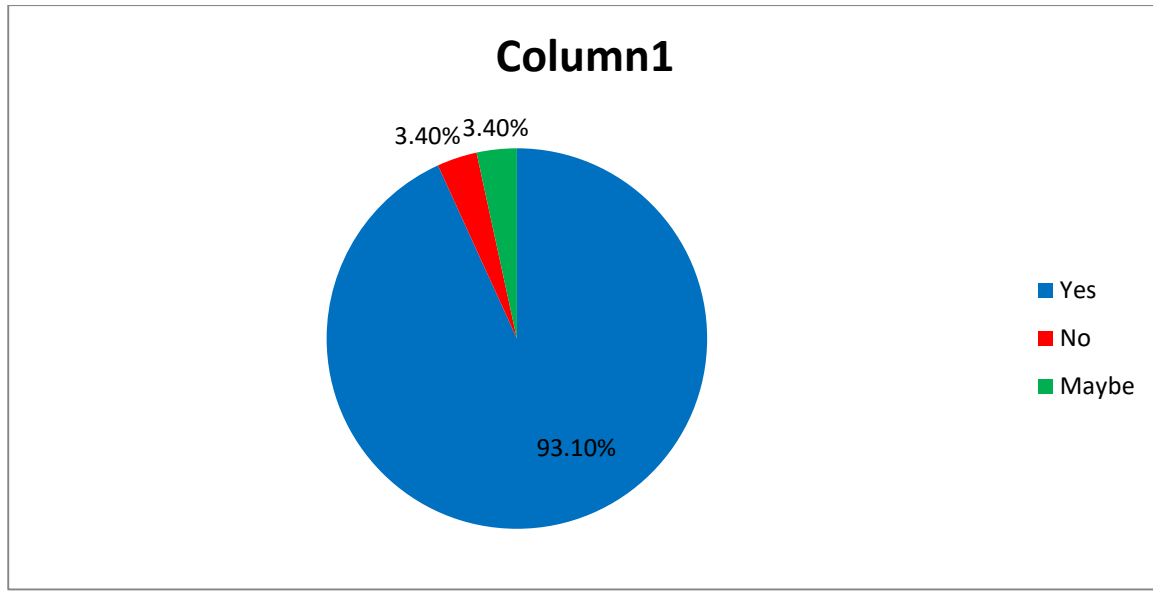
Interpretation:

The chart explains dependency of online platforms of respondents on their feasibility/ accessibility for their payments, communication, connecting people, learning, analysing. etc.,

As 82.80% of respondents said that they are depended on technologies for their comfortable for doing online compatible things., another 6.90% of respondents said they don't depend on technologies rather they traditionally ways of apply application, payment related activities, banking., etc., and remaining 10.30% of respondents said that they don't depend all the time towards technology but sometimes on digital technologies

Chart showing: The ability of respondents to fill/complete online application format.

Chart 4.6:

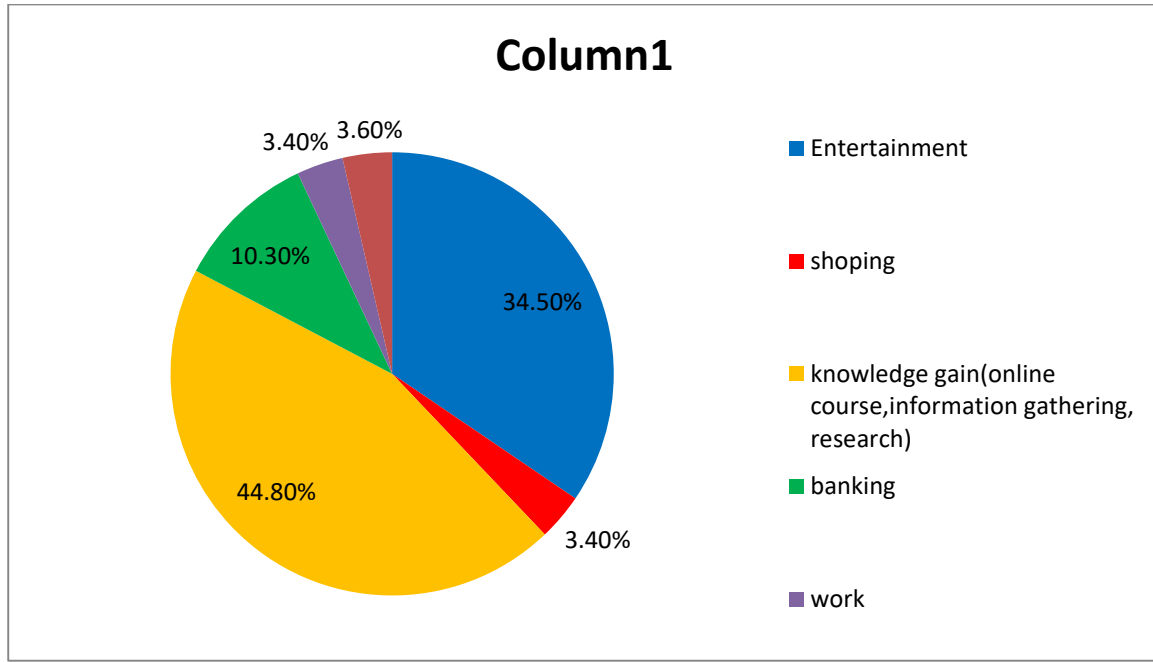


Interpretation:

When respondents were asked if they are capable of filling / completing an online application by logging into any website for any kind of application like job, banking, government application, etc., and interestingly many respondents said yes that 93.10% responded they will be able to fill an online application, another 3.40% of respondents said that they may be able to complete an online application, and the remaining 3.40% of respondents said that they can't be able to do an online application as per their feedback that can be because of lack of digital knowledge.

Chart showing: respondents on an average how long do they spend time on internet.

Chart 4.7:

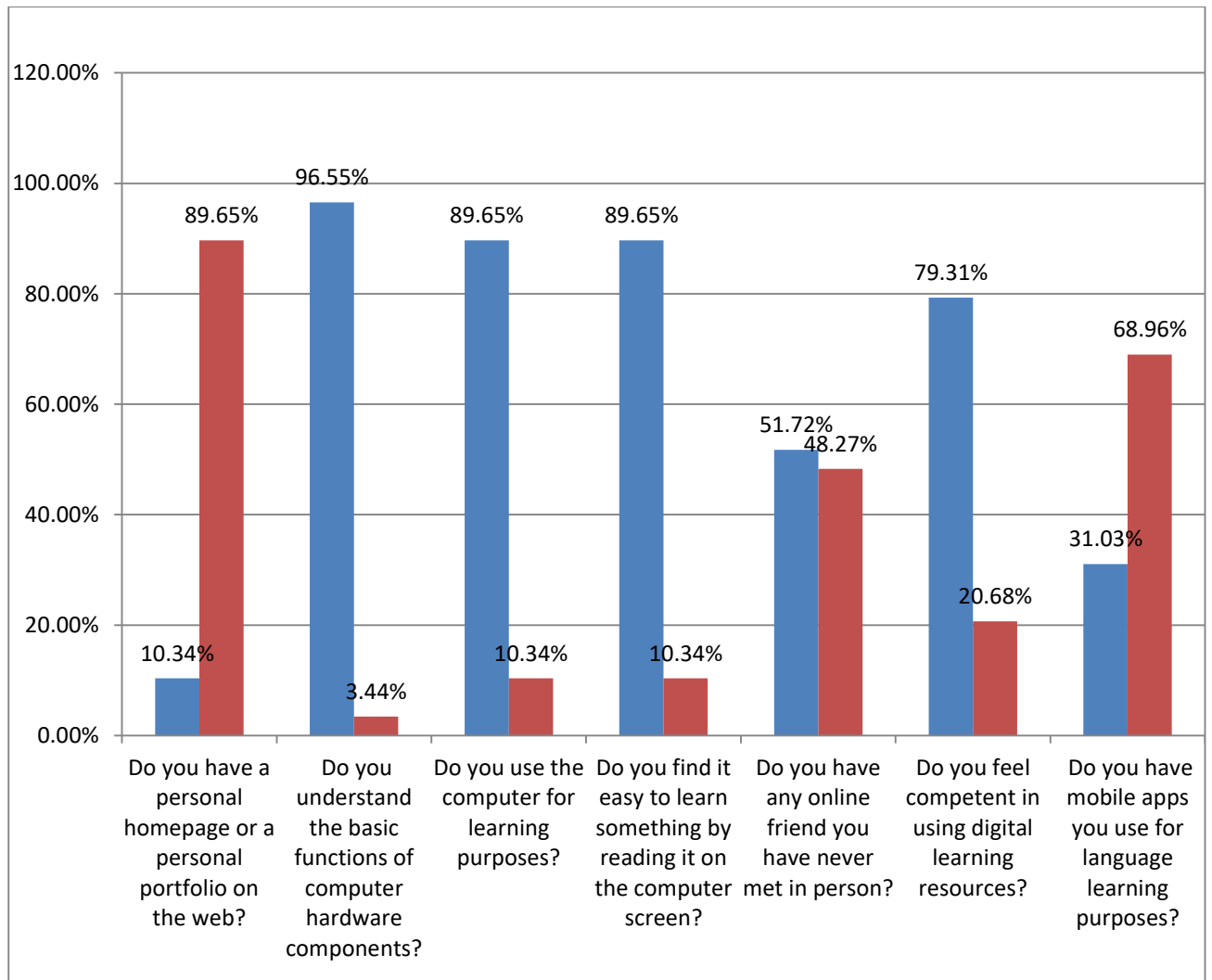


Interpretation:

The above chart explains as a common man on an average how long do they spend time on internet so as on response the above chart has been prepared and that can be said as most from overall response 44.80% of respondents said that they spend most of time in internet by learning new things by browsing information, research and also by enrolling to any online course, some other 34.50% said that they spend most of time online for entertainment(movies, social media, chatting .,etc.,) ,10.30% of respondents spend mostly by banking activities, other few that of 3.40% spend time for profession and remaining 7% of respondents said that they spend time for all the above reasons on internet.

Graph showing: Basic things that respondents know, and apply at the time of learning through digital format.

Graph 4.7:



Interpretation:

In questionnaires' respondents were asked about the basics of digital literacy. So when respondents are accesses able and capable of using digital technologies but to. There is gap found that of using of digital technology as expected so the motive of govt of India initiative was not been fulfilled because when respondents were asked little more core related question their response to the questions was as follows:

1. Do you have a personal web portfolio or a personal homepage?

YES: 10.34%, NO: 89.55%

2. Do you understand computer hardware system core functions?

YES: 96.55%, NO: 3.44%

3. Do you use the computer to learn?

YES: 89.65%, NO: 10.34%

4. Do you want something you can quickly understand by reading it on the computer screen?

YES: 89.65%, NO: 10.34%

5. Do you have any online friend you've never met online in person?

YES: 51.72%, NO: 48.27%

6. Do you feel competent to use digital learning resources?

YES: 79.31%, NO: 20.68%

7. Do you have smartphone application for learning the language?

YES: 31.03%, NO: 68.96%

Table showing: The software and application which is required for any purpose of learning, analysing, comparing, evaluating in their work place/other. And respondents indicating there level of frequency of using each.

