



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

**A CASE STUDY: SENSITIZATION AND IMPACT OF MASS MEDIA
AND DIGITAL LITERACY AMONG AGRO WORKERS OF
LAKHUWAS, SOHNA**

A Case Study

Under the guidance of

**Dr. Sarina, Ms. Ritika Chaudhary,
Ms. Gauri Joshi & Mr. Karan Singh
(Assistant Professors)**



Department of Journalism and Mass Communication

School of Journalism and Mass Communication

K. R. Mangalam University, Gurugram - 122003

July-2021

TABLE OF CONTENTS

Contents	Page No
Summary	
Chapter 1: INTRODUCTION	
Chapter 2: LITERATURE REVIEW	
Chapter 3: OBJECTIVES	
Chapter 4: RESEARCH METHODOLOGY	
Chapter 5: DATA ANALYSIS	
Chapter 6: FINDINGS	
Chapter 7: CONCLUSION AND RECOMMENDATION	
REFERENCES	
Annexure 1 Photos- Geotagged and Non-geotagged	
Annexure 2 (Attendance)	Attached
Annexure 3 (Pre-data collection questionnaire)	
Annexure 4 (Post-data collection questionnaire)	



SUMMARY

In today's rapidly evolving world, the transformative influence of mass media and digital technologies cannot be overstated. With the ever-expanding reach of information and communication platforms, it becomes imperative to ensure that even the most remote and traditional communities can benefit from these advancements. The extension activity on "Sensitization and Impact of Mass Media and Digital Literacy among Agro Workers and Villagers," conducted in the charming Lakhawas Village, sought to bridge this gap and empower the community with essential knowledge and skills. The activity was conducted in two phases, first Pre-data collection phase and second was post-data collection phase. In both phases, the data was collected from same respondents of Lakhawas village through questionnaire. An awareness campaign was conducted to aware the participants about mass media and digital literacy before post-data collection. The findings indicate that the awareness campaign had a positive impact on participants' media literacy and digital literacy levels. However, there is still room for improvement, especially in recognizing and dealing with fake news and content planning for social media usage.

Key Words: Mass Media, Digital literacy, Awareness, Awareness campaign.



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Chapter 1: INTRODUCTION

In today's rapidly evolving world, the transformative influence of mass media and digital technologies cannot be overstated. With the ever-expanding reach of information and communication platforms, it becomes imperative to ensure that even the most remote and traditional communities can benefit from these advancements. The agricultural sector plays a pivotal role in the economic and social development of many regions, including the rural community of Lakhuwas in Sohna. The agro workers in this region are the backbone of the agricultural activities, contributing significantly to the cultivation of crops, livestock management, and overall agricultural productivity. Over the years, advancements in communication technologies have introduced a paradigm shift in the dissemination of information and knowledge sharing among rural communities, including those engaged in agriculture.

The rise of mass media and digital literacy has brought forth new opportunities for accessing information, enhancing skills, and improving livelihoods. Understanding how these mediums influence the agro workers' practices, attitudes, and knowledge can provide valuable insights into the process of sensitization and its impact on the rural population.

The primary objective of this extension activity was to sensitize agro workers and villagers to the various forms of mass media and the vast array of opportunities offered by digital literacy. By equipping them with relevant skills, we aimed to empower the community to make informed decisions about their agricultural practices, access valuable information, and establish a stronger sense of connectivity within and beyond the village. Through interactive workshops, engaging seminars, and hands-on training sessions, participants were introduced to the world of mass media, including radio, television, newspapers, and online platforms. They learned how these channels could be harnessed to enhance their agricultural knowledge, environmental awareness, and socio-economic growth. Moreover, the digital literacy segment focused on providing practical skills, such as using smartphones, navigating the internet, and leveraging agricultural applications and resources.

This case study aimed to contribute to the knowledge base on how mass media and digital literacy can be harnessed to empower and uplift agro workers in Lakhuwas, Sohna, ultimately contributing to the sustainable development and prosperity of the rural community. The case study will highlight the strategies adopted, the challenges faced, and the remarkable impact achieved throughout the project's duration. The insights gained from the participants' experiences, along with statistical data and qualitative assessments, will serve as a testament to the project's effectiveness and relevance. We firmly believe that empowering rural communities with media literacy and digital

proficiency is a stepping stone towards sustainable development and a brighter future. This study not only documents the journey of our organization but also stands as an inspirational case study for other institutions and communities looking to drive positive change through mass media and digital education.

The School of Journalism and Mass Communication conducted an Extension activity (Long term) in terms of Impact and Sensitizing: Mass Media and Digital Literacy on 29.3.2023 for pre-data collection and 26.5.2023 for post-data collection, at Lakhuwas, Sohna. The complete extension activity was coordinated and conducted by Ms. Ritika Choudhary (Assistant Professor), Mr. Karan Singh (Assistant Professor), Dr. Sarina (Assistant Professor) and Ms. Gauri Joshi (Assistant Professor), SJMC.

Chapter 2: LITERATURE REVIEW

In the modern era, mass media and digital literacy have become integral components in empowering communities and facilitating socio-economic development. The present review of literature explores the existing body of knowledge surrounding the impact of mass media and digital literacy on rural populations, particularly agro workers and villagers. This comprehensive analysis sheds light on the significance of media literacy and digital proficiency in bridging the information gap and fostering positive change in traditional agrarian communities like Lakhuwas Village.

Media literacy plays a pivotal role in enhancing the ability of rural populations to access, analyze, and evaluate information disseminated through various mass media channels. Research by Thompson and Meadows (2018) indicates that media literacy programs have been successful in increasing critical thinking skills among rural communities, enabling them to make informed decisions about their agricultural practices and environmental sustainability.

The digital divide remains a significant concern in rural areas, where access to digital technologies is limited. Chen et al. (2019) conducted a study in a rural village similar to Lakhuwas and found that lack of digital literacy and limited access to the internet hindered the ability of agro workers and villagers to leverage digital resources for agricultural knowledge and market information.

Mass media, including radio and television, have been widely utilized as channels for agricultural extension services in rural areas. Li et al. (2020) demonstrated that targeted agricultural programs broadcasted through radio significantly improved the adoption of improved farming practices among rural farmers, positively impacting their yields and income levels.

Digital literacy has proven to be a key driver of socio-economic development in rural communities. A study by Kumar and Singh (2019) revealed that enhancing digital skills in villagers not only improved access to government schemes and financial services but also promoted entrepreneurship, thus contributing to poverty alleviation and rural development.

Mobile phones have emerged as essential tools for agro workers, enabling them to access market prices, weather forecasts, and agricultural information. A study by Rahman et al. (2021) demonstrated that mobile phone-based agricultural advisory services significantly increased agro workers' knowledge and income by helping them make informed decisions.

Research by Gupta and Sharma (2018) emphasized the role of digital literacy in empowering women in rural areas. Increased digital proficiency enabled women to access educational resources,

healthcare information, and income-generating opportunities, leading to greater gender equality and overall community development.

Chapter 3: OBJECTIVES

1. To raise awareness among agro workers in Lakhuwas Village about the various forms of mass media

By highlighting the importance of mass media as a powerful tool for accessing information, disseminating agricultural knowledge, and promoting environmental awareness, the activity aims to sensitize participants about the potential benefits they can derive from media engagement.

2. To equip agro workers with essential digital literacy skills and knowledge.

The objective is to empower the community to confidently use digital tools, thereby enhancing their capacity to access valuable information, connect with markets, and explore new economic opportunities.

3. To showcase practical examples of how mass media and digital literacy can positively impact agricultural practices in rural settings.

By highlighting success stories of other communities that have leveraged media and digital tools effectively, the activity seeks to inspire participants to adopt similar strategies for improving their own farming methods and productivity.

