

ASSESSING DIGITAL LITERACY

IN DYAVALINGANAPALYA

FINAL REPORT SUBMITTED BY
PUBLIC AFFAIRS CENTRE TO
TOYOTA KIRLOSKAR MOTORS

APRIL 2018



TOYOTA
Quality Revolution



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Assessing Digital Literacy in Dyavalinganapalya

**Public Affairs Centre
April, 2018**

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Preface

On invitation from TKM, Public Affairs Centre presented a short summary of its capacities and expertise in research to the TKM, Corporate Social Responsibility (CSR) team. Based on this meeting, TKM requested PAC to submit a proposal to assess the digital literacy in Dyavalinganapalya village. The proposal was accepted and the project was approved.

This report has been completed with assistance and guidance from various members of the TKM's CSR team. From PAC, Mr Gurucharan Gollerkei was the main guiding force behind the successful completion of this project. He helped the team to understand the importance of Information, Communication and Technology (ICT) in leapfrogging the development process and its relevance in the developmental challenges of the day. Dr Meena Nair also assisted the team with her understanding of Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA) and other GOI initiatives to reduce the digital divide in India.

We expect this study as a first step towards a long-term engagement between Public Affairs Centre (PAC) and Toyota Kirloskar Motors (TKM) Pvt Ltd (CSR team) on developmental issues that are the focus areas of both the organisations.

The team undertook an intensive desk research on ICT tools and their relevance and importance in the development sector. The team also looked at the existing theoretical frameworks that are used to assess digital literacy levels in a population. Based on this premise, the questionnaires for the census was designed and developed. The team also conducted an intensive training programme for the enumerators to ensure their preparedness during the enumeration process. Several quality checks initiatives were taken during and after completion of the census (spot check and back checks). The data collected was analysed based on the framework of indicators developed. This report concludes with a digital literacy Road Map for the village.

List of Abbreviations

Abbreviation	Expansion of Abbreviation
ICT	Information and Communication Technology
TKM	Toyota Kirloskar Motors
PAC	Public Affairs Centre
CSR	Corporate Social Responsibility
PMGDISHA	Pradhan Mantri Gramin Digital Saksharta Abhiyan
TMC	Toyota Motors Corporation
GDP	Gross Domestic Production
SDG	Sustainable Development Goals
GP	Gram Panchayat
SC	Scheduled Caste
ST	Scheduled Tribe
BPL	Below Poverty Line
CSC	Common Services Centre
SPV	Special Purpose Vehicle
GoK	Government of Karnataka
GoI	Government of India
SIA	State Implementing Agency
UPI	Unified Payment Interface
BDO	Block Development Officer
BRC	Block Resource Centre
HM	Head Master
BEO	Block Education Officer
STS	Student Tracking System
SSA	Sarva Shiksha Abhiyan
SDMC	School Development and Monitoring Committee
AWC	Anganwadi Centre
GDS	Grameen Dak Sevak
BMS	Branch Post Master
RICT	Rural Information and Communication Technology
PDS	Public Distribution System

Table of Contents

Introduction	1
About Dyavalinganapalya	2
Importance of Digital Literacy	6
Digital Literacy in India	6
PMGDISHA-Context	9
Programme Delivery Structure.....	9
Project Methodology	11
Digital Literacy Assessment of Dyavalinganapalya.....	13
Findings from the Institutional Interviews	18
Gap Analysis	21
Recommendations	22
Way Forward: Digital Literacy Road Map.....	23
References	26
Appendix I.....	27
General Information/ ಸಾಮಾನ್ಯ ಮಾಹಿತಿ	27
Digital literacy/ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆ.....	30
Awareness Digital literacy programme/ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತಾ ಕಾರ್ಯಕ್ರಮದ ಬಗ್ಗೆ ಅರಿವು:	39
Willingness to Learn/ ಕಲಿಕೆಯ ಆಸಕ್ತಿ	41
Social Infrastructure facilities available in your village: ನಿಮ್ಮ ಹಳ್ಳಿಯಲ್ಲಿ ಲಭ್ಯವಿರುವ ಸಾಮಾಜಿಕ ಮೂಲಸೌಕರ್ಯಗಳು	43

List of Figures

Figure 1: Map of Ramanagara Taluka.....	2
Figure 2: Map of Karnataka	2
Figure 3: Gram Panchayat Manchanayakanahalli	2
Figure 4: Education level in the village.....	3
Figure 5: Occupation in the village	4
Figure 6: Type of identity proofs owned by the villagers	4
Figure 7: India's Digital Divide	7
Figure 8: Programme Delivery Structure of PMGDISHA	10
Figure 9: Project Methodology.....	11
Figure 10: Digital Literacy Value Chain.....	13
Figure 11: Different Purposes of Using Internet	15
Figure 12: Usage of Internet in Dyavalinganapalya.....	15
Figure 13: Different Purposes of Using Internet	16
Figure 14: Usage of Social Media Platforms	16
Figure 15: Purpose of Using Bank Account.....	17
Figure 16: Digital Literacy (Value Chain)	23
Figure 17: Digital Literacy Road Map-Planning.....	25

List of Tables

Table 1: Population of settlements in Dyavalinganapalya	3
Table 2: Learning Outcomes / Competency Standards under PMGDISHA	10
Table 3: Indicator Matrix.....	13
Table 4: Institutional Digital Usage.....	20

Introduction

Toyota Kirloskar Motor (TKM) Pvt Ltd is a subsidiary of Toyota Motor Corporation, Japan (with Kirloskar Group as a minority owner), for the manufacture and sales of Toyota cars in India¹. It is currently the 4th largest car manufacturer in India. According to its mission statement TKM aims to play a major role in the development of an automotive industry and the creation of employment opportunities, not only through its dealer network, but also through ancillary industries with a business philosophy of "Putting Customer First."

As part of its corporate ethos, TKM considers the local community to be one of its key stakeholders. In line with this, the company has been involved in a range of CSR initiatives. For its CSR work, TKM's focus is on skill development, road safety, education, environment and health and hygiene.

Public Affairs Centre (PAC) is a non-partisan not-for-profit civil society led think tank dedicated to mobilising demand for good governance in India. PAC focuses primarily in areas where citizens and civil society organisations can play a proactive role in improving governance. PAC's uniqueness lies in synthesising research and action in its activities and approaches. Its research aims to provide a stimulus for its action and in turn, is powered by knowledge derived from research. PAC's work is primarily organised on the premise that an informed citizenry is the key to improved governance.

As per the outline provided by the CSR team from TKM, the main objective of this project was to assess the digital readiness of Dyavalinganapalya village in Ramanagara district, Karnataka. The scope of the project was to study the population within a radius of 2 kms around the village, which included Hejjala, Hejjala Colony, SVT Colony and Juttanapalya. The outcome envisaged by TKM from this project was an updated database (census) of all households in the Dyavalinganapalya village with not only socio-economic data but also various the aspects on digital usage at the household level. The results would feed into the Road Map towards 'digital inclusion' through a targeted digital literacy programme to be implemented by TKM in the said village.

This report includes a detailed study on the current usage of ICTs and readiness of the village towards being digitally literate through a training and capacity building programme. Furthermore, this report also includes the problems and challenges and draws out a Road Map to making this community digitally literate.

¹<https://www.toyotabharat.com/toyota-in-india/about/>

About Dyavalinganapalya

Dyavalinganapalya, situated in Manchanayakanahalli gram panchayat located in Ramanagara district of Karnataka, was selected as the study area (shown in the Figure 1,2 and 3). The scope of the work extended to a radius of 2 kms around the village, which included Hejjala, Hejjala Colony, SVT Colony and Juttanapalya.



Figure 1: Map of Ramanagara Taluka

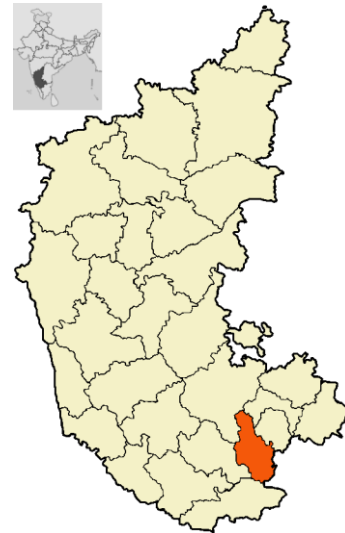


Figure 2: Map of Karnataka

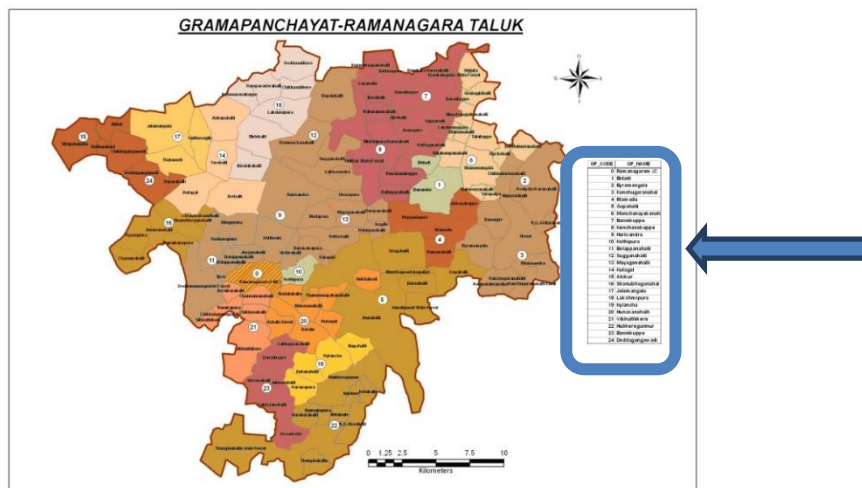


Figure 3: Gram Panchayat Manchanayakanahalli

Source: Gram Panchayat Office, Manchanayakanahalli

Based on the information provided by the Manchanayakanahalli Gram Panchayat office, Table 1 presents the population details in Dyavalinganapalya village that makes up (as per Census 2011).

Table 1: Population of settlements in Dyavalinganapalya

Name of the Village	Population	Number of Households
Hejjala	1100	225
Dyavalingayanapalya	517	109
Juttanapalya	384	53
SVT Colony	1218	147
Hejjala colony	426	43
Total	3645	582

Source: Census of India 2011

As per the Census of India 2011 the total population of the village was having 3645 individuals and 582 households. The literacy level in the village is 84 per cent with about 60 per cent having completed secondary education and above. Only 15 per cent of the households are engaged in agriculture and allied activities and nearly 30 per cent in the service sector.

Around 53.6 per cent of the households are permanent residents in the village whereas, 45.1 per cent are migrants. A significant proportion of households (56.3 per cent) live in rented houses. Figures 4 and 5 give the details on the education level and occupation type of the village.

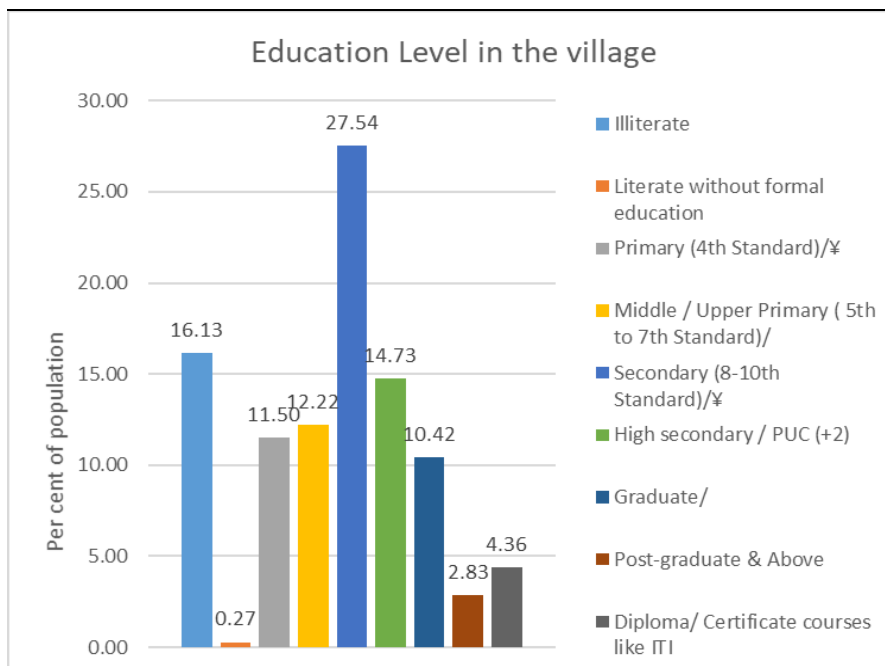


Figure 4: Education level in the village

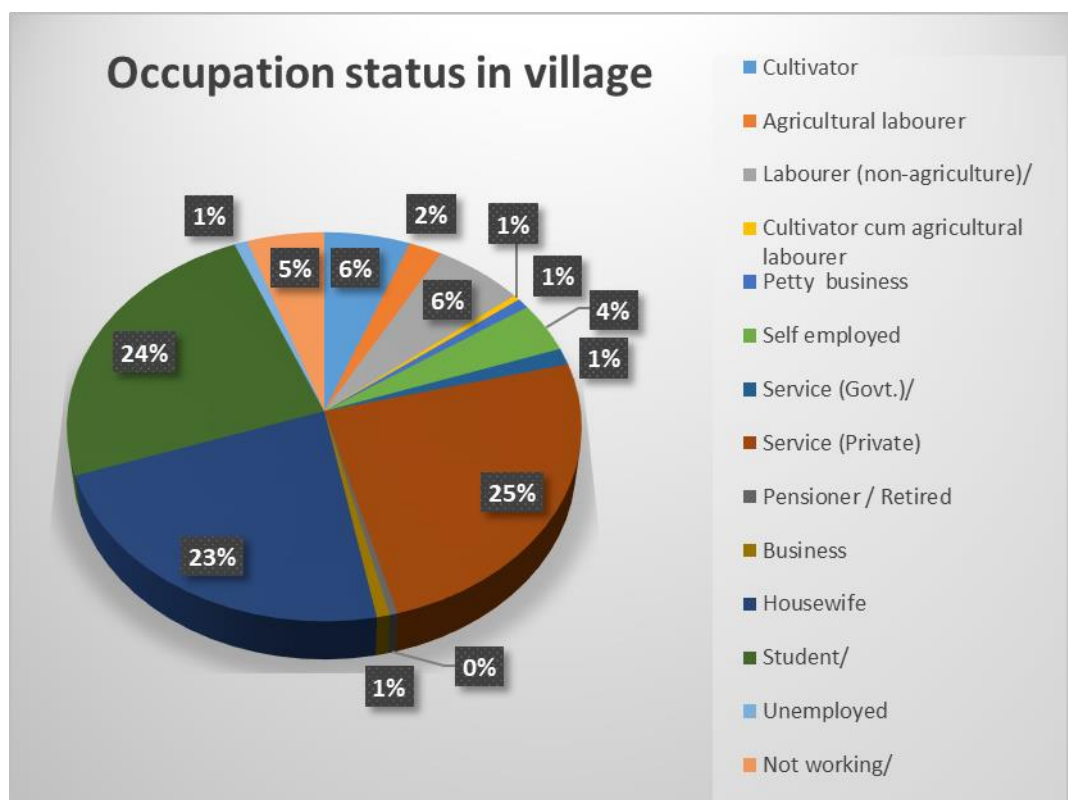


Figure 5: Occupation in the village

There is almost 100 percent Aadhar enrollment in the village. Figure 6 provides information on the ownership of different types of ID proofs by the villagers.