Table 4.1:

Software/tool	Very frequently	Frequently	Occasionally	Rarely	Never
Word processor	26.66%	40.00%	13.33%	20%	0.00%
Email	46.66%	40.00%	6.66%	6.66%	0.00%
World-wide-web (www)	46.66%	23.33%	16.66%	10%	3.33%
Graphics software	10.00%	10.00%	30%	26.66%	23.33%
Database	16.66%	23.33%	16.66%	30%	13.33%
Spreadsheet(for data organization)	30.00%	20.00%	30%	23.33%	6.66%
Concordance(for text analysis)	6.66%	10.00%	16.66%	20%	40.00%
Language learning software(CD-ROM, DVD)	16.66%	6.66%	23.33%	30%	23.33%
Language learning website	23.33%	16.66%	23.33%	16.66%	30.00%
Language learning mobile app	20.00%	16.66%	13.33%	16.66%	33.33%
Blog	16.66%	20.00%	13.33%	23.33%	23.33%
Wiki	26.66%	30.00%	16.66%	16.66%	10.00%
Text chatting	53.33%	20.00%	16.66%	6.66%	3.33%
Voice chatting	30.00%	20.00%	26.66%	16.66%	6.66%
Video conferencing	36.66%	30.00%	16.66%	10%	6.66%

Interpretation:

From the above table that the respondents said how often or how well they are experience in those tools, software etc., which are used to feed data, communicate, analytics, presentation, designing, gathering information and sharing their thoughts etc., these are most used / needed hands on experience in every industry or sector for their depth operational of business so when respondents where asked to level of frequency of those tools that they use in their respective sectors and from the responses the above the above table is been prepared. So on when we interpret those data we can understand the level of understanding of Indian population on those elements and tools.

And the respondents rated that of in linear scale of different frequency like “very frequently” ,”frequently” ,”occasionally” ,”rarely” and “never”

So here when we speak about presented data. To speak on whole i have taken average of data to compare and understand it well so on an average of 27.11% of respondents says that they very frequently use the above tools to their personal and official purpose, another 21.78% of respondents are in level of frequently users of tools, another 18.66% of respondents are occasionally use the tools, and 18% of respondents use rarely on those tools remaining 14.89% of respondents said that they never used those tools either for personal or official purpose.

CHAPTER-5

FINDINGS, CONCLUSION AND SUGGESTIONS

5.1: SUMMARY OF FINDINGS:

The study is to measure and develop the digital knowledge among citizens to enhance the digital skills to make them prepare for the future skilled working group. And the outcome of this study concludes that India is still not lacking behind in digital literacy but to increase the digital literacy in India we can still focus on some areas where the digital literacy can be enforced.

5.1(2): FINDINGS:

- The highest number of respondents falls in the graduate category in educational qualification.
- Average number of respondents are in the working and undergraduate group.
- Majority of respondents' resource of learning of computer was trainer/teacher.
- 86% of respondents use/own personal computers, smart phones.
- 31% of respondents can handle hardware/software configuration by their own.
- Majority of respondents said that there is a lack of knowledge, interest and infrastructure facilities in India.
- In rural areas, respondents on an average spend 3-4 hours on the internet.
- In urban areas, respondents on an average spend more than 4 hours on the internet.

- Both Rural and Urban users Spend mostly time for entertainment and online learning..
- Averagely 23.46% of respondents are good at typing, searching, skill and digital literacy.
- 80.40% of respondents said that they Seek for online platforms for their asseccbility and comfort..
- The problem about the digital literacy is that most of population own personal mobile/smartphone but the question is how many of them really know to read and write.
- Create more awareness too people to make use of it. Most of them don't come forward to search themselves. So it would be better if they know it's benefits.

5.2: CONCLUSION AND SUGGESTIONS/RECOMMENDATION:

5.2(1): CONCLUSION:

India which is 2nd largest populated country in world and also the most no of young population as 65% of population is below 35age group and 50% of population is below is under 25age group so. We can predict that in future India's population will be in big part of world workforce and also. India which is been a huge market for smart phones makers we could find a lot more opportunities here in India so this is the time were we need to educate the user and make them skilful for the future challenges and more on "DIGITALLY LITERATED".

And further i would like to say literacy is need in the present society but little more further to be informed / digitally literate in this post literate world.