4. To sensitize students and community members on critical thinking and media evaluation.

5. To promote responsible use of digital media and combat misinformation.

Chapter 4: RESEARCH METHODOLOGY

This case study employs a mixed-methods approach, combining qualitative interviews and focus group discussions with quantitative surveys to obtain a comprehensive understanding of the agro workers' perceptions, experiences, and the extent of their engagement with mass media and digital literacy tools. The research design is a longitudinal case study, which involves repeated measurements and observations over an extended period. The study is conducted in two phases, including pre-data collection, intervention phase (awareness campaigns and sensitization efforts), and post-data collection phases. Longitudinal research allows for the examination of changes and trends over time, providing a deeper understanding of the impact of sensitization and digital literacy efforts on agro workers in Lakhuwas.

Before commencing the sensitization activity, a pre-intervention data collection phase was undertaken on 29.3.2023 to understand the existing knowledge and perceptions of the participants regarding mass media and digital literacy.

The research methodology included:

a) Case Study Approach: This study has employed a mixed-methods approach to provide an in-depth understanding of the sensitization and impact of mass media and digital literacy on agro workers in Lakhuwas.

b) Sampling: A purposive sampling technique is used to select agro workers based on their level of engagement with mass media and digital technology.

c) Data Collection Methods:

- **Surveys:** Structured questionnaires are used to collect quantitative data during pre-data collection and post-data collection phases. The surveys will assess participants' media usage habits, digital literacy levels, access to information, and agricultural knowledge.
- **Interviews:** Semi-structured interviews will be conducted with selected participants to gather in-depth qualitative data. The interviews will explore participants' experiences, challenges, and perceptions regarding mass media, digital literacy, and their impact on agricultural practices.

- **Focus Group Discussions:** Focus group discussions will be held to facilitate group interactions and explore collective experiences and opinions related to media usage, digital literacy, and the effectiveness of awareness campaigns.

d) Data Collection Process:

- **Pre-Intervention Data Collection Phase:** Baseline data is collected on participants' media usage, access to technology, digital literacy levels, and agricultural knowledge. An awareness campaigns is conducted to promote positive media usage and digital literacy among agro workers.
- **Post-Intervention Data Collection Phase:** After the pre-data collection phase, data is collected using the same instruments as in the pre-data collection phase to assess changes in participants' media habits, digital literacy, and agricultural knowledge.

e) Sample Size: 50 agro workers are selected to participate in the study.

Intervention Phase

Awareness campaign has been conducted which comprises activities such as appropriate use of digital media platforms, apprised about the websites related to agriculture, applications, policies and plans which are digitally available through focus group discussion.

Following the completion of the sensitization activity, a post--intervention data collection phase was conducted on 26.5.2023 at same village on same respondents of phase 1 of data collection to evaluate the outcomes and impact of the initiative.

The research methodology comprised:

- **Post-Activity Surveys:** Administering surveys to measure changes in participants' knowledge, awareness, and behavior towards media consumption and digital platforms.
- **Interviews and Feedback:** Conducting individual interviews and collecting feedback from participants to understand their firsthand experience and insights gained from the activity.
- **Observations:** Making observations during the extension activity to assess participant engagement and the overall effectiveness of the extension activity.

f) Data Analysis: The collected data through questionnaires is analyzed descriptively.

Chapter 5: DATA ANALYSIS

The School of Journalism and Mass Communication's case study on Mass Media and Digital Literacy achieved its objectives of creating awareness, promoting digital literacy, and sensitizing participants about responsible media consumption. By empowering individuals with knowledge and critical thinking skills, the activity contributed to a more informed and responsible digital society, better equipped to navigate the complexities of the modern media landscape. The positive outcomes of this initiative highlight the importance of ongoing efforts to enhance media and digital literacy in the broader community.

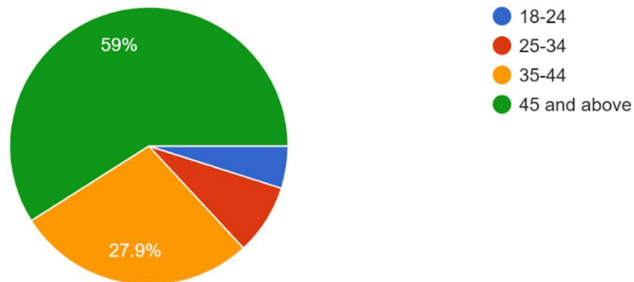
I Pre- Intervention data Collection- Data Analysis and Interpretation

Sensitization and Impact of Mass Media and Digital Literacy among agro workers of Lakhuwas, Sohna

The below pie-charts represents analysis of data collected through questionnaire during first phase of data collection of the activity.

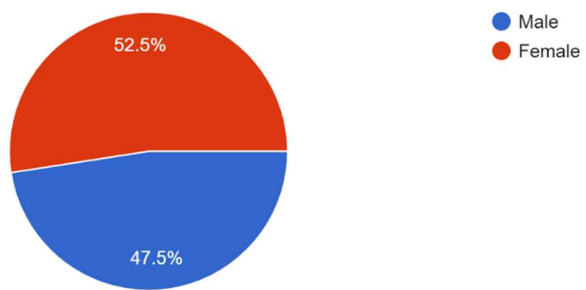
Age (उम्र)

50 responses



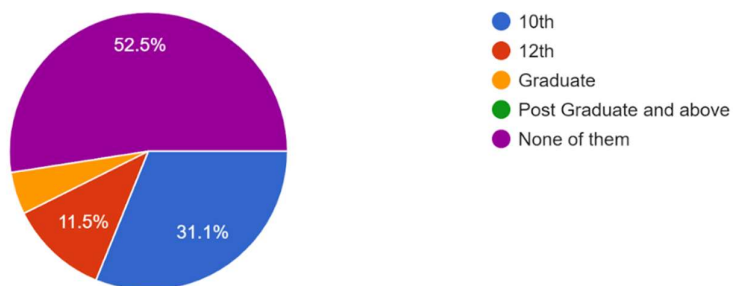
Gender (लिंग)

50 responses



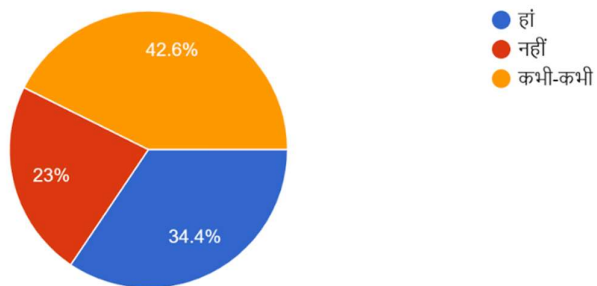
Educational Qualification (शैक्षणिक योग्यता)

50 responses



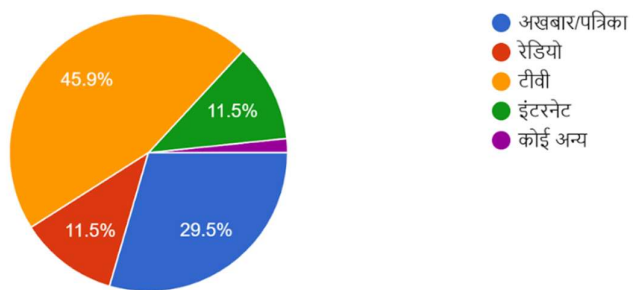
क्या आप सूचना के उद्देश्य से किसी मीडिया का उपयोग करते हैं?