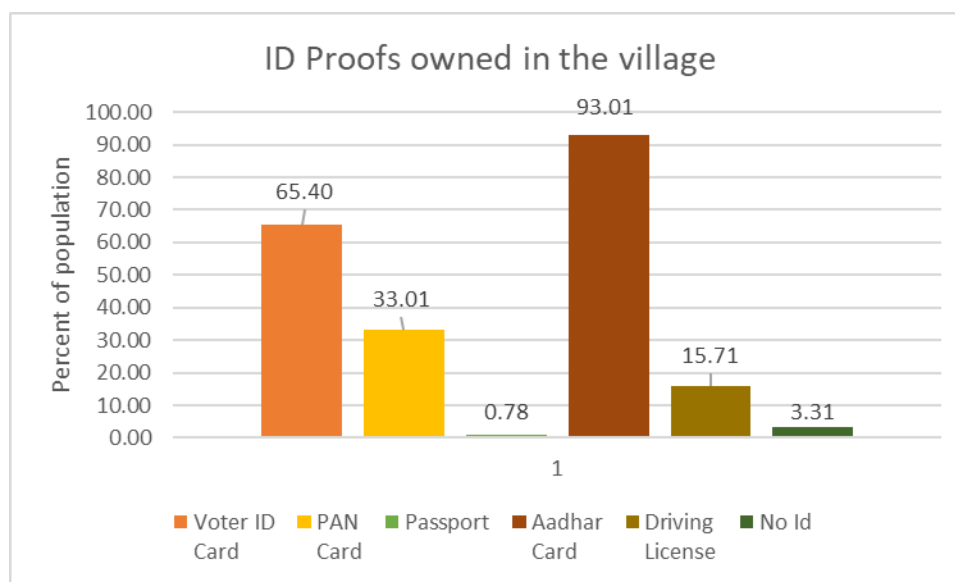


Figure 6: Type of identity proofs owned by the villagers

During the initial interactions, Ms Sunandamma Venkatesh, Gram Panchayat (GP) President conveyed that Manchanayakanahalli has been declared as an open defecation free GP. She added that there is a need for government health care facilities in village.

In the village premise there is a Canara Bank located at Hejjala and a functional ATM outside the bank. Hejjala also has a Post Office. The villagers depend on private healthcare services, as there is no government Primary Healthcare Centre in the area. There is one private clinic and medical store in SVT colony. In the village area (Dyavalinganapalya) there are currently 10 Self Help Groups (SHGs), 4 Anganwadi centres, 2 private, 1 aided and 1 government school, Public Distribution Shop, Post Office, Cyber cafe and one veterinary hospital.

The accessibility from Dyavalinganapalya village and the other surrounding areas in Manchanayakanahalli Gram Panchayat to the National Highway (NH 44) makes it approachable to all major transport facilities. The Hejjala railway station (Southwestern railway) is a mere 10 kms from the gram panchayat.

The literacy level in the village stands at 79 per cent with male literacy percentage as high as 87 per cent and female literacy level is 71 per cent. There is a strong positive correlation between use of literacy levels and usage of internet technology (mobile-based) (Deen-Swarray, 2016). Thus, it can be expected that the population could be receptive to the envisaged digital literacy training.

Importance of Digital Literacy

Digital Literacy is described as a set of basic skills which include the use and production of digital media, information processing and retrieval, participation in social networks for creation and sharing of knowledge, and a wide range of professional computing skills (UNESCO, 2011). Digital literacy improves employability and works as a catalyst enabling the acquisition of other important life skills. It is absolutely essential for the development of a knowledge economy and vital for empowering the socially and economically weaker sections of people. It is estimated that every 10 per cent increase in access to broadband (and internet) in developing countries translates to a 1.38 per cent growth in GDP (Broadband Commission of Digital Development, 2013).

The crucial role of digital skills in the path of sustainable development is recognised in the SDGs as well stating, “The spread of information and communications technology and global interconnectedness has great potential to accelerate human progress, to bridge the digital divide and develop knowledge societies”. It is directly referenced in four goals as catalysts for education (Goal 4) and gender balance (Goal 5), as a driving force for new “smart” infrastructure (Goal 9), and as essential tools to implement the SDGs (Goal 17) – they have a key role in achieving each goal (Zhao, 2015).

To accelerate the socio-economic progress, there is a need to address the existing digital divide, i.e. social stratification owing to several factors aggravated by lack of education and poverty. Creating equity for access and adaptation to ICT (Information, Communication and Technology) is very crucial for a sustained development and progress towards achieving the SDGs. This will help achieve the targets of SDG 4 (quality education), SDG 8 (decent work and economic growth) and SDG 10 (reduced inequalities) to a great extent. In order to ensure that the phenomenon of digital divide is narrowed each year, the SDG indicator 4.4.1 (global indicator) aims to increase the proportion of youth and adults with ICT skills, by type of skill. The thematic indicator 4.4.2 aims to reduce each year the percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills.

Governments can play an important role in bridging this skill gap when, gender, class, geography and age affect one’s ability to harness new technologies. Public sector involvement is recommended in digital skills development by promoting open digital resources and fostering partnerships to help expand and improve the quality of digital skills development (Broadband Commission for Sustainable Development, 2017). The state is in the position to address the inequalities in the provision of digital skills and fulfil needs not met by commercial providers.

Digital Literacy in India

ICT is an essential tool for socio-economic development. Studies have shown that the rate of ICT diffusion is correlated to the general level of socio-economic development. ICT plays a vital role in advancing economic growth and reducing poverty (Hameed, 2008). The accrued benefits of ICT, however, are not being realised fully in many parts of the country. Although access to

ICT has generally increased across rural India, the extent of adoption and use is suboptimal, thus undermining the role of ICTs in facilitating digital inclusion. As reported in the Census of India 2011, 68.84 per cent of the country's population lives in rural areas. About 72 per cent of the rural workforce is engaged in agriculture and nearly 69 per cent of the rural population is literate. While computers, smartphones and internet are widely used in urban areas, the penetration of ICT is abysmally low in rural India. The tele-density of rural India stood at only 39.6 percent (in 2012-13) as compared to 150.3² percent in urban India. As per the 71st National Sample Survey Office (NSSO) survey on education 2014, only 6 per cent of rural households have a computer³. In order to include the rural population in the development of the nation, it is imperative that they are digitally empowered. ICTs help the underserved population in accessing information, services and opportunities which build their capacity to realise their potential. In the context of rural India, ICT has the potential to address multitude socio-economic issues. It can do so by enabling rural communities to participate in global digital economy, promoting e-governance and hence, transforming India into a knowledge economy.

Digital inclusion or being digitally literate refers to more than just physical access to digital technologies. It relates to the relationship between ICTs, agency and context, therein raising issues of access versus effective use or engagement. Thus, digital inclusion is increasingly measured, not by computer or internet access, but by technological fluency and the ability to create multimedia content.

A digitally literate person must be able to understand the basics (terminology, navigation and functionality) of digital devices, use digital devices to access, create and share information, carry out cashless transactions using digital financial tools, access government services and use other citizen centric services online.

Digital literacy will enable linking of citizens to various e-governance initiatives, involving them in decision making for strengthening public participation and thus enhancing governance accountability. To transform India into a digitally empowered economy, every citizen, regardless of location and social background, should be provided with opportunities as well as capabilities to access and leverage digital services/technologies. Universal digital literacy across the country including rural India is an essential element in making India a knowledge economy.

The problem of digital divide in India is a real issue, with illiteracy rate at 25-30 per cent and digital illiteracy is even higher (Figure 7). About 70 per cent of over one billion Indians lives in rural areas and have about 16 per cent internet penetration (TRAI, 2017). The reasons for this divide are illiteracy, language barriers, affordability and accessibility to appropriate

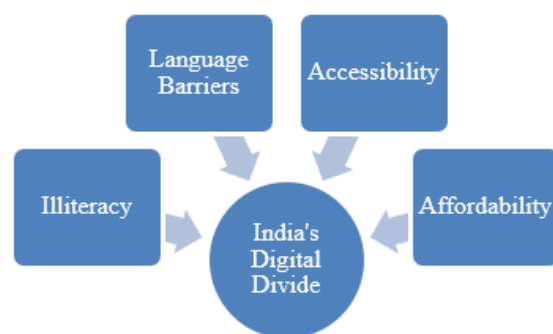


Figure 7: India's Digital Divide

² <https://data.gov.in/>

³ Press Information Bureau, 2017. Link: <http://pib.nic.in/newsite/PrintRelease.aspx?relid=158292>

hardware and software

While the country boasts that it is the world's second fastest growing mobile market, it is lagging behind when it comes to internet connectivity. Connecting the community and its members to the world through the internet and building their digital capacities is becoming increasingly essential to ensure social progress in the upcoming years.

The use of ICTs accelerates and strengthens all three pillars of sustainable development – economic development, social inclusion and environmental protection. Its cross-cutting transformative potential in today's interconnected world can help India improve its social indices, thus enabling India to meet the SDGs. ICT will increase awareness amongst the rural population about implementation of welfare schemes and will assist them in availing basic services that are now provided by the government, online. For instance, via smart phones, people in rural areas can purchase bus and railway tickets, access admission forms of universities, apply for ration cards etc. Similarly, ICT can help the agrarian population in accessing information about their village, blocks and districts, natural resources around them, agricultural practices to be employed, seasons and monsoons, market rates of different commodities and information on government schemes. Improved access to information on welfare schemes such as Public Distribution System and Swachh Bharat Mission (Gramin), best practices in agriculture, market rate of agricultural produce, will improve outcomes on health, education and will gradually enable people to overcome poverty.

A great initiative taken by the Government of India towards digital inclusion is the Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA). This programme will directly help achieve the SDG target 4.4, “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”. Achievement of Goal 4 has high impact on SDGs 5, 9, 12, 13 and 17 and medium impact on rest of the goals (The UN Goals Impact Matrix 2018).

PMGDISHA-Context

The Digital India Programme is a flagship programme of the Government of India with the objective of transforming the country into a digitally empowered society and knowledge economy. The programme entails linking citizens to various e-governance initiatives, involving them in decision making for strengthening public participation and thus enhancing governance accountability. Recent efforts by the Government of India have been to steer the country towards increased digital usage. Aadhar cards, linking of gas connections to cell phone numbers are a few examples of the government's efforts in delivering services digitally. In order to ensure that citizens are able to access and leverage digital services, the Government of India has launched two schemes for providing digital literacy to citizens namely National Digital Literacy Mission (NDLM) and Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA). NASSCOM Foundation, Google, Intel and Microsoft have collaborated with the Government of India on the NDLM to make one person from every household digitally literate. PMGDISHA defines digital literacy as “the ability of individuals and communities to understand and use digital technologies for meaningful actions within life situations”.

The aim of the programme is to make six crore persons in rural India digitally literate by training them to operate computers or digital access devices (like tablets, smart phones etc.). It specifically targets households where none of the members are digitally literate to ensure that at least one member in a household is digitally literate. The digitally literate person should be able to send and receive e-mails, browse the internet, access government services, search for information, undertake digital payment, etc. This will enable them to use ICT and related applications especially digital payments to actively participate in the process of nation building.

PMGDISHA is expected to be one of the largest digital literacy programmes in the world. It aims at training six crore persons in rural areas especially targeting the marginalised sections in the society such as the Scheduled Castes (SC)/Scheduled Tribes (ST), Below Poverty Line (BPL), women and differently-abled persons. Digital literacy will bring benefits of ICT to the daily lives of rural population especially in the areas of healthcare, livelihood generation and education. Similarly, emphasis will be laid on the use of Digital Financial Tools for Electronic Payment System. It is expected that by March 2019, six crore persons in rural areas will be proficient in the usage of computers or digital devices like tablets, smart phones and will be able to access services like healthcare, education, digital payments on digital devices. States have also been assigned indicative pro-rata-based targets depending on the availability of average number of rural households.

Programme Delivery Structure

The programme will be implemented by Common Services Centres (CSC) e-Governance Services India Limited, a Special Purpose Vehicle (SPV) under the supervision of Ministry of Electronics & Information Technology in collaboration with State Governments and Union Territory administrations. The actual target for each Gram Panchayat will be decided by the District e-Governance Society (DeGS) chaired by the District Magistrate, depending on the size

of district, population, local requirements, etc. The scheme will be implemented by the Training Partner/Centres affiliated with CSC-SPV at ground level. These Training Partners/Centres are required to have the basic facilities to conduct trainings. Figure 8 gives an overview of the delivery structure of the programme:

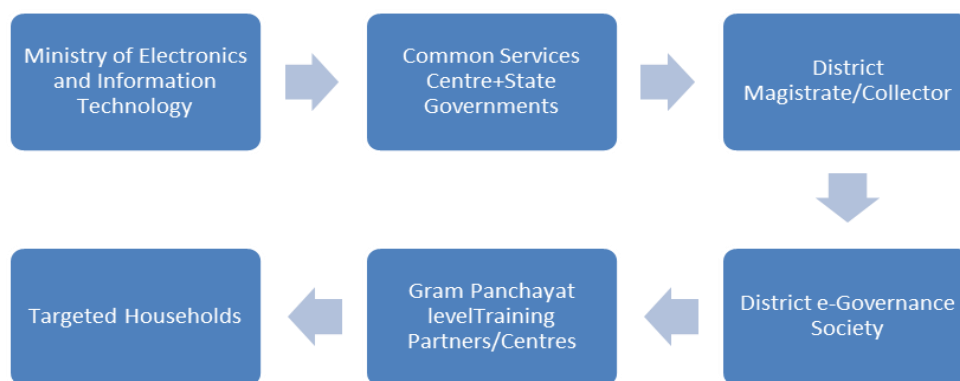


Figure 8: Programme Delivery Structure of PMGDISHA

The Government of Karnataka (GoK) has to make 27,05,000 persons digitally literate, as per the target assigned by the PMGDISHA programme. The Centre for e-Governance is the State Implementing Agency (SIA) in Karnataka as notified by PMGDISHA. The Centre for e-Governance is a part of the Department of Personnel and Administrative Reforms in Karnataka. As per the guidelines of PMGDISHA, the SIA i.e. the Centre for e-Governance shall implement digital literacy training programmes in collaboration with the e-Governance Services India (CSCSPV). The CSC-SPV will co-ordinate with industries and NGOs that are interested in undertaking initiatives on digital literacy. The GP level training centres will be the ‘last mile’ connect in the delivery of PMDISHA and the beneficiary. Each beneficiary will be given a completion certificate to acknowledge his/her participation in the programme.