5.2(2): SUGGESTIONS/RECOMMENDATION:

It is seen that the respondents have strong basic knowledge but when it comes to working on core related software, tools, or programmes. Everyone has insufficient skills that required. So when we have to overcome on those challenges we have to provide hands on training and experience so that the common people will have access to digital platforms to their needs.

- Training class in rural area where there is interest of learning digital literacy but lack of knowledge and infrastructure.
- Digital literacy related workshops both in rural and urban areas.
- Lack of infrastructure facilities in India.
- Educated the users.
- Allocating average of 4-5 hours of class weekly in high schools.
- Facilitating the needed infrastructure at remote areas which enables connectivity of people.
- Encouraging even non-working womens to attend digital training class in urban and rural areas.
- Education ministry should also work towards development of digital literacy.

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NEWS PAPERS

1. **The Hindu**
2. **Times of India**
3. **Economic times**

Questionnaire on Importance of Digital Literacy In India.

PART-1

Name:	
Email address:	
Age:	
Gender:	
Occupation:	
Qualification:	

PART-2

1. What do you mean by the term “DIGITAL LITERACY”?

.....

2. Do you use computers for your personal use?

YES	NO

3. If yes! How long have you been using computers?

.....

4. Who taught you first about how to use the computers?

Teacher/ trainer	
Family/ friends	
Books	
Yourself	
Others	

5. When there is any need of change in systems configuration, will you be able to change it?

Yes	
No	
Maybe	

6. How will you rate your typing competencies?

Very poor	Poor	Better	Good	Very good
-----------	------	--------	------	-----------

7. How will you rate your skills on web search?

Very poor	Poor	Better	Good	Very good
-----------	------	--------	------	-----------

8. How will you rate your internet literacy (the internet usability)?

Very poor	Poor	Better	Good	Very good
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9. How will you rate your digital literacy (capacity to use digital technology, i.e, smart phones, PC)?

Very poor	Poor	Better	Good	Very good
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10. Do you have your own personal E-mail id, social media id?

YES	NO

11. Do you prefer online platforms for your accessibility? (websites, mobile App's)

Yes	
No	
Maybe	

12. Are you capable of log-in into any website and fill an online application?
(job, bank application, govt application..., etc)

Yes	
No	
Maybe	

13. Have you ever attended online class, meeting, interview?

YES	NO

14. For what purpose do you use internet mostly?

Entertainment	
Shopping	
Knowledge gain(online class, research, info gathering)	
Banking	
other	

15. What challenges do you face while accessing digital platforms?

.....

16. Please indicate “YES” or “NO” for the following questions.

	YES	NO
1. Do you understand computer hardware system core functions?		
2. Do you have a personal web portfolio or a personal homepage?		
3. Are you using keyboard shortcuts?		
4. Do you use the computer to learn?		
5. Do you want something you can quickly understand by reading it on the computers screen?		
6. Do you have any friend you've never met online in person?		
7. Do you feel competent to use digital learning resources ?		
8. Do you have smartphone application for learning the language?		

17. Please state your frequency level of use any of the following by placing a tick in the corresponding (☐) ‘Very Frequently’, ‘Frequently’, ‘Occasionally’, ‘Rarely’, ‘Very Rarely’ or ‘Never’. If there is any item you do not know, it can be assumed that you have no experience of the item.

	Very frequently	Frequently	Occasionally	Rarely	Never
1. Word processor					
2. Email					
3. World Wide Web					
4. Graphics software					
5. Database					
6. Spread sheet (for data organization)					
7. Concordances (for text analysis)					
8. Language learning software (CD-ROM, DVD)					
9. Language learning website					
10. Language learning mobile app					
11. Blog					
12. Wiki					

13. Text chatting					
14. Voice chatting					
15. Video conferencing					
16. Computer game					
17. Electronic dictionary					

18. What do you consider to be the factors that affect the using automated language learning technologies? Please tick () all that app

Lack of time	
Lack of knowledge	
Lack of budget	
Lack of skill	
Lack of learning	
Other...	

19. If you have any thoughts you want to make on digital literacy please write them down below.

.....