50 responses



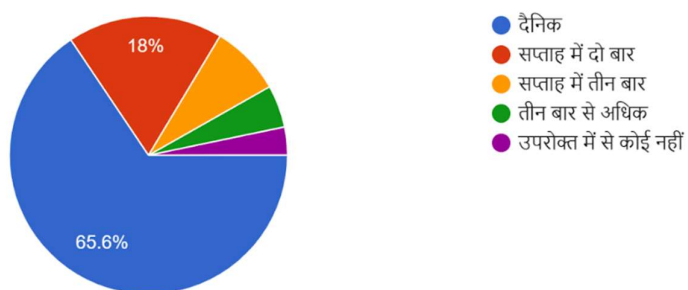
आप अपने दैनिक जीवन में निम्न में से किस माध्यम का सबसे अधिक उपयोग करते हैं?

50 responses



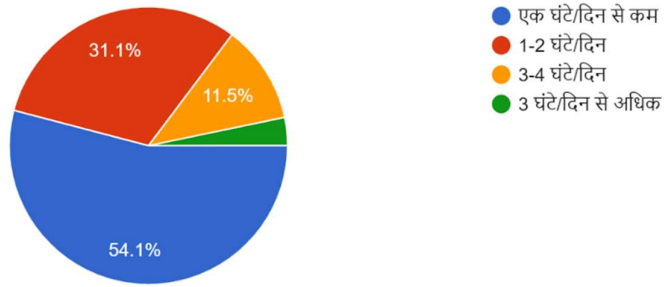
आप मीडिया का कितनी बार उपयोग करते हैं?

50 responses



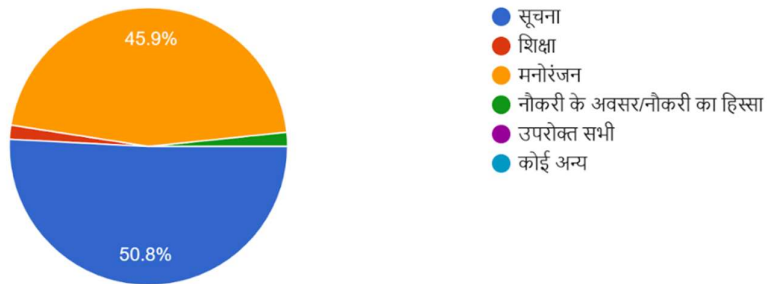
आप मीडिया उपयोग के लिए कितना समय देते हैं?

50 responses



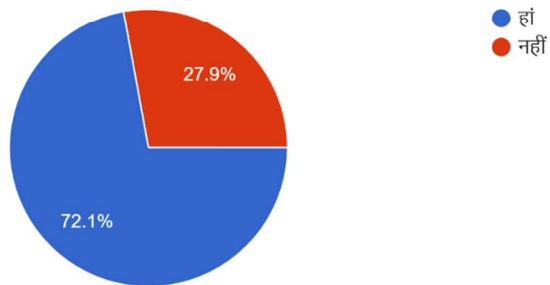
आप किस उद्देश्य के लिए उल्लेखित मीडिया प्लेटफॉर्म का सबसे अधिक उपयोग करते हैं?

50 responses



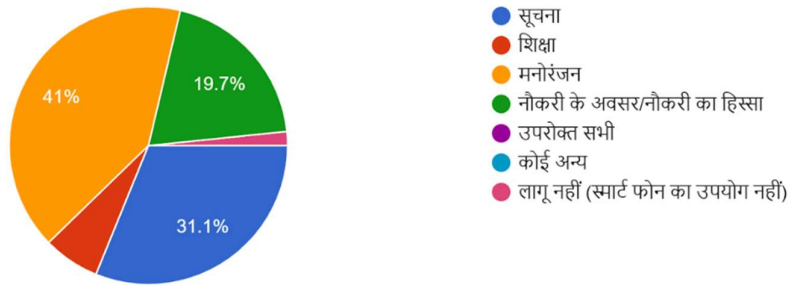
क्या आपके परिवार में आपका अपना या कोई स्मार्ट फोन है?

50 responses



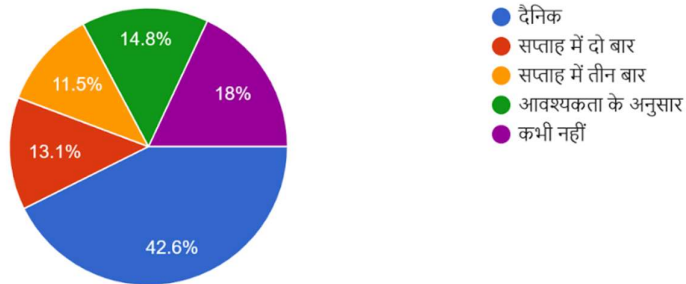
आप किस उद्देश्य के लिए स्मार्ट फोन का सबसे अधिक उपयोग करते हैं?

50 responses



आप कृषि आधारित जानकारी के लिए कितनी बार मीडिया टूल्स/प्लेटफॉर्म का उपयोग करते हैं?

50 responses



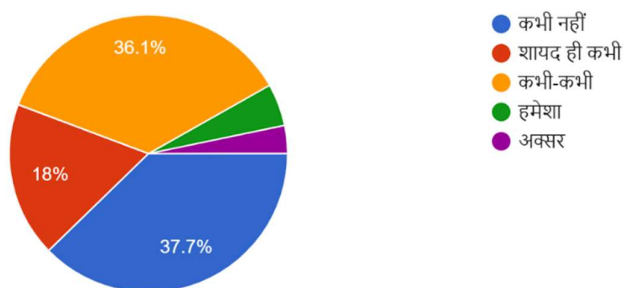
कृषि आधारित सूचना एवं समाचार का आपका प्रमुख स्रोत क्या है?

50 responses



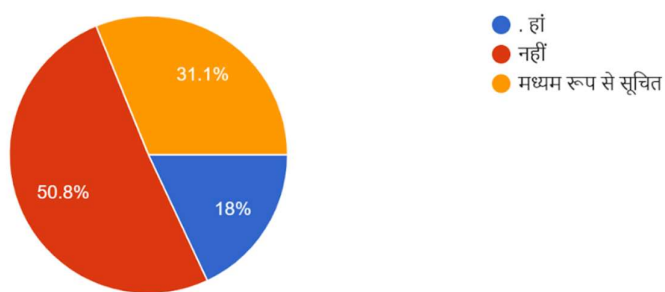
आप स्मार्ट फोन के माध्यम से कृषि आधारित सूचना एवं समाचार कितनी बार प्राप्त करते हैं?

50 responses



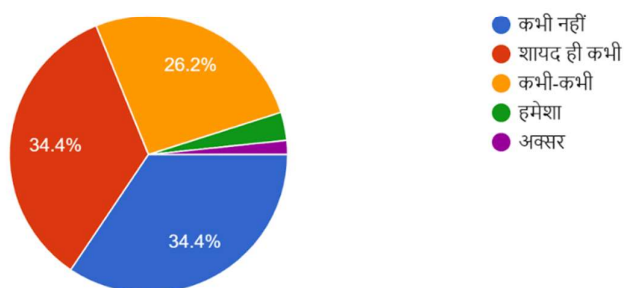
क्या आपके पास कृषि आधारित ज्ञान के लिए उपलब्ध एप्लिकेशन/डिजिटल प्लेटफॉर्म के बारे में कोई जानकारी है?

50 responses



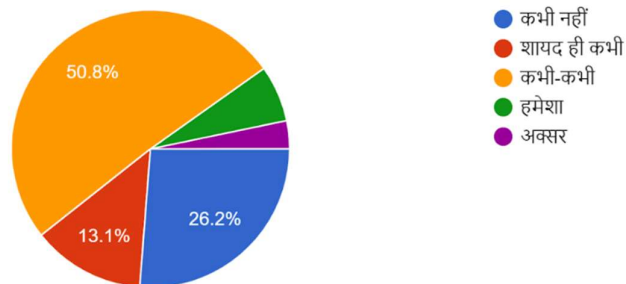
आप किसी भी कृषि आधारित योजना/नीति का लाभ उठाने के लिए कितनी बार स्मार्ट फोन/डिजिटल प्लेटफॉर्म का उपयोग करते हैं?