Table 2: Learning Outcomes / Competency Standards under PMGDISHA

Learning Outcomes / Competency Standards under PMGDISHA	
1	Understand the basics (terminology, navigation and functionality) of digital devices
2	Use digital devices for accessing, creating, managing and sharing information
3	Use the Internet to browse in an effective and responsible manner and use technology to communicate effectively
4	Carry out cashless transactions using digital financial tools (USSD/ UPI/ eWallet/ AEPS/ Card/ PoS)
5	Use online citizen centric services
6	Top citizen centric schemes as indicated below are included as part of curriculum: G2C Services- Caste certificate, Domicile certificate, Income Certificate, UIDAI Services, Banking Services, IRCTC- Railway reservation, PAN Card, Electricity- bill payment

The learning outcomes mentioned above have been considered and the survey instrument has been designed to assess the population’s status on these parameters and their willingness to undertake training to move up the digital literacy value chain.

Project Methodology

The research team from PAC visited the study area to get an understanding of the infrastructural layout (institutional, residential, and commercial). A subsequent visit to the Manchanayakanahalli Gram Panchayat office was also made to collect basic secondary data such as number of households, educational, health and related institutions and public infrastructure and record any specific concerns that the panchayat members may have. An analysis of the PMGDISHA scheme was conducted to understand the approach and the processes to be followed for its implementation. Based on the scoping exercise and the subsequent desk research, a Feasibility Report was submitted to TKM's CSR team.

The team then prepared the survey instrument (household questionnaire) to garner demographic information as well as digital usage by members of all households in the village. An Institutional Digital usage Checklist (IDuC) was also created to assess the current digital usage in all the institutions located in the village. All the data collection instruments were pilot tested in the field to check the simplicity of content, the ease of flow and applicability before finalising them in consultation with the TKM's CSR team. The PAC research team identified a small group of experienced surveyors for carrying out the field work and conducted a training programme to ensure that they understand every aspect of the data collection instruments to ensure accuracy and credibility. The field work was carried out under the supervision of the PAC research team following all the quality monitoring parameters – spot checks, back checks and scrutiny. Institutional interviews were carried out by the PAC research team. The collected data was analysed and included in the draft report submitted to TKM at the end of the project period. After soliciting feedback from the TKM on the draft report the report has been finalised. The project methodology is represented in Figure 9.

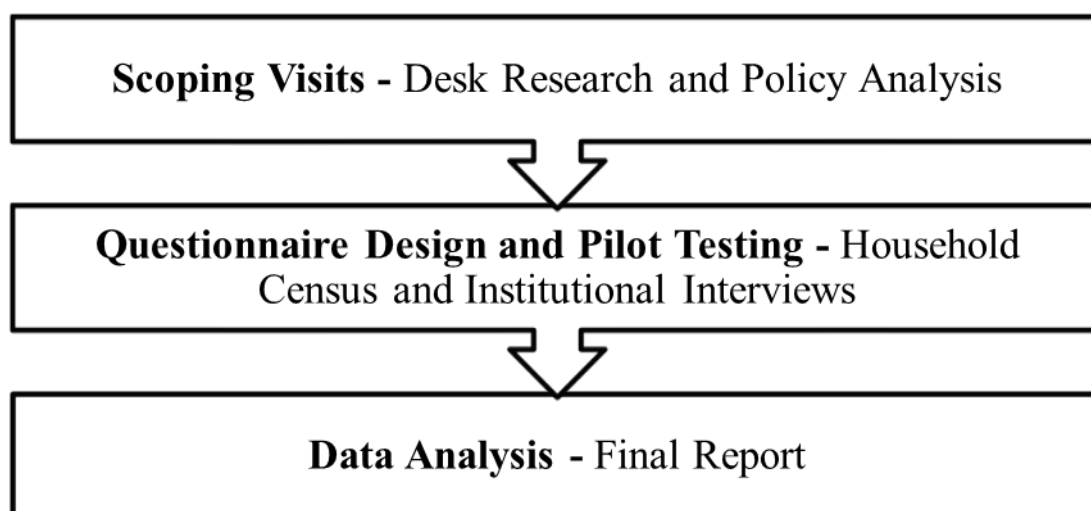


Figure 9: Project Methodology

A substantive part of designing the questionnaire was to develop indicators that measured the population's digital competency on a scale of increasing cognitive complexity. In order to do the

same, an intensive literature review was undertaken and several existing frameworks were considered to develop an indicator list to assess the digital readiness (Chetty, Liu, Wenwe, Josie, & Gcora, 2017)(ETS, 2007)(European Commission, 2017). The data collected on these indicators and parameters were analysed to draw a Road Map that would be relevant to the potential digital users in the village.

Digital Literacy Assessment of Dyavalanganapalya

In order to achieve digital transformation, equal emphasis needs to be allocated towards developing both, digital skills as well as the supporting infrastructure. To ensure that envisaged digital training programmes are adequately managed, a set of indicators have been developed to assess the digital competency of the population. It is also important to note that digital divide or digital illiteracy is not just a direct function of access to hardware, software and networks. It is driven by lack of literacy levels and a lack of the cognitive skills needed to make effective use of these technologies. The five critical components of the digital literacy value chain in increasing order of cognitive complexity is described in the Figure 10 (ETS, 2007).



Figure 10: Digital Literacy Value Chain

- Accessibility-Knowing about and knowing how to collect and/or retrieve information.
- Management-Managing data, information and digital content
- Integration-Interpreting and representing information
- Evaluation-Making judgments about the quality, relevance, usefulness, or efficiency of information
- Creativity-Generating information by adapting, applying, designing, inventing, or authoring information.

An understanding of this value chain has been used to develop the digital competency framework and indicators to assess the digital competency of the population in Dyavalanganapalya.

Table 3: Indicator Matrix

Cognitive-Value chain	Indicators	Type of Data	Parameters
Accessibility	Hardware and Software Operations	Physical Operation of Digital Technologies	Usage of Phone, Usage of Smart Phone, Source of Internet, Internet Usage, Other Communication–Devices

Assessing Digital Literacy in Dyavalinganapalya

Management	Managing data, information and digital content	Browsing, Searching and filtering data, information and digital content	Internet Usage Frequency, Internet Usage-Purpose, Usage-Online Payment Apps, Frequency-Online Payment Apps, Usage-Email Account, Usage-Social Media Platforms
Integration	Interpreting and representing information.	Interacting and integrating through digital technologies	App usage-Public Service Delivery, Awareness-Digital Usage, Usage-Aadhar, Usage-Bank Account
Evaluation	Making judgments about the quality, relevance, usefulness, or efficiency of information	Accessing, using and sharing through digital technologies	Willingness-Digital Literate and build capacities
Creativity	Generating information by adapting, applying, designing, inventing, or authoring information	Managing a digital identity and fostering collaborations	

Accessibility: In the context of digital literacy, accessibility refers to the lowest end of the value chain and it refers to the accessibility to hardware and software operations. For the end-user it refers to the physical operation of digital technologies. The parameters used to assess the accessibility are: usage of phones, usage of smart phone, source of internet, internet usage and use of other communication devices.

The census findings revealed that 98 per cent of the households possess at least one mobile phone (feature phone or smart phones). Nearly 70 per cent households have at least 1 member who uses a smart phone. A significant proportion of the households (nearly 35 per cent) do not use the internet. Among the households that use internet services, mobile data is the main source (nearly 99 per cent), supplemented by 3G/4G dongle and data hotspots shared between household members. Among the households that are using the internet nearly 40 per cent have started using it in the past one year. Television is the main source of information in all the

households in the village. Among internet-based sources, WhatsApp and Facebook are also widely used as sources of information in the households. Traditional sources like the newspaper and radio seem to have dipped in their popularity as information sources (Figure 11).

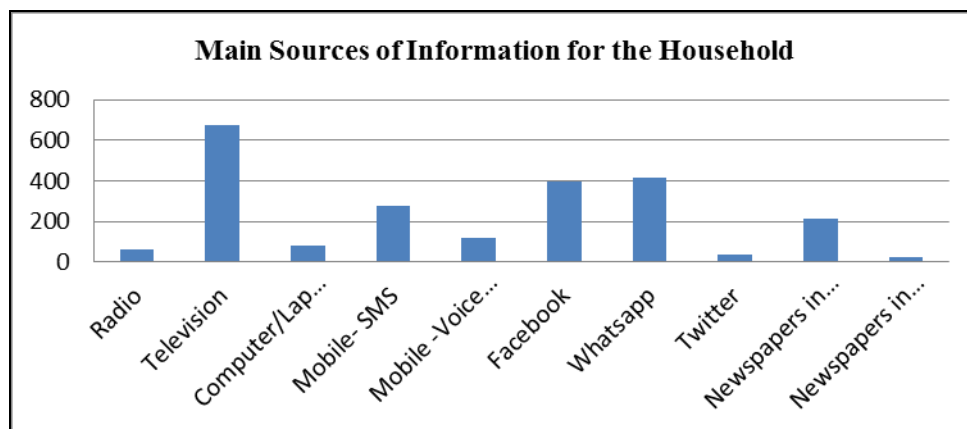


Figure 11: Different Purposes of Using Internet

Management: In the context of digital literacy, management refers to managing data, information and digital content. It assesses the ability of the population to browse, search and filter data and digital content. The parameters used to assess this are: internet usage frequency, internet usage-purpose, usage-online payment apps, frequency-online payment apps, usage-email account and usage-social media platforms.

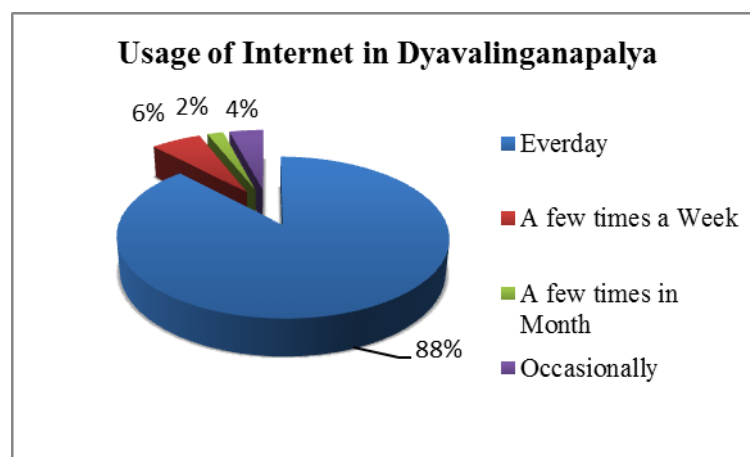


Figure 12: Usage of Internet in Dyavalinganapalya

Almost 88 per cent of the respondents use the internet every day (Figure 12) the remaining proportion are using it few times in a week. General browsing, accessing information and entertainment have been cited as the main reasons for using the internet among the users (Figure 13). Only 40 per cent of the users said that they have an e-mail account, they use their mobile numbers to log in to various applications. Nearly 75 per cent of households using internet are using mobile phone apps, however only 34.18 per cent of these users are aware of and use

payment apps. Among these users (aware of payment apps), nearly 90 per cent are using payment apps. Paytm is the most popular payment app used; nearly 86 per cent of those using payment apps use it, followed by BHIM, TEZ and UPI apps (Figure 13).

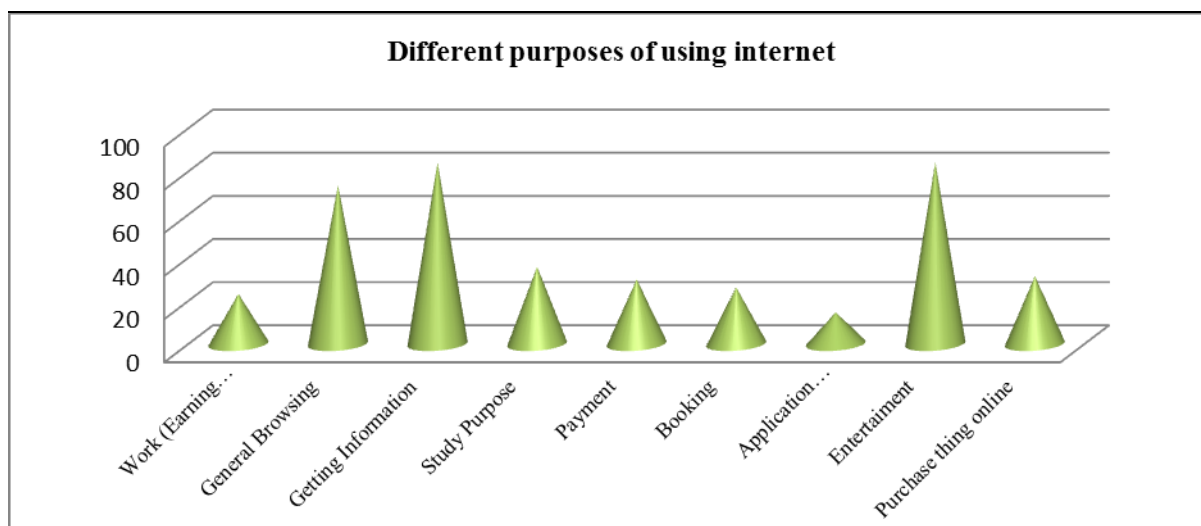


Figure 13: Different Purposes of Using Internet

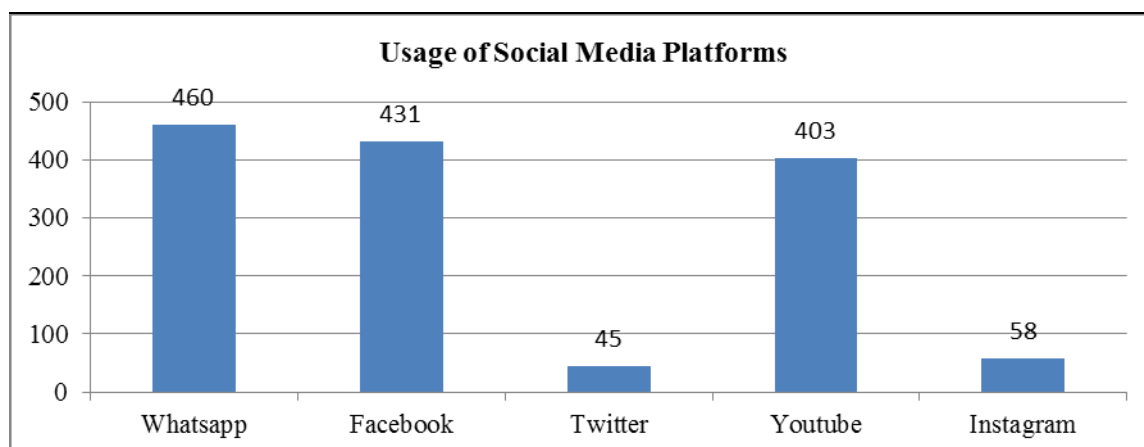


Figure 14: Usage of Social Media Platforms

Among the users of various social media platforms Whatsapp, Facebook and Youtube are the most popular among the households using internet in the village (Figure 14). This is also reflective in the reported purpose of using the internet where information seeking and entertainment have been highly reported.

Integration: In the context of digital literacy, integration refers to interpreting and representing information. It assesses the population's ability to interact and integrate information using digital technologies. At present the population's usage of digital technologies are limited to basic browsing and accessing information. However, to integrate digital usage into their lives the first course of action would require using digital platforms to access service delivery. Thus, in the

context of this village the parameters that have been used to assess this are: App usage-Public Service Delivery, Usage-Aadhar, and Usage-Bank Account.

Among the households that are using mobile Apps only 10 per cent are using it to avail government benefits (as shown in Figure 15). Less than 1 per cent of the household are aware about the Government of Karnataka's 'Mobile One' App. Aadhaar coverage has been 100 per cent in the village. Almost everyone (98 per cent) has a bank account in the village and nearly 95 per cent of households have at least one bank account. In almost 90 per cent of the households the chief wage earner operates the bank account. Savings (98.54 per cent) and transactions (74.15) remain to be the main purpose of using the bank accounts. A relatively small proportion of households are also using it to avail subsidies (14.72 per cent) and other government benefits (10.93 per cent).

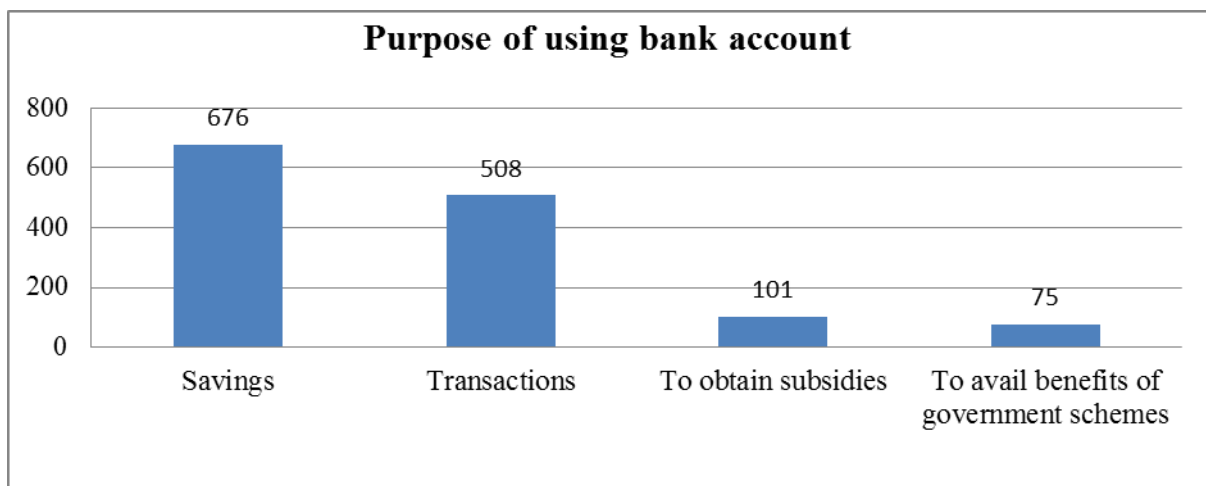


Figure 15: Purpose of Using Bank Account

Only 44 per cent of the village eligible population have PAN cards. Online payment and monetary transactions is not very common among the households as only 29.89 per cent of households reported to use internet for payment purposes. Among all households in the village only 19 percent are using online payment apps. 34.41 per cent of the household using internet reported to be aware of online payments app and only 30.97 per cent use them. Paytm is the most known (86.25per cent) online payment app with very few respondents aware of PhonePe, Bheem, SBI App, Canara Bank App, etc. Online Payment is also reported as one of the purposes of using Mobile apps but by only 27.21 per cent of the respondents using mobile apps. When asked about preferred mode of transaction, most households preferred using cash transactions. Traditional modes (Cash, cheque) of monetary transactions are still preferred as 94.67 per cent of respondents ranked them as their first preference. The non- traditional methods of online payments, through payment apps, RTGS and Debit Cards did not appear in most of the respondents' preferred mode of monetary transactions.

When asked about household members facing any problem using non-digital transactions, a significantly low proportion of respondents reported to face some issues like waste of time, long queues in bank, etc.

Usage of post office accounts is limited to only 10.58 per cent of villagers owning one. In almost 65.74 per cent of the households the chief wage earner operates a post office account. Similar to bank accounts, savings (96.43 per cent) and transactions (37.5 per cent) remain to be the main purpose of using the bank accounts and a small proportion of households uses it for availing government schemes (13.39 per cent). This can be due to the provision of pension through these accounts. 35.31 per cent of households have reported to be under some debts from a combination of both formal⁴ (55.47 per cent) and non-formal⁵ (57.03 per cent) sources. In spite of having very high banking penetration, accessing credit from non-formal sources continue to remain high.

Evaluation and Creativity: In the context of digital literacy, these refer to evaluating digital information on quality, relevance, usefulness or efficiency of information and the ability to generate information by adapting, applying, designing, inventing or authoring information. It assesses the population's digital maturity. Willingness to undergo the digital literacy training programme has been used as parameters to assess the population's willingness to attain higher degree of proficiency w.r.t digital usage. Nearly 85 per cent of the households are not aware of Digital India Programme and PMGDISHA. Though nearly 73 per cent of the households accept that being digitally literate is important and believe that ICT/digital devices have made their living easy, only 48 per cent households are willing to undertake training to become digitally literate. The households that are willing to undergo the Digital Literacy training have cited 'increase capacity to get more information' 'increase in probability of getting good job' and 'extremely important for the future' as some of the reasons for their willingness to undertake a training programme to become digitally literate. While sharing the contact details of the household members who will be willing to undergo this training, nearly 72 per cent households have nominated members below 30 years of age.

Findings from the Institutional Interviews

The PAC team visited the various institutions in the village such as

- Schools
- Aanganwadi centres
- Post office
- BankA ration shop under the PDS (Public Distribution System) scheme.
- Veterinary hospital

The persons managing these institutions were asked open-ended questions on their access to and usage of ICT for their day-to-day operations, ICT facilities offered by these institutions and any

⁴ Formal (BANKS, Co-operatives banks, Societes)

⁵ Non-formal (Money Lenders, Pawn Brokers, Relatives/Friends)

problems faced by them in the process of using the same. Some of the major findings from these interviews are described below:

Schools:

There are four schools in the village (1 lower primary-government, 1 semi-aided secondary, 1 private-lower primary, 1 private-secondary). The lower primary government school in Hejjala was established in 1943. The school building was reconstructed under the CSR initiative of TKM and is maintained well. A Bengaluru-based NGO Sparsh has been working in the school to enhance the English language capacity among the students and teachers. There is a WhatsApp group of all the teachers in the taluk where information is communicated by the Block Development Officer (BDO). The Head Master (HM) sends photos of the school functions and extracurricular activities to the reporting officers in the Block Resource Centre (BRC) to the WhatsApp groups. Currently, information related to mid-day meal beneficiaries on a particular day, attendance; examinations etc. are updated in all schools in GoK's Student Tracking System (STS) Karnataka app/website. There was a one-day training organised to train all the HMs to use the app/website. The training was conducted in the Block Education Officer's (BEO) office in Ramanagara in June 2017. All student scholarships are transferred directly to students' account.

Anganwadi Centres:

The PAC team visited three Anganwadi centres (AWC); one each in Hejjala, Dyavalinganapalya and Juttanapalya. The Anganwadi teachers record all information related to children, expenditures and other important details in registers and submit the register during monthly meetings to the supervisor, who has an office in Ramanagara. The Angawadi teachers maintain 30-35 registers on a monthly basis. Any information about new government schemes and policies is provided by the supervisor during his/her visits to all the Anganwadi teachers. The Anganwadi teachers do not have smart phones and are not familiar with the usage of mobile applications. The AWCs do not use computer/tablets/internet. When asked about their willingness to learn more about the usage of digital devices, all the AWC teachers were willing to learn if any training was to be provided. They liked the idea of using videos that are available online to engage the children.

Bank:

The branch manager at Canara bank who has been working in the bank since the past 8 months, was also interviewed. The branch has been operating in Hejjala since the past 6-7 years. She stated that accounts in the bank are of residents from Juttapalya, Devalinganpallya, Hejjala Colony, SVT colony. Most of the accounts with the bank are savings account and most of the clients use ATM cards. The younger clients of the bank use the mobile applications offered by the bank. Currently, 25 per cent of the clients use the Canara bank mobile application and 10 percent of the clients use internet banking (as stated by the Bank Manger).

The bank and its staff have been helping the customers through various means to improve their receptiveness and usage of online services. Clients who cannot read or understand the text messages sent by the bank (on withdrawals, deposits etc.) often approach the staff who help them interpret the message. The bank has also been promoting online/internet banking through various activities. One such initiative undertaken by the bank was the ‘Digital Month’ initiative. The bank launched mobile applications to be used by merchants and traders to accept payments. Every fortnight, the bank staff approaches shop keepers in the GP to encourage them to use the mobile apps.

Post Office:

There is also a Post Office in Hejjala which was established over 30 years ago, having a sub-office at Bidadi and a district office at Ramanagara. The Grameen Dak Sevak (GDS) and Branch Post Master (BMS) informed the project team that the post office staff uses the RICT Device⁶ for opening and operating accounts. The device uses Airtel 3G services. There is no computer in the Post Office hence it cannot provide information on online transactions. But, the customers can track the postal services through ‘India Post’ website by entering their receipt number. The Post Master reported the need for a computer and subsequent training for availing improved services to the customers.

The Public Distribution Shop in the village is about 20 years old. A bio-metric system is followed by the shop for distributing rations to the 600 people having both the ration and Adhar cards. The person running the shop has a smart phone and a laptop both with internet connectivity. The GoK PDS website, i.e. Ahara.kar.nic.in is used to send and request information online. A training programme was conducted by the GoK at the block level for all PDS shop owners to induct them into the online system.

Table 4: Institutional Digital Usage

Institution	Digital Usage
Bank (Canara Bank)	Online Banking, Aadhar Seeding, ATM, Broadband
Anganwadi Centers	Aadhar seeding
PDS Shop	Aadhar seeding, Laptop, Mobile Data
School (1 government, 1 aided and 2 private schools)	Aadhar seeding, Student Tracking System, PC for all administrative purposes, PC for student learning, WhatsApp, Mobile Data, Inclusion of Computers in school curriculum
Post Office	Aadhar seeding of post office accounts, RICT, Airtel 3G

⁶RICT (Rural ICT) is a project of the Department of Posts, GoI to transform the rural economic landscape by changing the way in which rural Branch Post Offices work. The RICT hardware has a Main Computing Device with integrated thermal printer, biometric fingerprint scanner, digital camera, GPS, smart card reader and is provided with 3G/ Wireless Broadband/GPRS connectivity. These mobile terminals will facilitate computerization of all transactions at Branch Post Offices and also upload these transactions to India Post Data Centre

Gap Analysis

Learning Outcomes/Competency Standards under PMGDISHA

1. Understand the basics (terminology, navigation and functionality) of digital devices

The introduction and usage of internet is still a new concept in the village. A major share of households (41.29 per cent) have been using internet since less than 1 year. A significant proportion of households (45.8 per cent) have been availing internet services since the last 1-4 years. The village population is still getting used to new technologies and terminologies and associated functions. One example of this is that 18 per cent of the respondents were not aware whether anybody in the household has an email account or not. Also, the chief wage earner operates the bank account in most of the households pointing to the fact that the other members might not be capable of doing it. A significant portion of the population is not even aware of the online payment apps lest use it.

2. Use digital devices for accessing, creating, managing and sharing information

Though a significant share of population owns a smart phone and mobile data forms the source of internet for almost all of them, the usage of both internet and Mobile apps is mostly restricted to general browsing, entertainment and accessing information. It is not efficiently utilised for other purposes like payment, education/knowledge, making bookings, application submission, etc. Television remains to be main source of information for most of the households (93.24 per cent). Facebook (54.48 per cent) and WhatsApp (57.24per cent) form the secondary sources for the same followed by SMS received over phones (37.79 per cent).

3. Use the Internet to browse in an effective and responsible manner and use technology to communicate effectively

Though a significant proportion of household's avail internet facility (64.1 per cent) and most of them (88.4 per cent) use it daily, usage of mobile apps is not very popular except for WhatsApp. WhatsApp, Facebook and YouTube are the most popular social media platforms among the internet using households. However, the purpose is restricted to information seeking and entertainment as reported.

4. Carry out cashless transactions using digital financial tools (USSD/ UPI/ eWallet/ AEPS/ Card/ PoS)

Though some problems have been reported by very few respondents in making non-digital transactions, the traditional modes of monetary transactions are preferred the most by the households over the online and app-based payment options. The usage of online payment is very limited (29.89 percent). Even though formal methods of availing loan come with a lot of benefits, 57.3 per cent of the household debts come from non-formal sources.

5. Use online citizen centric services

Among the households that are using mobile Apps, only 10 per cent are using it to avail government benefits. Less than 1 per cent of the household had heard about Government of Karnataka's 'Mobile One' App. The purpose of usage of bank accounts and Post Office accounts also remains to be savings and transactions and not for availing benefits or subsidies through government for a majority of the households.

6. Top citizen centric schemes as indicated below are included as part of curriculum: G2C Services- Caste certificate, Domicile certificate, Income Certificate, UIDAI Services, Banking Services, IRCTC- Railway reservation, PAN Card, Electricity- bill payment

Only 44 per cent of the total population have PAN cards. Internet services and mobile apps are not used significantly for booking, submitting application or any other purpose related to the above. Even Bank accounts are used mostly for savings and transactions.

Recommendations

In order to ensure that Dyavalinganapalya becomes India's first digitally literate village, it is recommended that TKM consider the following:

1. Adopt a community led learning approach of knowledge sharing within the community
2. The factors of high mobile phone usage (98 per cent –Phones, 70 per cent Smart Phones), high literacy rate (84 per cent), moderate internet use (65 per cent) and willingness to learn (50 per cent) etc. indicate towards the village's capacity and readiness to become digitally literate
3. While the community led learning approach can be used to train the adult population, special efforts need to be made at the institutional level (Anganwadi centres and Government schools) to ensure digital inclusion and literacy

Based on the guidelines provided by PMGDISHA the digitally literacy training programme thus undertaken should focus on making the population move higher on the digital literacy value-chain i.e. from basic usage to a fully digitised community. Integration with GP level training centre under PMGDISHA.