50 responses



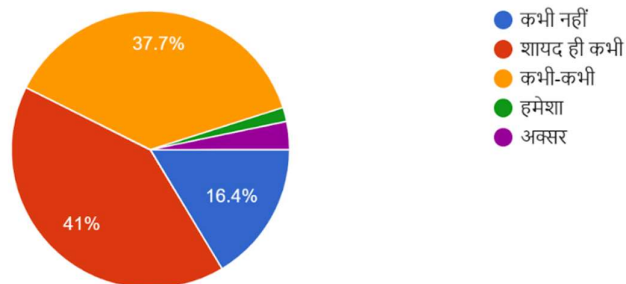
सूचना, समाचार एवं ज्ञान तक पहुँचने के लिए स्मार्ट फोन/डिजिटल प्लेटफॉर्म का उपयोग करने में आपको कितनी बार चुनौतियों/बाधाओं का सामना करना पड़ता है?

50 responses



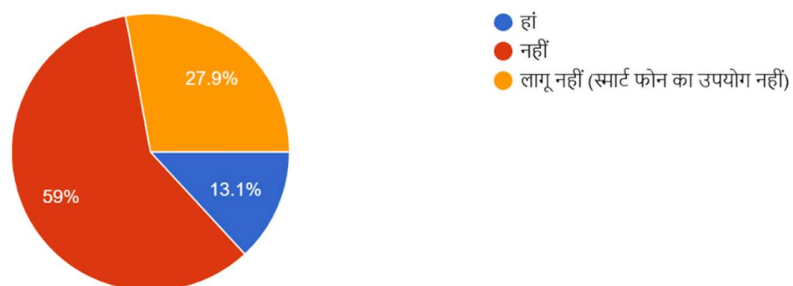
आप कितनी बार अपने कृषि उपयोग के लिए डिजिटल प्लेटफॉर्म की मदद से नवीन पद्धतियों को सीखते हैं?

50 responses



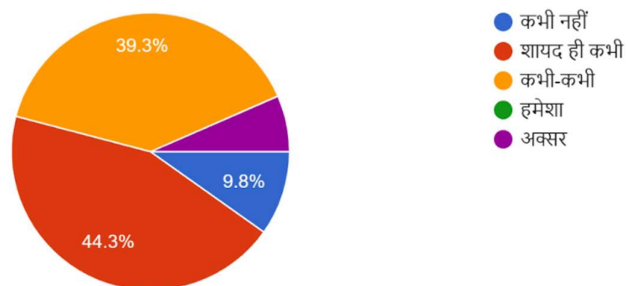
क्या आप डिजिटल प्लेटफॉर्म/स्मार्टफोन के माध्यम से कृषि विकास से संबंधित किसी ग्रुप/पेज से जुड़े हैं?

50 responses



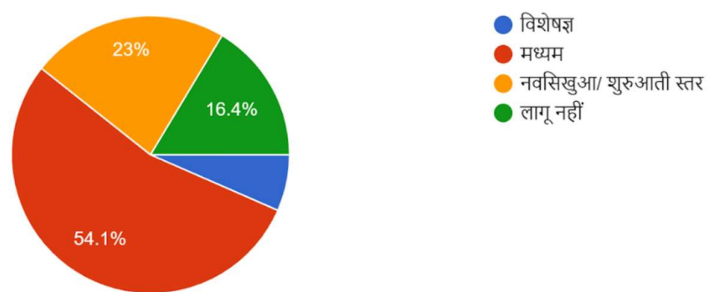
आप अपने साथियों के साथ स्मार्टफोन के माध्यम से कृषि से संबंधित जानकारी/ज्ञान कितनी बार साझा करते हैं?

50 responses



बुद्धिमता के मामले में आप खुद को एक स्मार्टफोन उपयोगकर्ता के रूप में कैसे आँकेंगे?

50 responses



II- Post- - Intervention data Collection Phase- Data Analysis and Interpretation

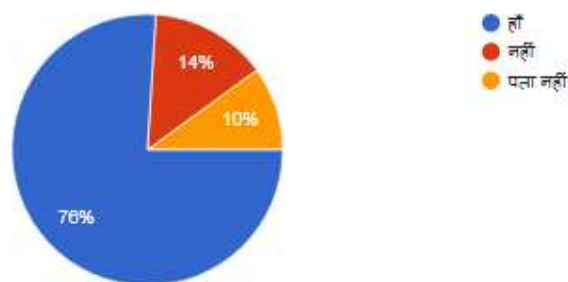
Sensitization and Impact of Mass Media and Digital Literacy among agro workers of Lakhuwas, Sohna

An awareness campaign was conducted by SJMC on sensitization and impact of mass media and digital literacy. After that, post data collection phase was conducted.

The below pie-charts represents analysis of data collected through questionnaire during second phase of data collection of the activity.

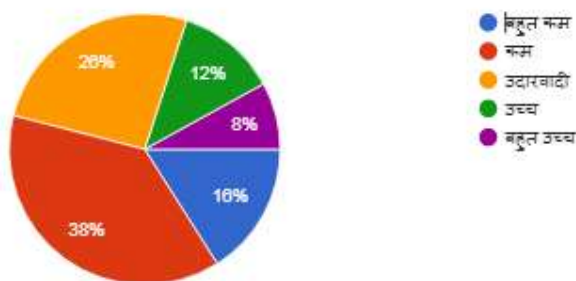
1. क्या आपने जागरूकता अभियान से पहले मास मीडिया के बारे में सुना है?

50 responses



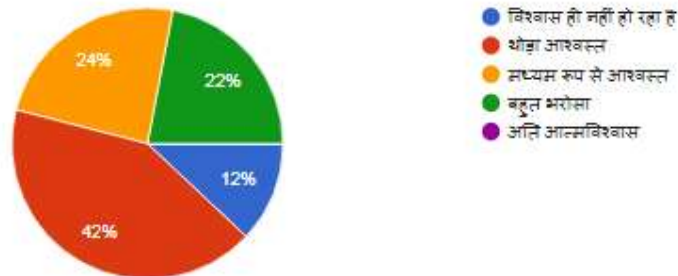
2. जागरूकता अभियान से पहले आप डिजिटल साक्षरता के अपने ज्ञान का मूल्यांकन कैसे करेंगे?

50 responses



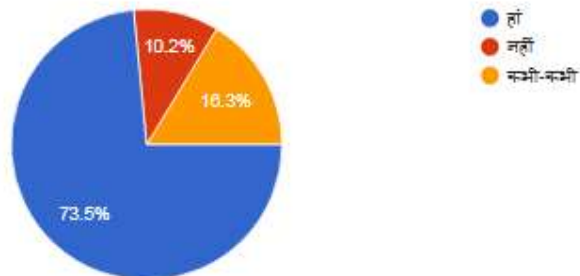
3. जागरूकता अभियान के बाद आप डिजिटल उपकरणों और इंटरनेट का उपयोग करने में कितना आश्वस्त महसूस करते हैं?

50 responses



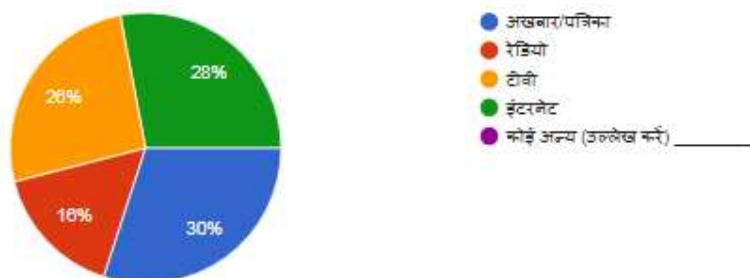
4. आप सूचना के उद्देश्य से किसी मीडिया का उपयोग करते हैं?