Way Forward: Digital Literacy Road Map

Objective: To declare Dyavalinganapalya as India's first '100 per cent digitally literate' village

The three key findings from the survey undertaken are:

1. Internet penetration in the village is about 65 per cent
2. General usage of online payment option such as online payments apps is low (31 per cent) even among the internet users
3. Internet is used for general browsing, information seeking and entertainment
4. General acceptance of the benefits of being digitally literate is high and the willingness to undertake training is moderate.

Based on the information mentioned above and the programme delivery structure of PMGDISHA the use of a community-based model of learning is proposed to achieve the goal of making Dyavalinganapalya India's first 100 per cent digitally literate village. It is proposed to draw an 18-month Road Map (from June 2018 to Jan 2020) towards 100 per cent actionable digital literacy. Figure 16 indicates the digital literacy value chain starting with basic access and browsing skills to finally more complex skills that enable the end –user to use digital technologies for real life problem solving.

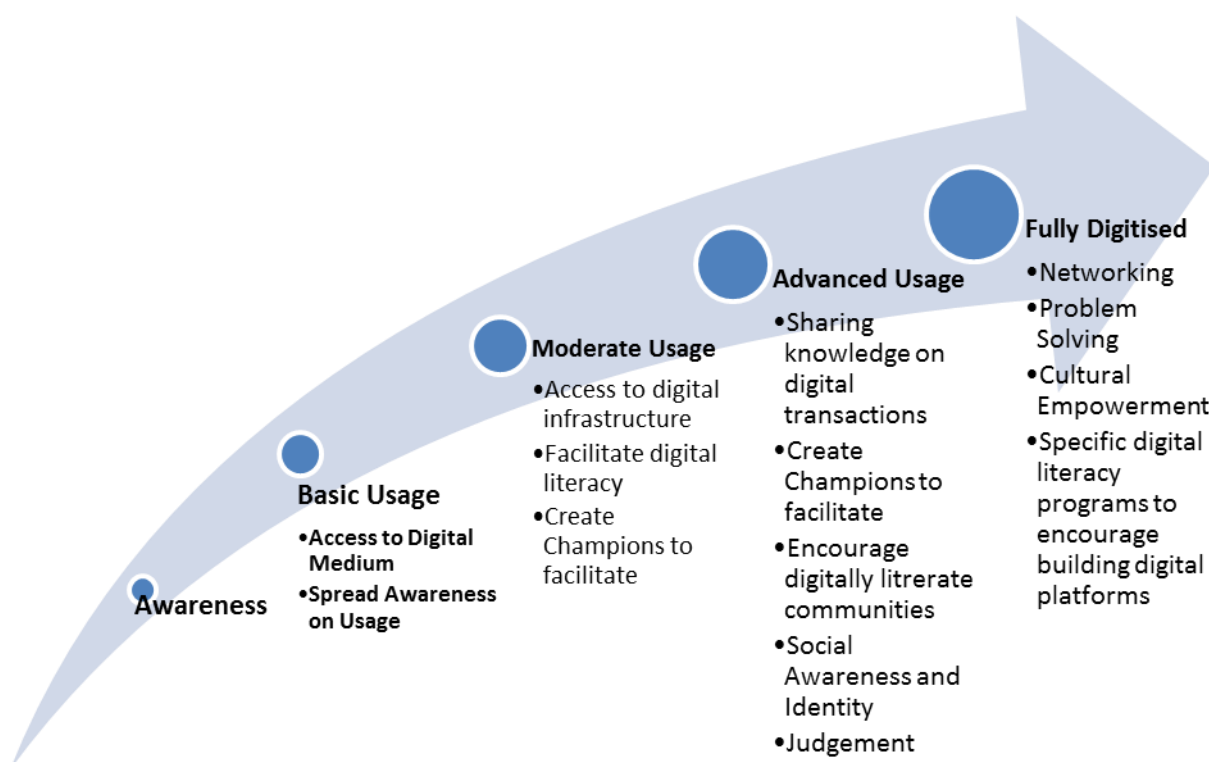


Figure 16: Digital Literacy (Value Chain)

In order to declare Dyavalinganapalya as India's first '100 per cent digitally literate' village, PAC will collaborate with TKM to be Knowledge Partner. PAC envisages advancing the population of the village on the digital literacy value chain. The value chain starts from basic awareness and moves towards a fully digitised population (with interim steps in order of increasing cognitive complexity). In order to achieve a fully digitised population, PAC will use the supporting framework of the learning outcomes proposed under PMGDISHA.

The learning outcomes under PMGDISHA have been identified with specific stages of the digital literacy value chain (Figure 17). Based on the census, nearly 70 per cent of households have basic competency i.e understanding the basics (terminology, navigation and functionality) of digital devices (households with at least on member having a smart phone). This is based on the HH level smart phone penetration of smart phones. For almost 52 percent households the level of digital usage is moderate, they are mainly using mobile applications for seeking or sharing information. Only 22 percent households have advanced usage of digital platforms i.e to carry out cashless transactions using digital financial tools. Presently, only 5 percent of the households are using digital technology to avail government and citizen centric services and have reached the desired level of being fully digitised.

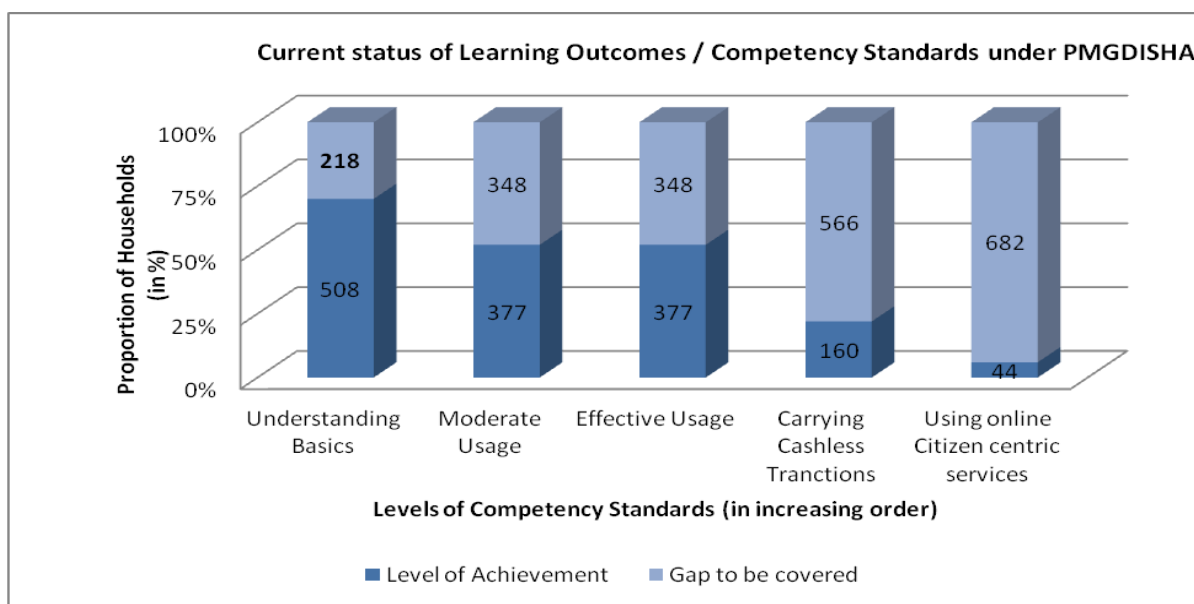


Figure 17: Current status of Learning Outcomes / Competency Standards under PMGDISHA

Based on the census and community interactions PAC will help identify community 'mentors' of digital literacy. The proposed community led digital literacy model will be spearheaded by identified 'mentors' who will be trained in the three-part module of digital literacy. The three-part module will help the targeted population move up the value chain from the basic usage towards a fully digitised community. The interventions thus proposed will help the community move from basic navigation and accessing skills to integration and evaluation which would entail pooling knowledge and managing a digital identity to finally being digitally creative and using the digital mode to actual problem solving.

In operational terms and in line with PMGDISHA this would mean:

Module 1: Basic to moderate usage: Focusing on basic navigation and browsing skills, input-output skills and tool text skills.

Module 2: Advanced Usage: Focusing on the ability of pooling digital knowledge, managing a digital identity, data judgment and cashless transactions through the use of UPI, BHIM, PAYTM and Net banking

Module 3: Fully Digitised: Focusing on problem solving through digital modes such as using the Karnataka One App, Passport, PAN Card Application, Kisan Suvidha App (Agriculture), Mera Astbapal App (Health Care), Prabdhan Mantry Surkashit Matritva App (Maternal Health) etc.

The identified beneficiary groups to be trained by the Mentors (Community-Digital Literacy) are:

- School going children
- Women's groups
- Men and women engaged in agricultural activities
- Men and women engaged in service sector

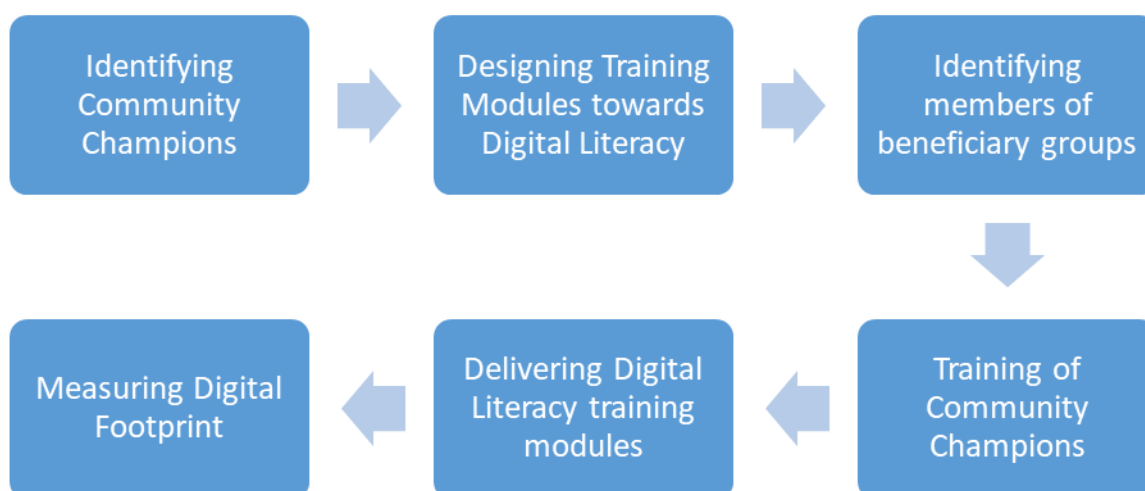


Figure 18: Digital Literacy Road Map-Planning

Figure 17 capsules an overview for implementing the proposed community-led digital literacy Road Map. The training module designed and delivered to the identified beneficiary groups will be towards ensuring a 100 percent digital literate village. PAC is willing to be the Knowledge Partner and facilitator with TKM towards making Dyavalinganapalya as India's first 100 per cent digitally literate village in actionable terms.

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Appendix I

Digital Literacy Survey/ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತಾ ಸಮೀಕ್ಷೆ

INSTRUCTION: Introduce yourself and speak to the respondent, fill appropriate boxes properly and circle with proper codes carefully.

ಸೂಚನೆ: ನಿಮ್ಮ ಪರಿಚಯ ಮಾಡಿಕೊಂಡು ಪ್ರತಿಕ್ರಿಯೆಗಾರರ ಜೊತೆ ಮಾತನಾಡಿ. ಸರಿಯಾದ ಉತ್ತರಗಳನ್ನು ಬಾಕ್ಸ್‌ನಲ್ಲಿ ತುಂಬಿರಿ ಮತ್ತು ಸರಿಯಾದ ಕೋಡ್‌ಗಳನ್ನು ವೃತ್ತಗೊಳಿಸಿ.

INTRODUCTION: Namaskar/ I am representing Public Affairs Centre (PAC). We are currently doing 'digital literacy' survey of your village. The purpose of this survey is to assess the digital usage at the household level. The results from this survey will be used to design a "Digital Literacy Program" in Devenlingapalya Village, Manchanayakanahalli Grama Panchayat, Ramanagara District. In order to implement this program we need to understand the present level of Digital Literacy amongst the members of the Village, level of intervention required and develop an action plan for the Program. Could I please talk to you for a few minutes in this regard?

ಪರಿಚಯ: ನಮಸ್ಕಾರ, ನಾನು.....ಪಬ್ಲಿಕ್ ಅಫೇರ್ಸ್ ಸೆಂಟರ್‌ನ್ನು ಪ್ರತಿನಿಧಿಸುತ್ತೇನೆ. ನಾವು ಪ್ರಸ್ತುತ ನಿಮ್ಮ ಗ್ರಾಮದ 'ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತಾ' ಸಮೀಕ್ಷೆಯನ್ನು ಮಾಡುತ್ತಿದ್ದೇವೆ. ಈ ಸಮೀಕ್ಷೆಯ ಉದ್ದೇಶವೆಂದರೆ ಕುಟುಂಬದ ಮಟ್ಟದಲ್ಲಿ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆಯ ಬಳಕೆಯ ಬಗ್ಗೆ ತಿಳಿಯುವುದು. ಈ ಸಮೀಕ್ಷೆಯಿಂದ ಬಂದ ಫಲಿತಾಂಶಗಳನ್ನು 'ರಾಮನಗರ ಜಿಲ್ಲೆಯ ಮಂಚನಾಯಕನಹಳ್ಳಿ ಗ್ರಾಮಪಂಚಾಯತಿಯ ದೇವಲಿಂಗಪಾಳ್ಯದ 'ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತಾ ಕಾರ್ಯಕ್ರಮ'ದ ವಿನ್ಯಾಸಕ್ಕೆ ಬಳಸುವುದಾಗಿದೆ. ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಗ್ರಾಮದ ಸದಸ್ಯರು ಹೊಂದಿರುವ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆಯ ಮಟ್ಟವನ್ನು ಅರ್ಥಮಾಡಿಕೊಂಡು ಅದಕ್ಕೆ ಅಗತ್ಯವಿರುವ ಮಧ್ಯಸ್ಥಿಕೆ ಮತ್ತು ಕಾರ್ಯಕ್ರಮದ ಕ್ರಿಯಾಯೋಜನೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದಾಗಿದೆ. ಈ ವಿಷಯದ ಬಗ್ಗೆ ತಮ್ಮಲ್ಲಿ ಕೆಲನಿಮಿಷಗಳ ಕಾಲ ನಾನು ಮಾತನಾಡಬಹುದೇ?

General Information/ ಸಾಮಾನ್ಯ ಮಾಹಿತಿ

1	Date of Interview/ಸಂದರ್ಶನದ ದಿನಾಂಕ	DD/ MM/ YY						
2	Starting time of interview/ಸಂದರ್ಶನ ಶುರುವಾದ ವೇಳೆ	_____am/pm						
3	Respondent name & address of the household/ಪ್ರತಿಕ್ರಿಯೆಗಾರರ ಹೆಸರು ಮತ್ತು ಕುಟುಂಬದ ವಿಳಾಸ	Name/ ಹೆಸರು _____ Address/ ವಿಳಾಸ _____ _____ _____ Pin code: ಪಿನ್ ನಂ. <table border="1" style="display: inline-table; vertical-align: bottom;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>						

Assessing Digital Literacy in Dyavalinganapalya

		Mobile Number / ಮೊಬೈಲ್ ಸಂಖ್ಯೆ								
4	What is the age of the respondent in completed years?/ಪ್ರತಿಕ್ರಿಯೆಗಾರರ ಪೂರ್ಣಗೊಂಡ ವಯಸ್ಸು ಎಷ್ಟು?		Age/ ವಯಸ್ಸು _____							
5	Gender of the respondent/ಪ್ರತಿಕ್ರಿಯೆಗಾರರ ಅಂಗ		Male/ಗಂಡು					1		
			Female/ ಹೆಣ್ಣು					2		
6	Total number of members in the household / ಕುಟುಂಬದ ಒಟ್ಟು ಸದಸ್ಯರ ಸಂಖ್ಯೆ									
7	What type of the ration card does your household has? ನಿಮ್ಮ ಕುಟುಂಬದವರು ಯಾವ ರೀತಿಯ ಪಡಿತರ ಚೀಟಿಯನ್ನು ಹೊಂದಿದ್ದಾರೆ?		APL/ ಎಪಿಎಲ್					1		
			BPL/ಬಿಪಿಎಲ್					2		
			AAY/ಎಎವೈ (ಅಂತಸ್ತೋದಯ)					3		
			No ration card/ಪಡಿತರ ಚೀಟಿ ಇಲ್ಲ					4		
8	SL.N ಕ್ರಮ. ಸಂಖ್ಯೆ	Name of all family Members ಕುಟುಂಬದ ಎಲ್ಲಾ ಸದಸ್ಯರ ಹೆಸರು	A g e / ವ 'ಂ 3 0 ಸ ಸ	Relation ship with head of family* ಮನೆಯ ಮುಖ್ಯಸ್ಥನೊಂದಿಗಿನ ಸಂಬಂಧ	E d u c a t i o n * ಶಿ ಕ್ಷ , ಮ ಣ	Occ upa tion */ ವೃತ್ತಿ	Bank Accou nt*ಬ್ಯಾಂಕ್ ಖಾತೆ ಕೋಡ್	Pos t offi ce acc oun t*ಪ ಸ್ತಾಂ ಕ್ ಖಾತೆ ಕೋಡ್	ID Cards* ಗುರುತಿನ ಚೀಟಿ ಕೋಡ್	Mobile Phone usage* ಮೊಬೈಲ್ ಬಳಕೆ
	8.1									
	8.2									
	8.3									

Assessing Digital Literacy in Dyavalinganapalya

8.4									
8.5									
8.6									
8.7									
8.8									
8.9									
8.10									

*Please refer the codes for each category and fill the details of all the family members in the above table.

If more than 10 members please enter the remaining information in additional sheet/

ಪ್ರತಿಯೊಂದು ವರ್ಗಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಕೋಡ್‌ಗಳನ್ನು ಪರಿಶೀಲಿಸಿ ಅದನ್ನು ಸರಿಯಾದ ಸ್ಥಳದಲ್ಲಿ ಭರ್ತಿಮಾಡಿ. ಕುಟುಂಬದ ಎಲ್ಲಾ ಸದಸ್ಯರ ಹೆಸರನ್ನು ಮೇಲೆ ತಿಳಿಸಿದ ಕೋಷ್ಟಕದಲ್ಲಿ ಭರ್ತಿ ಮಾಡಿ. 10ಕ್ಕಿಂತ ಹೆಚ್ಚಿನ ಸದಸ್ಯರಿದ್ದಲ್ಲಿ ಉಳಿದ ಮಾಹಿತಿಯನ್ನು ಪ್ರತ್ಯೇಕ ಶೀಟ್‌ನಲ್ಲಿ ಬರೆಯಿರಿ

Digital literacy/ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆ

Access and Usage/ ಲಭ್ಯತೆ ಮತ್ತು ಉಪಯೋಗ

1	Does anyone in the household have a mobile phone? ನಿಮ್ಮ ಕುಟುಂಬದಲ್ಲಿ ಯಾರಾದರೂ ಮೊಬೈಲ್ ಫೋನ್ ಹೊಂದಿದ್ದಾರಾ?	Yes/ ಹೌದು	1	Skip
		No/ ಇಲ್ಲ	2	Q.11
2	What is the total number of mobile phones in the household? ನಿಮ್ಮ ಕುಟುಂಬದವರು ಹೊಂದಿರುವ ಒಟ್ಟು ಮೊಬೈಲ್ ಫೋನ್‌ಗಳ ಸಂಖ್ಯೆ ಎಷ್ಟು?	Basic mobile phone/ಬೇಸಿಕ್ ಮೊಬೈಲ್	No._____	
		Smart phone/ ಸ್ಮಾರ್ಟ್ ಫೋನ್	No._____	
3	What is the source of internet of the household? Multiple Response ಕುಟುಂಬದ ಇಂಟರ್‌ನೆಟ್‌ನ ಮೂಲ ಯಾವುದು? (ಬಹುಆಯ್ಕೆ)	Mobile data/ ಮೊಬೈಲ್ ಡೇಟಾ	1	
		Dongle / ಡೊಂಗಲ್	2	
		Hotspot(mobile phone)/ ಹಾಟ್‌ಸ್ಪಾಟ್(ಮೊಬೈಲ್ ಫೋನ್)	3	
		Broad band(DSL)(Router and landline) ಬ್ರಾಡ್‌ಬ್ಯಾಂಡ್(ಡಿಎಸ್‌ಎಲ್)/ರೂಟರ್ ಮತ್ತು ಲ್ಯಾಂಡ್‌ಲೈನ್	4	
		Cyber Cafe/ಸೈಬರ್ ಕೆಫೆ	5	
		No internet/ ಇಂಟರ್‌ನೆಟ್ ಇಲ್ಲ	6	Q.11
4	How long have you been using internet for? ನೀವು ಎಷ್ಟು ಕಾಲದಿಂದ ಇಂಟರ್‌ನೆಟ್ ಬಳಸುತ್ತಿದ್ದೀರಾ?	Less than 1 year/ ಕಳೆದ ಒಂದು ವರ್ಷದಿಂದ	1	
		1-4 years/ 1 ರಿಂದ 4 ವರ್ಷಗಳು	2	
		5 to 10years/5 ರಿಂದ 10ವರ್ಷಗಳು	3	
		10 years and above/ 10 ವರ್ಷಗಳಿಗಿಂತ ಹೆಚ್ಚು	4	

5	How often do you use the internet? ನೀವು ಇಂಟರ್‌ನೆಟ್‌ನ್ನು ಎಷ್ಟು ಬಾರಿ ಬಳಸುತ್ತೀರಿ?	Every day/ಪ್ರತಿ ದಿನ	1	
		A few times a week/ವಾರದಲ್ಲ ಕೆಲವು ಬಾರಿ	2	
		A few times a month/ ತಿಂಗಳಲ್ಲ ಕೆಲವು ಬಾರಿ	3	
		Occasionally / ಕೆಲವೊಮ್ಮೆ	4	
6	What is purpose of using the internet?(Multiple response) ಇಂಟರ್‌ನೆಟ್‌ನ್ನು ಯಾವ ಉದ್ದೇಶಕ್ಕಾಗಿ ಬಳಸಲಾಗುತ್ತದೆ? (ಬಹು ಪ್ರತಿಕ್ರಿಯೆ)	Work(Earning purpose)/ ಕೆಲಸದಲ್ಲ/ದುಡಿಮೆಗಾಗಿ	1	
		General Browsing/ ಸಾಮಾನ್ಯವಾಗಿ ಬ್ರೌಸ ಮಾಡುವುದು (ಇಂಟರ್‌ನೆಟ್‌ನಲ್ಲಿ ಹುಡುಕುವುದು(ಉದಾ:ಗೂಗಲ್)	2	
		Getting information/ಮಾಹಿತಿ ಪಡೆಯಲು	3	
		Study purpose / ಅಧ್ಯಯನದ ಉದ್ದೇಶ	4	
		Payment/ ಪಾವತಿಗಾಗಿ	5	
		Booking/ ಬುಕಿಂಗ್‌ಗಾಗಿ	6	
		Submission of applications/ಅರ್ಜಿಗಳನ್ನು ಸಲ್ಲಿಸಲು	7	
		Entertainment/ ಮನೋರಂಜನೆಗಾಗಿ	8	
		Purchase things online/ಆನ್ ಲೈನ್‌ನಲ್ಲಿ ವಸ್ತುಗಳನ್ನು ಖರೀದಿಸಲು	9	
		Others/ ಇತರೆ	10	
7	Are you aware of any online payment apps? ಆನ್‌ಲೈನ್ ಪಾವತಿ ಆ್ಯಪ್ ಬಗ್ಗೆ ನಿಮಗೆ ತಿಳಿದಿದೆಯೇ?	Yes/ ಹೌದು	1	
		No/ ಇಲ್ಲ	2	
8	If yes which are all the apps you know? ಹೌದಾದರೆ, ಯಾವ ಆ್ಯಪ್‌ಗಳ ಬಗ್ಗೆ ತಿಳಿದಿದೆ?	Please specify/ಇತರೆ ದಯವಿಟ್ಟು ನಮೂದಿಸಿ.....		
9	Do you use online payment apps/ ಆನ್‌ಲೈನ್ ಪಾವತಿಯ ಆ್ಯಪ್‌ಗಳನ್ನು ಬಳಕೆ ಮಾಡುತ್ತೀರಾ?	Yes/ ಾದು	1	
		No/ E@ë	2	

Assessing Digital Literacy in Dyavalinganapalya

10	How frequently you use online apps? ಎವು ಆನ್‌ಲೈನ್ ಆ್ಯಪ್‌ಗಳನ್ನು ಎಷ್ಟು ಬಾರಿ ಬಳಸುತ್ತೀರಾ?	Every day/ಪ್ರತಿದಿನ	1	
		Weekly once/ ಾರಕ್ಕೊಮ್ಮೆ	2	
		Monthly/ ತಿಂಗಳೊಮ್ಮೆ	3	
		Occasional/ ಾಂದರ್ಭಕವಾಗಿ	4	
11	Which are the devices your household is using for communication purpose?(Multiple responses) ಸಂವಹನ(ಮಾತುಕತೆಗಾಗಿ)ಉದ್ದೇಶಕ್ಕಾಗಿ ನಿಮ್ಮ ಕುಟುಂಬದವರು ಬಳಸುವ ಸಾಧನಗಳು ಯಾವುವು?	Mobile phone/ ಮೊಬೈಲ್ ಫೋನ್	1	
		Smart phone/ ಸ್ಮಾರ್ಟ್ ಫೋನ್	2	
		Tablets/ ಟ್ಯಾಬ್ಲೆಟ್	3	
		Laptops/ ಲ್ಯಾಪ್ಟಾಪ್	4	
		Desktop/ ಡೆಸ್ಕ್‌ಟಾಪ್	5	
		Land Line/ ಲ್ಯಾಂಡ್‌ಲೈನ್	6	
12	Does anybody have an e-mail account in the household? ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಯಾರಾದರೂ ಇ-ಮೇಲ್ ಅಕೌಂಟ್ ಹೊಂದಿದ್ದಾರಾ?	Yes/ ಹೌದು	1	
		No/ ಇಲ್ಲ	2	
		Don't know/ ಗೊತ್ತಿಲ್ಲ	3	
13	Does anybody in your household use the following social media platforms? Multiple Response ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಯಾರಾದರೂ ಈ ಕೆಳಗಿನ ಸಾಮಾಜಿಕ ಮಾಧ್ಯಮಗಳನ್ನು ಬಳಸುತ್ತೀರಾ? (ಬಹು ಪ್ರತಿಕ್ರಿಯೆ)	WhatsApp/ವಾಟ್ಸಾಪ್	Yes/ ಹೌದು	1
			No/ ಇಲ್ಲ	2
		Facebook/ ಫೇಸ್‌ಬುಕ್	Yes/ ಹೌದು	1
			No/ ಇಲ್ಲ	2

		Twitter/ ಟ್ವಿಟರ್	Yes/ ಹೌದು	1	
			No/ ಇಲ್ಲ	2	
		YouTube(ಯು ಟ್ಯೂಬ್)	Yes/ ಹೌದು	1	
			No/ ಇಲ್ಲ	2	
		Instagram (ಇನ್ಸ್ಟಾಗ್ರಾಮ್)	Yes/ ಹೌದು	1	
			No/ ಇಲ್ಲ	2	
		Other/ ಇತರೆ	Yes/ ಹೌದು	1	
			No/ ಇಲ್ಲ	2	
14	Does your household use any mobile Apps? ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಯಾರಾದರೂ ಮೊಬೈಲ್ ಆ್ಯಪ್ ಉಪಯೋಗಿಸುತ್ತಿದ್ದಾರಾ?	Yes/ ಹೌದು	1		
		No/ ಇಲ್ಲ	2		Q.19
15	What is purpose of using the mobile Apps (Multiple response) ಮೊಬೈಲ್ ಆ್ಯಪ್ ಉಪಯೋಗಿಸುವ ಉದ್ದೇಶವೇನು? (ಬಹು ಪ್ರತಿಕ್ರಿಯೆಗಳು)	For entertainment/ ಮನೋರಂಜನೆಗಾಗಿ	1		
		To avail government benefits/ಸರ್ಕಾರದ ಲಾಭಗಳನ್ನು ಪಡೆಯಲು	2		
		Sharing information/ ಮಾಹಿತಿಯನ್ನು ವಿನಿಮಯ	3		