50 responses



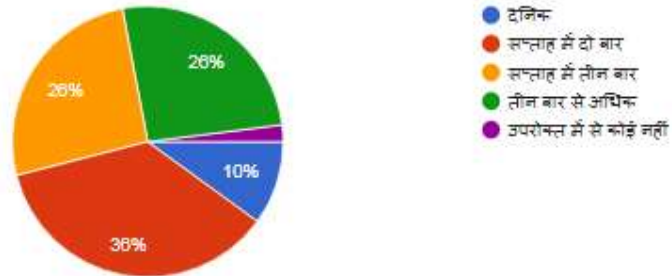
5. आप अपने दैनिक जीवन में निम्न में से किस माध्यम का सबसे अधिक उपयोग करते हैं?

50 responses



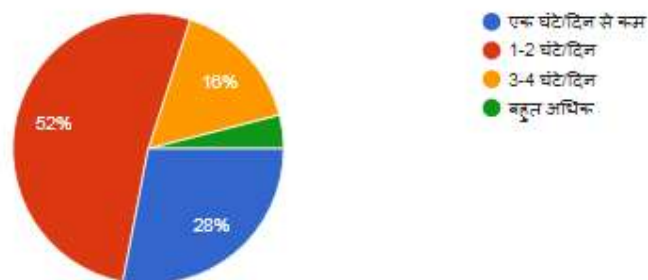
6. आप मीडिया का कितनी बार उपयोग करते हैं?

50 responses



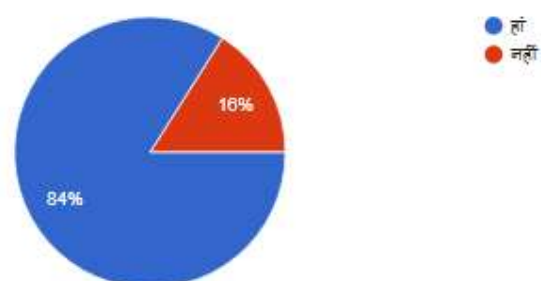
7. आप मीडिया उपयोग के लिए कितना समय देते हैं?

50 responses



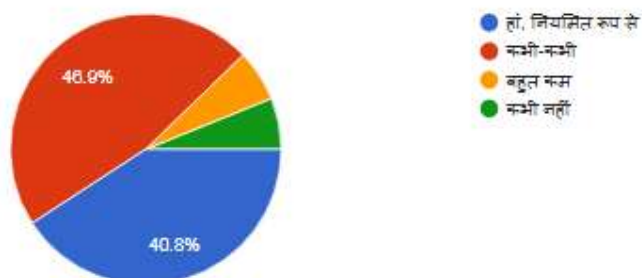
8. आप सोशल मीडिया प्लेटफॉर्म (जैसे कि फेसबुक, ट्विटर, इंस्टाग्राम) का उपयोग करते हैं?

50 responses



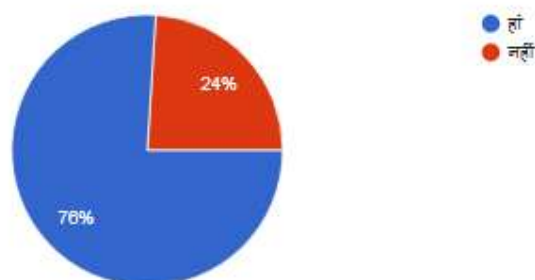
9. आपको सोशल मीडिया पर किसी समस्या (जैसे कि खुद को बाधित महसूस करना, गलत सूचना, सामाजिक दबाव, आदि) का सामना करना पड़ता है?

50 responses



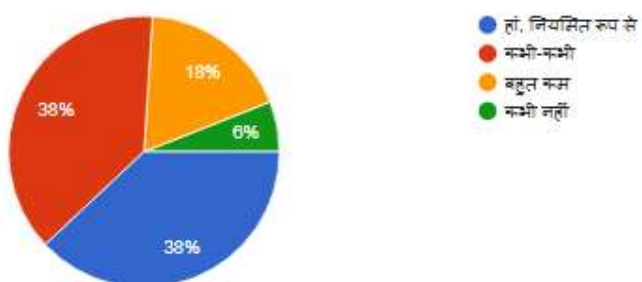
10. आप सोशल मीडिया पर किसी ग्रुप/पेज/समूह का हिस्सा हैं जो मीडिया संबंधित जानकारी और दक्षता को बढ़ावा देने के लिए बनाया गया है?

50 responses



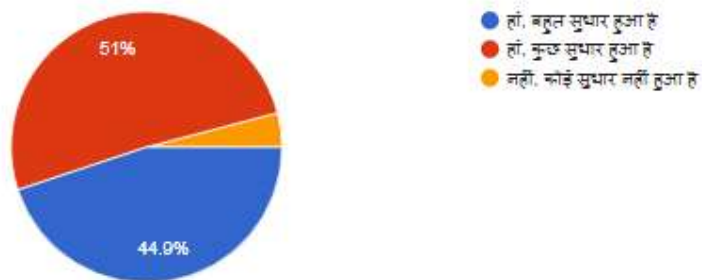
11. क्या आपको किसी भी दिग्गज/प्रमुख व्यक्ति (जैसे कि न्यूज़ एंकर, ब्लॉगर, सोशल मीडिया योग्यता, आदि) के माध्यम से सूचना और ज्ञान प्राप्त होता है?

50 responses



12. आपको क्या लगता है, आपकी मीडिया संबंधित ज्ञान, कौशल और दक्षता में सुधार हुआ है जब आपने डिजिटल प्रक्रिया और साधन क्रियाएं अपनाना शुरू किया है?

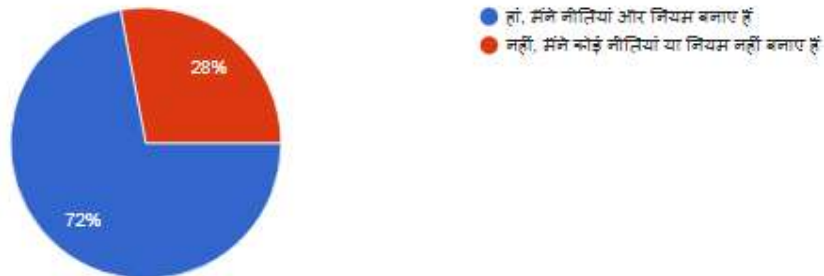
50 responses



13. आपके पास सोशल मीडिया प्लेटफॉर्मों पर खुद को सुरक्षित रखने के लिए कोई नीतियां या नियम हैं

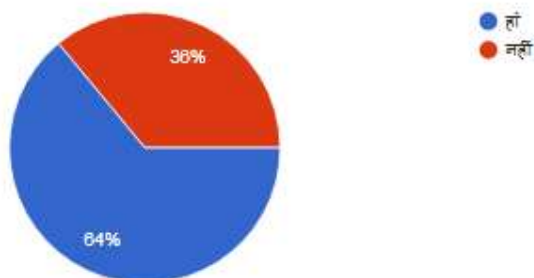


50 responses



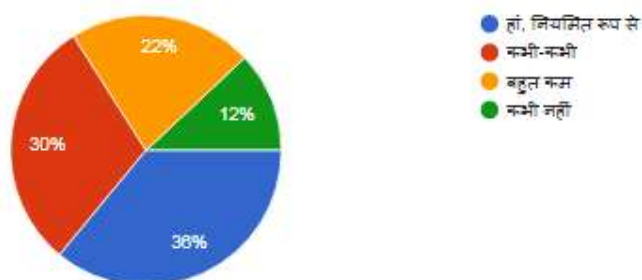
14. आपने कभी किसी सोशल मीडिया प्लेटफॉर्म का उपयोग करके अपने किसी भी व्यापार को प्रचारित किया है?