Assessing Digital Literacy in Dyavalinganapalya

		Payment/ ಪಾವತಿಗಾಗಿ	4	
		Booking/ ಬುಕಿಂಗ್	5	
		Others/ ಇತರೆ.....	6	
16	Have you heard of the Government of Karnataka 'Mobile One app'? ಕರ್ನಾಟಕ ಸರ್ಕಾರದ 'ಮೊಬೈಲ್ ಒನ್ ಆಪ್' ಬಗ್ಗೆ ಕೇಳಿದ್ದೀರಾ?	Yes/ ಹೌದು	1	
		No/ ಇಲ್ಲ	2	.Q.19
17	Where did you come to know about the Karnataka Mobile One application? ಕರ್ನಾಟಕದ 'ಮೊಬೈಲ್ ಒನ್' ಅಪ್ಲಿಕೇಶನ್ ಬಗ್ಗೆ ನಿಮಗೆ ಹೇಗೆ ತಿಳಿಯಿತು?	TV/ ಟಿವಿ(ದೂರದರ್ಶನ)	1	
		Newspaper/ವೃತ್ತಪತ್ರಿಕೆ(ನ್ಯೂಸ್‌ಪೇಪರ್)	2	
		Social Media(Whatapp, facebook, message)/ ಸಾಮಾಜಿಕ ಮಾಧ್ಯಮಗಳು(ವಾಟ್ಸಾಪ್,ಫೇಸ್‌ಬುಕ್, ಮೇಸೇಜ್ (ಸಂದೇಶ))	3	
		Radio(ರೇಡಿಯೋ/ಆಕಾಶವಾಣಿ)	4	
		Don't know/ ಗೊತ್ತಿಲ್ಲ	5	
		Others/ ಇತರೆ.....	6	
18	Does your household use the 'Mobile One App'? 'ಮೊಬೈಲ್ ಒನ್ ಆಪ್'ನ್ನು ನಿಮ್ಮ ಕುಟುಂಬದವರು ಬಳಸುತ್ತಿದ್ದೀರಾ?	Yes/ ಹೌದು	1	
		No/ ಇಲ್ಲ	2	
		Don't know/ಗೊತ್ತಿಲ್ಲ	3	
19	What are the sources of information for the household? (Multiple Responses) ನಿಮ್ಮ ಕುಟುಂಬವು ಮಾಹಿತಿಗಾಗಿ ಯಾವ ಮೂಲಗಳು ಉಪಯೋಗಿಸುತ್ತದೆ?(ಬಹು ಪ್ರತಿಕ್ರಿಯೆಗಳು)	Radio/ ರೇಡಿಯೋ(ಆಕಾಶವಾಣಿ)	1	

Assessing Digital Literacy in Dyavalinganapalya

		Television(ದೂರದರ್ಶನ- ಟಿವಿ)	2	
		Computer/Laptop with internet/ ಇಂಟರ್‌ನೆಟ್‌ನೊಂದಿಗೆ ಕಂಪ್ಯೂಟರ್/ಲ್ಯಾಪ್ಟಾಪ್	3	
		Mobile- SMS/ಮೊಬೈಲ್ ಎಸ್.ಎಂ.ಎಸ್	4	
		Mobile -Voice message/ ಮೊಬೈಲ್ ವೋಸ್ ಸಂದೇಶ	5	
		Facebook/ ಫೇಸ್‌ಬುಕ್	6	
		Whatsapp/ ವಾಟ್ಸಪ್	7	
		Twitter/ ಟ್ವಿಟರ್	8	
		Newspapers in local language/ ಸ್ಥಳೀಯ ಭಾಷೆಯ ನ್ಯೂಸ್‌ಪೇಪರ್	9	
		Newspapers in English/ ಇಂಗ್ಲೀಷ್ ನ್ಯೂಸ್‌ಪೇಪರ್	10	
		Others/ಇತರೆ _____ _____	11	
20	Note: Ask those who have Bank accounts. Refer the Table in Page 2 What purpose does your household mainly use the Bank account for? (Multiple response) ಸೂಚನೆ: ಬ್ಯಾಂಕ್ ಖಾತೆಯನ್ನು ಹೊಂದಿರುವವರನ್ನು ಮಾತ್ರ ಕೇಳಿ. 2ನೇ ಪುಟದಲ್ಲಿರುವ ಕೋಷ್ಟಕವನ್ನು ನೋಡಿ/ಪರಿಶೀಲಿಸಿ ನಿಮ್ಮ ಕುಟುಂಬವು ಯಾವ ಮುಖ್ಯಉದ್ದೇಶಕ್ಕಾಗಿ ಬ್ಯಾಂಕ್‌ಖಾತೆಯನ್ನು ಬಳಸುತ್ತದೆ? (ಬಹು ಪ್ರತಿಕ್ರಿಯೆಗಳು)	Savings/ ಉಳಿತಾಯ	1	
		Transactions/ವ್ಯವಹಾರಿಕ	2	
		To obtain subsidies/ಸಬ್ಸಿಡಿ ಪಡೆಯಲು	3	
		To avail benefits of government schemes/ಸರ್ಕಾರದ ಯೋಜನೆಯ ಪ್ರಯೋಜನ ಪಡೆಯಲು	4	

		Others/ ಇತರೆ _____	5	
21	Who operates the bank account? ಬ್ಯಾಂಕ್ ಖಾತೆಯನ್ನು ಯಾರು ನಿರ್ವಹಿಸುತ್ತಾರೆ?	Chief wage earner/ ಮುಖ್ಯ ವೇತನ ಸಂಪಾದಕ	1	
		Other member in the family/ ಮನೆಯ ಇತರೆ ಸದಸ್ಯ	2	
22	Note: Ask those who have Post Office accounts. Refer the Table in Page 2 What do you mainly use the Post office account for? (Multiple Responses) ಸೂಚನೆ: ಅಂಚೆ ಖಾತೆಯನ್ನು ಹೊಂದಿರುವವರನ್ನು ಮಾತ್ರ ಕೇಳಿ. 2ನೇ ಪುಟದಲ್ಲಿರುವ ಕೋಷ್ಟಕವನ್ನು ನೋಡಿ/ಪರಿಶೀಲಿಸಿ ನಿಮ್ಮ ಕುಟುಂಬವು ಯಾವ ಮುಖ್ಯ ಉದ್ದೇಶಕ್ಕಾಗಿ ಅಂಚೆ ಖಾತೆಯನ್ನು ಬಳಸುತ್ತದೆ?(ಬಹು ಪ್ರತಿಕ್ರಿಯೆ)	Savings/ ಉಳಿತಾಯ	1	
		Transactions/ವ್ಯವಹಾರಿಕ	2	
		To obtain subsidies/ಸಬ್ಸಿಡಿ ಪಡೆಯಲು	3	
		To avail benefits of government schemes/ಸರ್ಕಾರದ ಯೋಜನೆಯ ಪ್ರಯೋಜನ ಪಡೆಯಲು	4	
		Others/ಇತರೆ _____	5	
23	Who operates the Post Office account? ಅಂಚೆ ಖಾತೆಯನ್ನು ಯಾರು ನಿರ್ವಹಿಸುತ್ತಾರೆ?	Chief wage earner/ ಮುಖ್ಯ ವೇತನ ಸಂಪಾದಕ	1	
		Other member in the family/ ಮನೆಯ ಇತರೆ ಸದಸ್ಯ	2	
24	Currently how much time is your family spending at banks/post office to transfer money/sending application for any schemes in a month? ಪ್ರಸ್ತುತ ನಿಮ್ಮ ಕುಟುಂಬದ ಸದಸ್ಯರು ಬ್ಯಾಂಕ್/ಅಂಚೆಕಛೇರಿಯಲ್ಲಿ ಹಣವನ್ನು ವರ್ಗಾವಣೆ ಮಾಡಲು ಅಥವಾ ಯೋಜನೆಗಳಿಗೆ ಅರ್ಜಿ ಸಲ್ಲಿಸಲು ಒಂದು ತಿಂಗಳಲ್ಲಿ ಏಷ್ಟು ಸಮಯ ತೆಗೆದುಕೊಳ್ಳುತ್ತೀರಾ?	Please specify time / , 'ಮಯವನ್ನು ದಯವಿಟ್ಟು ನಮೂದಿಸಿ.....		
25	Do you or your family members have any debts?	Yes ಹೌದು	1	
		No ಇಲ್ಲ	2	
26	If yes, who have you borrowed from?	Formal(ಔಪಚಾರಿಕ)		

	ನೀವು ಯಾರಿಂದ ಸಾಲ ಪಡೆದಿದ್ದೀರಾ?			
		Banks/ಬ್ಯಾಂಕ್‌ಗಳು	1	
		Co-operative Banks(ಸಹಕಾರಿ ಬ್ಯಾಂಕ್‌ಗಳು)	2	
		Societies/ಸೊಸೈಟಿಗಳು	3	
		Others/ ಇತರೆ _____	4	
		<u>Non Formal</u> (ಅನೌಪಚಾರಿಕ)		
		Money lenders/ಸಾಲಗಾರರು	5	
		Pawn brokers/ ಗಿರವಿದಾರರು	6	
		Relatives/Friends/ಸಂಬಂಧಿಗಳು/ ಸ್ನೇಹಿತರು	7	
		Not availed loan from anybody/ಯಾರಿಂದಲೂ ಸಾಲ ಪಡೆದಿಲ್ಲ	8	
		Others/ ಇತರೆ _____	9	
27	Please give preference with respect to the mode of monetary transaction that your household follows? (<i>Please give preference in terms of A,B, C,D E. A is most preferred and E is least preferred</i>) ನಿಮ್ಮ ಕುಟುಂಬವು ಅನುಸರಿಸುತ್ತಿರುವ ಹಣಕಾಸಿನ ವಹಿವಾಟಿನ ವಿಧಾನಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ದಯವಿಟ್ಟು ಆದ್ಯತೆಯನ್ನು ನೀಡಿ? (ಎ, ಬಿ, ಸಿ, ಡಿ, ಇ, ನೀಡುವ ಮೂಲಕ ಆದ್ಯತೆ ನೀಡಿ. 'ಎ' ಎಂದರೆ ಹೆಚ್ಚು ಮತ್ತು 'ಇ' ಎಂದರೆ ಕಡಿಮೆ.)	Cash payment/transaction/ನಗದು ಪಾವತಿ/ವಹಿವಾಟು	1	
		On line payment/ ಆನ್‌ಲೈನ್ ಪಾವತಿ	2	
		Using Apps: Paytm , Airtel, ... ಆ್ಯಪ್ ಬಳಕೆ: ಪೇಟಿಎಂ, ಏರ್‌ಟೆಲ್.....	3	
		RTGS(Real-time gross settlement systems)/internet banking	4	

Assessing Digital Literacy in Dyavalinganapalya

		ಆರ್.ಟಿ.ಐ.ಎಸ್ / ಇಂಟರ್ನೆಟ್ ಬ್ಯಾಂಕಿಂಗ್		
		SBI Green Card for payment ಎಸ್.ಬಿ.ಐ ಗ್ರೀನ್ ಕಾರ್ಡ್ ಮೂಲಕ ಪಾವತಿ	5	
		Cheque/ ಚೆಕ್	6	
28	Are you or your family members facing any problems in non-digital transactions?	Yesಹೌದು	1	
		Noಇಲ್ಲ	2	
29	If yes, what problems are you facing in non-digital transactions?			
30	Does the school in which your children are enrolled in teach computers?/ ನಿಮ್ಮ ಮಕ್ಕಳು ಸೇರಿಕೊಂಡಿರುವ ಶಾಲೆಯಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ತರಗತಿಗಳು ನಡೆಯುತ್ತವೆಯೇ?	Yes ಹೌದು	1	
		No ಇಲ್ಲ	2	

Awareness Digital literacy programme/ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತಾ ಕಾರ್ಯಕ್ರಮದ ಬಗ್ಗೆ ಅರಿವು:

31	Do you know about the Digital India Programme of the Government of India? ಭಾರತ ಸರ್ಕಾರದ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತಾ ಕಾರ್ಯಕ್ರಮದ ಬಗ್ಗೆ ನಿಮಗೆ ತಿಳಿದಿದೆಯೇ?	Yes/ ಹೌದು	1	
		No/ ಇಲ್ಲ	2	
32	Do you know about the Pradhan Mantri Gramin Digital Saksharta Abhiyan(PMGDISHA)? ಪ್ರಧಾನಮಂತ್ರಿ ಗ್ರಾಮೀಣ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತಾ ಅಭಿಯಾನದ(ಪಿಎಮ್‌ಜಿಡಿಎಸ್‌ಎಚ್‌ಎ) ಬಗ್ಗೆ ನಿಮಗೆ ತಿಳಿದಿದೆಯೇ?	Yes/ ಹೌದು	1	
		No/ ಇಲ್ಲ	2	
33	How did you come to know about this? ಇದರ ಬಗ್ಗೆ ನಿಮಗೆ ಹೇಗೆ ತಿಳಿಯಿತು?(ಬಹುಆಯ್ಕೆ)	TV/ ಟಿವಿ(ದೂರದರ್ಶನ)	1	
		Newspaper/ವೃತ್ತಪತ್ರಿಕೆ(ನ್ಯೂಸ್‌ಪೇಪರ್)	2	
		Social Media(Whatapp, facebook, message)/ ಸಾಮಾಜಿಕ ಮಾಧ್ಯಮಗಳು (ವಾಟ್ಸ್‌ಪ್, ಫೇಸ್‌ಬುಕ್, ಮೇಸೇಜ್ (ಸಂದೇಶ))	3	
		Radio(ರೇಡಿಯೋ/ಆಕಾಶವಾಣಿ)	4	
		Others/ ಇತರೆ.....		
34	How does the GP make announcements and communicate information?/ಗ್ರಾಮಪಂಚಾಯತಿಯು ಮಾಹಿತಿಯನ್ನು ಹೇಗೆ ತಿಳಿಸುತ್ತದೆ?	Drum beating announcement/ ಡಂಗೂರ ಸಾರುವುದು	1	
		Village level mike announcement/ ಹಳ್ಳಿಗಳಲ್ಲಿ ಧ್ವನಿವರ್ಧಕಗಳ ಮೂಲಕ ಘೋಷಣೆ	2	
		Pamphlet/ ಕರಪತ್ರ	3	
		During gram sabha meeting/ಗ್ರಾಮಸಭೆಗಳಲ್ಲಿ	4	

Assessing Digital Literacy in Dyavalinganapalya

		Through village accountant//ಗ್ರಾಮಲೆಕ್ಕಿಗನ ಮೂಲಕ	5	
		Others/ ಇತರೆ.....		