50 responses



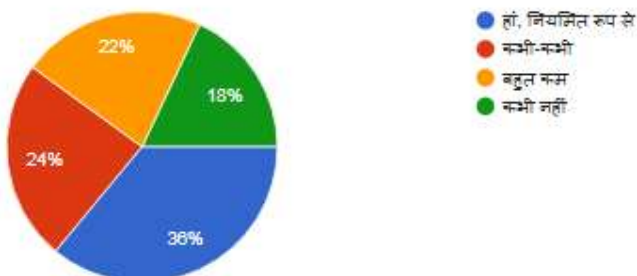
15. क्या आप सोशल मीडिया पर ग्राहक समीक्षाएं देखते हैं या उनका उपयोग करते हैं अपने खरीदारी या सेवाएं चुनने के लिए?

50 responses



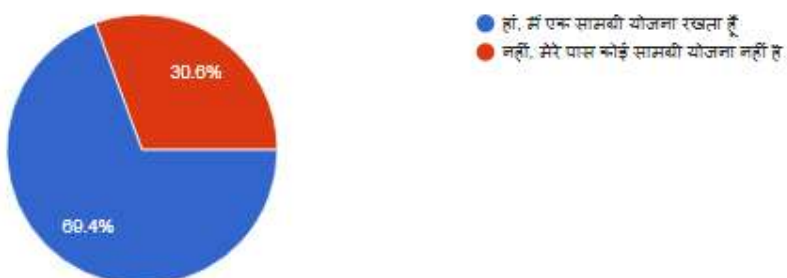
16. क्या आप सोशल मीडिया पर किसी विषय पर चर्चा या बहस करते हैं?

50 responses



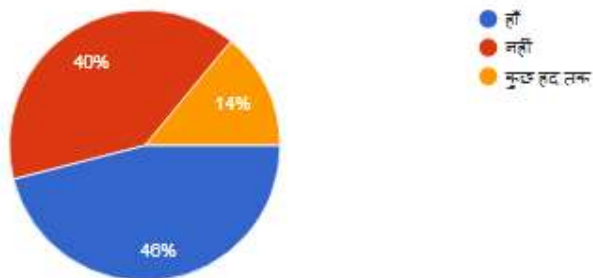
17. क्या आपके पास सोशल मीडिया प्लेटफॉर्म का उपयोग करने के लिए एक सामग्री योजना है?

50 responses



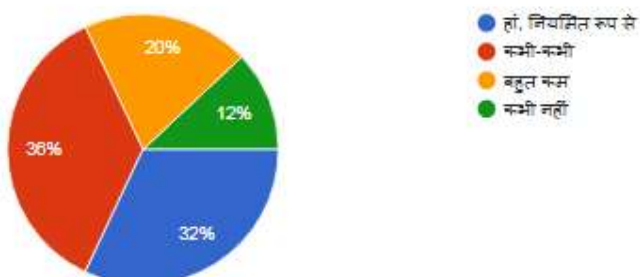
18. क्या आपने कभी सोशल मीडिया पर अपने किसी संपर्कों के साथ झगड़ा या विवाद में पड़ा है?

50 responses



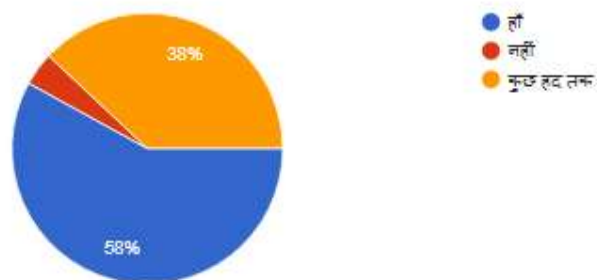
19. क्या आप सोशल मीडिया पर नकली या अनाधिकृत खबरों की पहचान करने का प्रयास करते हैं?

50 responses



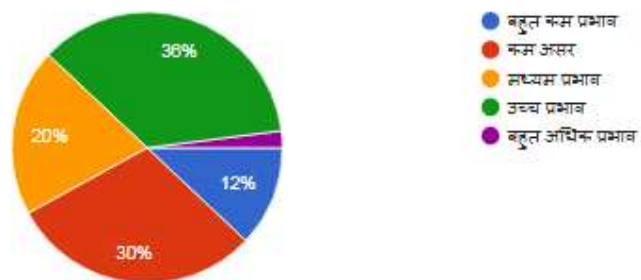
20. क्या आपको लगता है कि जागरूकता अभियान ने मास मीडिया और डिजिटल साक्षरता के बारे में ग्रामीणों की जरूरतों और चिंताओं को पर्याप्त रूप से संबोधित किया?

50 responses



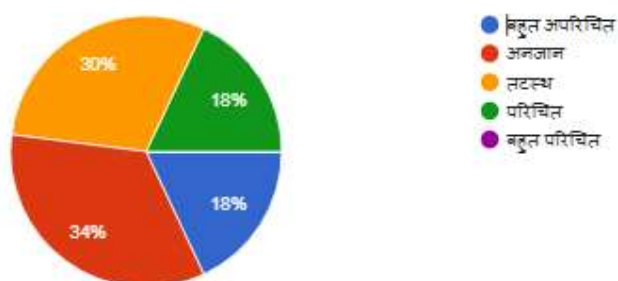
21. आप अपने ज्ञान और जागरूकता के स्तर पर मास मीडिया के प्रभाव का मूल्यांकन कैसे करते हैं?

50 responses



22. जागरूकता अभियान से पहले आप डिजिटल साक्षरता की अवधारणा से कितने परिचित थे?

50 responses



23. क्या आप अन्य ग्रामीणों को ऐसे ही जागरूकता अभियानों की सिफारिश करेंगे जिन्होंने अभी तक भाग नहीं लिया है?

50 responses



Chapter 6: FINDINGS

Pre-Intervention Data Collection Phase of the Activity- Findings

- A 42.6% of participants use media occasionally for information purposes. Some participants i.e 34.4% use media always for information.
- Television and the newspaper, 45.9% & 29.5% respectively, are the most commonly used media platforms in daily life. Radio and radio are also used, but to a lesser extent.
- A considerable portion of participants use media daily, followed by those who use it more than two times a week.
- Participants spend varied amounts of time using media daily, with a significant portion using it for 1 hour per day.
- Information (50.8%) and entertainment (45.9%) are the top reasons for using the mentioned media platforms.
- A significant number of participants (72.1%) own or have access to a smartphone.
- Information and education are the primary purposes for using smartphones, followed by entertainment and job opportunities.
- 31.1% respondents rely on friends/family as a agriculture-related information source and 31.1% respondents rely on newspaper as source of information.
- Participants have varying degrees of frequency in obtaining agriculture-related information via smartphones.
- A significant number of participants i.e 50.8% denied to awareness of agriculture-based digital platforms/applications.
- The frequency of using digital platforms for availing agricultural schemes/policies varies among participants.
- Participants encounter different levels of challenges while accessing information through digital platforms.
- Participants have varying degrees of engagement in learning new agricultural practices through digital platforms.
- Some participants are part of agriculture-related groups/pages, while others are not.
- Participants have varying levels of engagement in sharing agricultural knowledge with their peers through smartphones.
- Participants assess themselves with diverse levels of proficiency in smartphone usage, ranging from experts to beginners.

Intervention Phase

Awareness campaign was conducted which comprised activities such as appropriate use of digital media platforms, apprised about the websites related to agriculture, applications, policies and plans which are digitally available through focus group discussion.

Post-Intervention Data Collection Phase - Findings

- A maximum number of participants had heard about Mass Media literacy campaigns before the awareness program.