Willingness to Learn/ ಕಲಿಕೆಯ ಆಸಕ್ತಿ

35	Do you think being digitally literate is important? ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆಯು ಮುಖ್ಯವೆಂದು ನೀವು ಭಾವಿಸಿದ್ದೀರಾ?	Yes/ ಹೌದು	1	
		No/ ಇಲ್ಲ	2	
36	Do you think Information Communication Technology /digital devices have made your life easier?/ ಮಾಹಿತಿ ಸಂವಹನ ತಂತ್ರಜ್ಞಾನ / ಡಿಜಿಟಲ್ ಸಾಧನಗಳು ಜೀವನವನ್ನು ಸುಲಭಗೊಳಿಸಿವೆಯೇ?	Yes/ ಹೌದು	1	
		No/ ಇಲ್ಲ	2	
37	Is your household willing to undertake training to become digitally literate? ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆಯ ತರಬೇತಿ ಪಡೆಯಲು ನಿಮ್ಮ ಕುಟುಂಬಸ್ಥರು ಬಯಸುತ್ತಾರಾ?	Yes/ ಹೌದು	1	
		No/ ಇಲ್ಲ	2	
		Don't know/ ಗೊತ್ತಿಲ್ಲ	3	
38	If we want to train any one person from your family on digital literacy, who would that be? ನಿಮ್ಮ ಕುಟುಂಬದ ಯಾವುದಾದರೂ ಒಬ್ಬ ಸದಸ್ಯರಿಗೆ ನಾವು ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆಯ ಬಗ್ಗೆ ತರಬೇತಿ ನೀಡಲು ಬಯಸಿದರೆ, ನೀವು ಯಾರನ್ನು ಸೂಚಿಸುತ್ತೀರಾ?	Please specify the relationship with head of the household..... ...ನಿನ್ನೆಯ ಮುಖ್ಯಸ್ಥನೊಂದಿಗಿನ ಸಂಬಂಧವನ್ನು ಬರೆಯಿರಿ.....		
39	Please fill the following details of the member/ದಯವಿಟ್ಟು ಸದಸ್ಯರ ವಿವರಗಳನ್ನು ಈ ಕೆಳಗೆ ಭರ್ತಿ ಮಾಡಿ	Name/ ಹೆಸರು		
		Age/ವಯಸ್ಸು		
		Contact number/ ಮೊಬೈಲ್ ಸಂಖ್ಯೆ		

40	Please give the reasons for referring him/her? ಈ ಸದಸ್ಯರನ್ನು ಸೂಚಿಸಲು ಕಾರಣವೇನು?			
41	Where should this training programme be conducted? ಈ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮವನ್ನು ಎಲ್ಲಿ ನೀಡಬೇಕು?	Common service centre in the village/ ಹಳ್ಳಿಯ ಸಾಮಾನ್ಯ ಸೇವಾ ಕೇಂದ್ರ	1	
		Others ಇತರೆ.....		
42	What is the convenient time to attend this training? ಈ ತರಬೇತಿಗೆ ಹಾಜರಾಗಲು ಅನುಕೂಲಕರ ಸಮಯ ಯಾವುದು?	7am to 9am	1	
		10am to 12noon	2	
		12 noon to 4pm	3	
		5pm to 7pm	4	
		8pm to 10pm	5	

Social Infrastructure facilities available in your village: ನಿಮ್ಮ ಹಳ್ಳಿಯಲ್ಲಿ ಲಭ್ಯವಿರುವ ಸಾಮಾಜಿಕ ಮೂಲಸೌಕರ್ಯಗಳು

	Details	Response	code	Available/ ಲಭ್ಯತೆ	Usage ಉಪಯೋಗ	Not Applicable/ ಅನ್ವಯಿಸುವುದಿಲ್ಲ
43	Post office / ಅಂಚೆ ಕಛೇರಿ	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
44	Anganawadi centre/ ಅಂಗನವಾಡಿ ಕೇಂದ್ರ	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
45	Lower Primary School(1 to 5 th standard)/ ಕಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ(1 ರಿಂದ 5ನೇ ತರಗತಿ)	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
46	Higher Primary School(6 to 7 th standard) ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ(6 ರಿಂದ 7ನೇ ತರಗತಿ)	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
47	High school (8 th to 10 th standard) ಪ್ರೌಢಶಾಲೆ(8ರಿಂದ 10ನೇ ತರಗತಿ)	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
48	Internet Providers/ ಇಂಟರ್‌ನೆಟ್ ಒದಗಿಸುವವರು	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
49	Banks/ಬ್ಯಾಂಕುಗಳು	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
	Name of the banks/ಬ್ಯಾಂಕುಗಳ ಹೆಸರು	1.				
		2.				
		3				

50	ATM/ಎಟಿಎಂ	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
51	Veterinary hospital /ಪಶು ಆಸ್ಪತ್ರೆ	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
52	Raitha Mithra Kendra/ ರೈತ ಮಿತ್ರ ಕೇಂದ್ರ	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
53	Milk collection centre(Dairy)/ ಹಾಲು ಸಂಗ್ರಹ ಕೇಂದ್ರ(ಹಾಲಿನ ಡೈರಿ)	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			
54	Internet Cafe/ ಇಂಟರ್ನೆಟ್ ಕೆಫೆ	Yes/ಹೌದು	1			
		No/ಇಲ್ಲ	2			

Committees and Associations/ ಸಮಿತಿಗಳು ಮತ್ತು ಸಂಘಗಳು

55	Is there a youth association in your village? ನಿಮ್ಮ ಹಳ್ಳಿಯಲ್ಲಿ ಯುವಕರ ಸಂಘ ಇದೆಯೇ?	Yes/ಹೌದು	1	
		No/ಇಲ್ಲ	2	Q.44
56	Is anyone from your household a member of this association? ನಿಮ್ಮ ಕುಟುಂಬದ ಸದಸ್ಯರು ಈ ಸಂಘದ ಸದಸ್ಯರೇ?	Yes/ಹೌದು	1	
		No/ಇಲ್ಲ	2	
57	Is any member from your household a member of any Self Help Group (SHG)? ನಿಮ್ಮ ಕುಟುಂಬದ ಯಾವುದೇ ಸದಸ್ಯರು ಯಾವುದಾದರೂ ಸ್ವ ಸಹಾಯ ಗುಂಪು	Yes, private SHG/ ಹೌದು, ಖಾಸಗಿ ಸ್ವ ಸಹಾಯ ಗುಂಪು	1	

Assessing Digital Literacy in Dyavalinganapalya

	ಗುಂಪಿನ ಸದಸ್ಯರಾಗಿದ್ದಾರೆಯೇ?			
		Yes government(Sthri Shakthi)/ ಹೌದು, ಸರ್ಕಾರಿ ಸ್ತ್ರೀಶಕ್ತಿ ಗುಂಪು	2	
		No/ಇಲ್ಲ	3	
58	Is anyone from your household a member of any of the following committees? ನಿಮ್ಮ ಕುಟುಂಬದ ಯಾವುದೇ ಸದಸ್ಯರು ಈ ಕೆಳಗಿನ ಸಮಿತಿಗಳಲ್ಲಿ ಸದಸ್ಯರಾಗಿದ್ದಾರೆಯೇ?	School Development and Monitoring Committee(SDMC) ಶಾಲಾ ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಮೇಲ್ವಿಚಾರಣಾ ಸಮಿತಿ(ಎಸ್‌ಡಿಎಂಸಿ)	Yes/ಹೌದು	1
			No/ಇಲ್ಲ	2
		Village Health and Sanitation Committee(VHSC) ಗ್ರಾಮ ನೈರ್ಮಲ್ಯ ಮತ್ತು ಆರೋಗ್ಯ ಸಮಿತಿ	Yes/ಹೌದು	1
			No/ಇಲ್ಲ	2
		Others/ ಇತರ.....	Yes/ಹೌದು	1
			No/ಇಲ್ಲ	2

Suggestions: ಶಿಫಾರಸ್ಸುಗಳು

59	Do you have any suggestions for the digital literacy program in your village? ನಿಮ್ಮ ಹಳ್ಳಿಯಲ್ಲಿ ಡಿಜಿಟಲ್ ಸಾಕ್ಷರತೆಯನ್ನು ಉತ್ತಮಗೊಳಿಸಲು ನೀವು ಯಾವ ಸಲಹೆಗಳನ್ನು ನೀಡುತ್ತೀರಿ?	1..... 2..... 3.....	
End time of interview :am/pm ಸಂದರ್ಶನ ಮುಕ್ತಾಯಗೊಂಡ ಸಮಯ			

This section should be filled only by the supervisor

ಈ ಭಾಗವನ್ನು ಮೇಲ್ವಿಚಾರಕರು ಮಾತ್ರ ತುಂಬಬೇಕು

	Name of the Interviewer/ಸಂದರ್ಶಕರ ಹೆಸರು	Name/ಹೆಸರು_____	
	Contact Number/ದೂರವಾಣಿ ಸಂಖ್ಯೆ		
	Scrutinized by /ಪರಿಶೀಲಿಸಿದವರು	Name/ಹೆಸರು_____	
	Have all the questions been correctly filled? ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳು ಸರಿಯಾಗಿ ತುಂಬಲಾಗಿದೆಯೇ?	Yes/ಹೌದು	1
		No/ಇಲ್ಲ	2
	Have all the skips been correctly followed? ಎಲ್ಲಾ ಸ್ಕೀಪ್‌ಗಳನ್ನು ಸರಿಯಾಗಿ ಪಾಲಿಸಲಾಗಿದೆಯೇ?	Yes/ಹೌದು	1
		No/ಇಲ್ಲ	2
	Does this questionnaire pass all quality checks? ಈ ಪ್ರಶ್ನಾವಳಿಯು ಎಲ್ಲಾ ಗುಣಮಟ್ಟಗಳನ್ನು ಪೂರೈಸಿದೆಯೇ?	Yes, Spot Checks/ ಹೌದು, ಸ್ಥಳದಲ್ಲೆಯೇ ಪರಿಶೀಲಿಸಲಾಗಿದೆ	1
		Yes, Back checks ಹೌದು, ಮತ್ತೆ ಪರಿಶೀಲಿಸಲಾಗಿದೆ	2
		Yes, both/ ಹೌದು, ಮೇಲಿನ ಎರಡು	3
		No/ಇಲ್ಲ	4
	Does this questionnaire need revision or revisit? ಈ ಪ್ರಶ್ನಾವಳಿಯನ್ನು ಮರುಪರಿಶೀಲನೆ ಅಥವಾ ಪುನರ್ವೀಕ್ಷಣೆ ಮಾಡಬೇಕೇ?	Yes/ಹೌದು	1
		No/ಇಲ್ಲ	2

THANK YOU/ ವಂದನೆಗಳು

Referring codes:

A. Relationship with head of family: ಮನೆಯ ಮುಖ್ಯಸ್ಥನೊಂದಿಗಿನ ಸಂಬಂಧ	Code/ ಸಂಕೇತ
Head / ಮುಖ್ಯಸ್ಥ	1
Spouse/ಸಂಗಾತಿ	2
Father/ ತಂದೆ	3
Mother/ ತಾಯಿ	4
Daughter/ ಮಗಳು	5
Son/ ಮಗ	6
Brother/ ಸಹೋದರ	7
Sister/ಸಹೋದರಿ	8
Daughter – in law/ ಸೊಸೆ	9
Son – in – law/ ಅಳಿಯ	10
Others/ ಇತರೆ.....	

B. Education qualification /ವಿದ್ಯಾರ್ಹತೆಯ ಕೋಡ್	Code/ ಸಂಕೇತ
Illiterate/ ಅನಕ್ಷರಸ್ಥರು	1
Literate without formal education/ಅಕ್ಷರಸ್ಥರು ಆದರೆ ಯಾವುದೇ ಔಪಚಾರಿಕ ಶಿಕ್ಷಣವಿಲ್ಲ	2
Primary (4th Standard)/ಪ್ರಾಥಮಿಕ(4ನೇ ತರಗತಿ)	3
Middle / Upper Primary (5th to 7th Standard)/ಮಾಧ್ಯಮಿಕ/ಪ್ರಾಥಮಿಕದ (5-7ನೇ ತರಗತಿ)	4
Secondary (8-10th Standard)/ಪ್ರೌಢಶಾಲೆ (8-10ನೇ ತರಗತಿ)	5
High secondary / PUC (+2)/ಹೈಯರ್ ಸೆಕಂಡರಿ/ಪಿಯುಸಿ(+2)	6
Graduate/ಪದವೀಧರ	7
Post-graduate & Above ಸ್ನಾತಕೋತ್ತರ ಮತ್ತು ಮೇಲ್ವಿಜ್ಞ	8
Diploma/ Certificate courses like ITI/ಡಿಪ್ಲೊಮಾ/ಐಟಿಐಎಂಎಂಟಿಹೆ ಪ್ರಮಾಣಪತ್ರದ ಕೋರ್ಸ್	9
Others/ಇತರೆ.....	

C. Occupation: ವೃತ್ತಿ	
Name of the occupation/ ಉದ್ಯೋಗದ ಹೆಸರು	Code/ ಸಂಕೇತ
Cultivator/ಕೃಷಿಕ	1
Agricultural labourer/ ಕೃಷಿ ಕೂಲಿಕಾರರು	2
Labourer (non-agriculture)/ ಕೃಷಿಯೇತರ ಕೂಲಿಕಾರರು	3
Cultivator cum agricultural labourer/ ಕೃಷಿಕರು ಹಾಗೆಯೇ ಕೃಷಿ ಕೂಲಿಕಾರರು	4
Petty business/ಸಣ್ಣ ವ್ಯಾಪಾರ	5
Self employed /ಸ್ವಯಂ ಉದ್ಯೋಗ	6
Service (Govt.)/ಸರ್ಕಾರಿ ನೌಕರ	7
Service (Private) /ಖಾಸಗಿ ನೌಕರ	8
Pensioner / Retired/ನಿವೃತ್ತಿ ವೇತನದಾರರ	9
Business /ಉದ್ಯಮ	10
Housewife/ಗೃಹಿಣಿ	11
Student/ ವಿದ್ಯಾರ್ಥಿ	12
Unemployed//ನಿರುದ್ಯೋಗಿ	13
Not working/ ಕೆಲಸ ಮಾಡುತ್ತಿಲ್ಲ	14
Others/ ಇತರೆ	

D. Bank Account codes/ಬ್ಯಾಂಕ್ ಖಾತೆ ಕೋಡ್	
Yes/ ಹೌದು	1
No/ ಇಲ್ಲ	2

E. Post office Account codes/ಬ್ಯಾಂಕ್ ಖಾತೆ ಕೋಡ್	
Yes/ ಹೌದು	1
No/ ಇಲ್ಲ	2

F. ID Cards (Multiple Responses)ಗುರುತಿನ ಚೀಟಿ ಕೋಡ್(ಬಹುಆಯ್ಕೆ)	
Voter ID card/ ಮತದಾರರ ಗುರುತಿನ ಚೀಟಿ	1
PAN card/ ಪಾನ್ ಕಾರ್ಡ್	2
Passport/ಪಾಸ್‌ಪೋರ್ಟ್	3

Aadhaar card/ಆಧಾರ್ ಕಾರ್ಡ್	4
Driving License/ಡ್ರೈವಿಂಗ್ ಲೈಸೆನ್ಸ್	5
Others/ಇತರೆ.....	
Don't have any ID card/ ಯಾವುದೇ ಕಾರ್ಡ್ ಹೊಂದಿಲ್ಲ	6

G. Mobile card usage (Multiple response)/ ಮೊಬೈಲ್ ಬಳಕೆ(ಬಹುಆಯ್ಕೆ)	
Yes basic mobile/Feature phone / ಹೌದು ಬೇಸಿಕ್ ಮೊಬೈಲ್ (ಫ್ಯೂಚರ್ ಫೋನ್)	1
Yes smart mobile phone/ ಹೌದು ಸ್ಮಾರ್ಟ್ ಫೋನ್	2
No/ ಇಲ್ಲ	3



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