- A majority of participants (38%) rated their digital literacy knowledge as "less" before the awareness campaign.
- A considerable number of participants felt moderately confident in using digital devices and the internet.
- Participants' media usage revealed that a significant number of them used media for information purposes.
- The most widely used media platform among participants was newspaper and after that radio and TV the internet.
- A substantial number of participants used media multiple times a day, with a significant portion using it for more than three hours a day.
- A significant portion of the participants (a) used social media platforms for 1-2 hours per day.
- Participants' responses showed that they sometimes faced problems on social media but not on a regular basis.
- 58% participants reveals that the conducted awareness campaign aware them about digital literacy and positive media usage. 38% participants also revealed that they are highly influenced by the campaign. Moreover, 98% respondents said that such types of awareness campaign should be conducted for those who haven't participated in the awareness campaign.

Chapter 7: CONCLUSION AND RECOMMENDATION

The pre-data collection highlights the prevalence of media usage for informational purposes and identifies television and the newspaper as the most frequently used media platforms in daily life. There is a significant ownership of smartphones, and participants primarily use them for information and education purposes. Agriculture-related information and knowledge are also sought through digital platforms, with varying levels of engagement and challenges faced in the process.

The pre-data collection findings show that before the awareness campaign, the participants were moderately confident in their digital literacy skills and used media primarily for information purposes. The TV and newspaper were the most commonly used media platform among them, and a significant number of participants used it frequently for more than three hours a day.

The impact of the awareness campaign was evident, as participants showed increased confidence in using digital devices and the internet after the campaign. However, some participants still faced challenges on social media, indicating a need for continuous support and education in media literacy. The findings indicate that the awareness campaign had a positive impact on participants' media literacy and digital literacy levels. However, there is still room for improvement, especially in recognizing and dealing with fake news and content planning for social media usage.

Recommendations:-

- Based on the positive impact of the awareness campaign on media literacy and digital literacy levels, it is recommended to continue organizing regular awareness campaigns in Lakhawas Village. These campaigns should focus on reinforcing responsible media usage and critical thinking skills, particularly when it comes to accessing agricultural information and combating misinformation.
- Design and implement customized digital literacy workshops for agro workers based on their specific needs and proficiency levels. These workshops should provide hands-on training on using smartphones, digital platforms, and agricultural apps to enhance their access to information and improve farming practices.
- A comparative study can be conducted to analyze the effectiveness of different media platforms in disseminating agricultural information among agro workers. This study can help identify the most impactful media channels for reaching the target audience and optimizing the allocation of resources for media-based sensitization campaigns.
- An investigative can be conducted on the impact of social media platforms on agro workers' information-seeking behaviors and knowledge acquisition. Focus groups or interviews can be conducted to delve deeper into how social media influences their perceptions, decision-making processes, and interaction with peers in the agricultural community.
- A replicated case study can be conducted in other rural areas with similar agricultural demographics to validate the findings and generalize the recommendations. Comparing results from different regions can provide a broader understanding of the impact of mass media and digital literacy on agro workers' livelihoods and foster cross-learning among communities.

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Annexure I

Photos-Non-geotagged



Photo 1- Data collection by SJMC students during the extension activity



Photo 2- Data collection by SJMC students during the extension activity



Photo 3- SJMC students talking to Agro workers



Photo 4- Data collection by faculty member of SJMC



Photo-5 Post data collection by SJMC Students



Photo 6- Post data collection by SJMC Students



Photo 7 – SJMC students at Lakhuwas during post data collection

Geo-tagged Pictures:







 GPS Map Camera

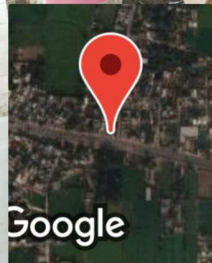
Lakhuwas, Haryana, India

63PW+XC, Lakhuwas, Haryana 122102, India

Lat 28.237575°

Long 77.09577°

26/05/23 11:42 AM GMT +05:30



Annexure III



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

School of Journalism and Mass Communication

Sensitization and Impact of Mass Media and Digital Literacy among agro workers of

Lakhuwas, Sohna

Survey (Pre-data collection)

Part-A:

1. Respondent Name (उत्तरदाता का नाम):-
2. Age (उम्र)- 1. 18- 24 2. 25-34 3. 35-44 4. 45 and above
3. Name of Village (गांव का नाम):-
4. Gender (लिंग): 1. Male (पुरुष) 2. Female (महिला) 3. Others (अन्य)
5. Education Qualification (शैक्षणिक योग्यता):- 1. 10th 2. 12th 3. Graduate 4. Post Graduate & above
5. None of them

Part- B:

प्रश्न 1. क्या आप सूचना के उद्देश्य से किसी मीडिया का उपयोग करते हैं?

- A. हां B. नहीं C. कभी-कभी

प्र. 2 आप अपने दैनिक जीवन में निम्न में से किस माध्यम का सबसे अधिक उपयोग करते हैं?

- A. अखबार/पत्रिका B. रेडियो C. टीवी D. इंटरनेट
E. कोई अन्य(उल्लेख करें)_____

प्रश्न 3 आप मीडिया का कितनी बार उपयोग करते हैं?

- A. दैनिक B. सप्ताह में दो बार C. सप्ताह में तीन बार D. तीन बार से अधिक
E. उपरोक्त में से कोई नहीं

प्र. 4 आप मीडिया उपयोग के लिए कितना समय देते हैं?

- A. एक घंटे/दिन से कम B. 1-2 घंटे/दिन C. 3-4 घंटे/दिन D. 3 घंटे/दिन से अधिक

मीडिया आदत: (उपयुक्त उत्तर पर निशान लगाएं):

क्रमांक	जनसंचार माध्यम	उपयोग		आवृत्ति					समय समर्पित			
	श्रेणियाँ	हाँ	नहीं	दैनिक	सप्ताह में दो बार	सप्ताह में तीन बार	तीन बार से अधिक	कोई नहीं	एक घंटे/दिन से कम	एक से दो घंटे/दिन	दो से तीन घंटा/दिन	तीन घंटे/दिन से अधिक
1.	समाचार पत्र/पत्रिका											
2.	रेडियो											
3.	टीवी											
4.	इंटरनेट											

Q. 5 आप किस उद्देश्य के लिए उल्लेखित मीडिया प्लेटफॉर्म का सबसे अधिक उपयोग करते हैं?

- A. सूचना B. शिक्षा C. मनोरंजन D. नौकरी के अवसर/नौकरी का हिस्सा
E. उपरोक्त सभी F. कोई अन्य (उल्लेख करें) _____

Q. 6. क्या आपके परिवार में आपका अपना या कोई स्मार्ट फोन है?

- A. हां B. नहीं

Q. 7 आप किस उद्देश्य के लिए स्मार्ट फोन का सबसे अधिक उपयोग करते हैं?

- A. सूचना B. शिक्षा C. मनोरंजन D. नौकरी के अवसर/नौकरी का हिस्सा
E. उपरोक्त सभी F. कोई अन्य (उल्लेख करें) _____ G. लागू नहीं (स्मार्ट फोन का उपयोग नहीं)

Q. 8. आप कृषि आधारित जानकारी के लिए कितनी बार मीडिया टूल्स/प्लेटफॉर्म का उपयोग करते हैं?

- A. दैनिक B. सप्ताह में दो बार C. सप्ताह में तीन बार D. आवश्यकता के अनुसार E. कभी नहीं

Q. 9. कृषि आधारित सूचना एवं समाचार का आपका प्रमुख स्रोत क्या है?

- A. मित्र/परिवार B. कृषि विशेषज्ञ/ग्राम स्तरीय कार्यकर्ता/अन्य अधिकारी C. समाचार पत्र/पत्रिका
D. टीवी E. रेडियो F. इंटरनेट G. कोई अन्य _____

Q. 10. आप स्मार्ट फोन के माध्यम से कृषि आधारित सूचना एवं समाचार कितनी बार प्राप्त करते हैं?

- A. कभी नहीं B. शायद ही कभी C. कभी-कभी D. हमेशा E. अक्सर

Q. 11. क्या आपके पास कृषि आधारित ज्ञान के लिए उपलब्ध एप्लिकेशन/डिजिटल प्लेटफॉर्म के बारे में कोई जानकारी है?

- A. हां B. नहीं C. मध्यम रूप से सूचित

Q. 12. आप किसी भी कृषि आधारित योजना/नीति का लाभ उठाने के लिए कितनी बार स्मार्ट फोन/डिजिटल प्लेटफॉर्म का उपयोग करते हैं?

- A. कभी नहीं B. शायद ही कभी C. कभी-कभी D. हमेशा E. अक्सर

Q. 13. सूचना, समाचार एवं ज्ञान तक पहुँचने के लिए स्मार्ट फोन/डिजिटल प्लेटफॉर्म का उपयोग करने में आपको कितनी बार चुनौतियों/बाधाओं का सामना करना पड़ता है?

- A. कभी नहीं B. दुर्लभ C. कभी-कभी D. हमेशा E. अक्सर
F. लागू नहीं (स्मार्ट फोन का उपयोग नहीं)

Q. 14. आप कितनी बार अपने कृषि उपयोग के लिए डिजिटल प्लेटफॉर्म की मदद से नवीन पद्धतियों को सीखते हैं?

- A. कभी नहीं B. शायद ही कभी C. कभी-कभी D. हमेशा E. अक्सर

Q. 15. क्या आप डिजिटल प्लेटफॉर्म/स्मार्टफोन के माध्यम से कृषि विकास से संबंधित किसी ग्रुप/पेज से जुड़े हैं?

- A. हाँ B. नहीं C. लागू नहीं (स्मार्ट फोन का उपयोग नहीं)

Q. 16. आप अपने साथियों के साथ स्मार्टफोन के माध्यम से कृषि से संबंधित जानकारी/ज्ञान कितनी बार साझा करते हैं?

- A. कभी नहीं B. शायद ही कभी C. कभी-कभी D. हमेशा E. अक्सर

Q. 17. बुद्धिमता के मामले में आप खुद को एक स्मार्टफोन उपयोगकर्ता के रूप में कैसे आँकेगे?

- A. विशेषज्ञ B. मध्यम C. नवसिखुआ/ शुरुआती स्तर D. लागू नहीं

❖ The End

Annexure IV



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

School of Journalism and Mass Communication

Sensitization and Impact of Mass Media and Digital Literacy among agro workers of Lakhuwas, Sohna

Survey (Post Data Collection)

Part-A:

1. Respondent Name (उत्तरदाता का नाम):-

.....

2. Age (उम्र)- 1. 18- 24 2. 25-34 3. 35-44 4. 45 and above

3. Name of Village (गांव का नाम):-

.....

4. Gender (लिंग):

1. Male (पुरुष) 2. Female (महिला) 3. Others (अन्य)

5. Education Qualification (शैक्षणिक योग्यता):-

1. 10th 2. 12th 3. Graduate 4. Post Graduate & above 5. None of them

Part- B

- | | |
|---|--|
| 1. क्या आपने जागरूकता अभियान से पहले मास मीडिया के बारे में सुना है? | c) उदारवादी |
| a) हाँ | d) उच्च |
| b) नहीं | e) बहुत उच्च |
| c) पता नहीं | |
| 2. जागरूकता अभियान से पहले आप डिजिटल साक्षरता के अपने ज्ञान का मूल्यांकन कैसे करेंगे? | 3. जागरूकता अभियान के बाद आप डिजिटल उपकरणों और इंटरनेट का उपयोग करने में कितना आश्वस्त महसूस करते हैं? |
| a) बहुत कम | a) विश्वास ही नहीं हो रहा है |
| b) कम | b) थोड़ा आश्वस्त |
| | c) मध्यम रूप से आश्वस्त |
| | d) बहुत भरोसा |

- e) अति आत्मविश्वास
4. आप सूचना के उद्देश्य से किसी मीडिया का उपयोग करते हैं?
- हां
 - नहीं
 - कभी-कभी
5. आप अपने दैनिक जीवन में निम्न में से किस माध्यम का सबसे अधिक उपयोग करते हैं?
- अखबार/पत्रिका
 - रेडियो
 - टीवी
 - इंटरनेट
 - कोई अन्य (उल्लेख करें) _____
6. आप मीडिया का कितनी बार उपयोग करते हैं?
- दैनिक
 - सप्ताह में दो बार
 - सप्ताह में तीन बार
 - तीन बार से अधिक
 - उपरोक्त में से कोई नहीं
7. आप मीडिया उपयोग के लिए कितना समय देते हैं?
- एक घंटे/दिन से कम
 - 1-2 घंटे/दिन
 - 3-4 घंटे/दिन
 - बहुत अधिक
8. आप सोशल मीडिया प्लेटफॉर्म (जैसे कि फेसबुक, ट्विटर, इंस्टाग्राम) का उपयोग करते हैं?
- हां
 - नहीं
9. आपको सोशल मीडिया पर किसी समस्या (जैसे कि खुद को बाधित महसूस करना, गलत सूचना, सामाजिक दबाव, आदि) का सामना करना पड़ता है?
- हां, नियमित रूप से
 - कभी-कभी
 - बहुत कम
 - कभी नहीं
10. आप सोशल मीडिया पर किसी गुप/पेज/समूह का हिस्सा हैं जो मीडिया संबंधित ज्ञान और दक्षता को बढ़ावा देने के लिए बनाया गया हो?
- हां
 - नहीं
11. क्या आपको किसी भी दिग्गज/प्रमुख व्यक्ति (जैसे कि न्यूज एंकर, ब्लॉगर, सोशल मीडिया योग्यता, आदि) के माध्यम से सूचना और ज्ञान प्राप्त होता है?
- हां, नियमित रूप से
 - कभी-कभी
 - बहुत कम
 - कभी नहीं
12. आपको क्या लगता है, आपकी मीडिया संबंधित ज्ञान, कौशल और दक्षता में सुधार हुआ है जब आपने डिजिटल प्रक्रिया और साध क्रियाएं अपनाना शुरू किया है?
- हां, बहुत सुधार हुआ है
 - हां, कुछ सुधार हुआ है
 - नहीं, कोई सुधार नहीं हुआ है
13. आपके पास सोशल मीडिया प्लेटफॉर्म पर खुद को सुरक्षित रखने के लिए कोई नीतियां या नियम हैं?
- हां, मैंने नीतियां और नियम बनाए हैं
 - नहीं, मैंने कोई नीतियां या नियम नहीं बनाए हैं
14. आपने कभी किसी सोशल मीडिया प्लेटफॉर्म का उपयोग करके अपने किसी भी व्यापार को प्रचारित किया है?
- हां
 - नहीं
15. क्या आप सोशल मीडिया पर ग्राहक समीक्षाएं देखते हैं या उनका उपयोग करते हैं अपने खरीदारी या सेवाएं चुनने के लिए?
- हां, नियमित रूप से
 - कभी-कभी
 - बहुत कम
 - कभी नहीं
16. क्या आप सोशल मीडिया पर किसी विषय पर चर्चा या बहस करते हैं?

- a) हां, नियमित रूप से
b) कभी-कभी
c) बहुत कम
d) कभी नहीं
17. क्या आपके पास सोशल मीडिया प्लेटफॉर्म का उपयोग करने के लिए एक सामग्री योजना है?
a) हां, मैं एक सामग्री योजना रखता हूँ
b) नहीं, मेरे पास कोई सामग्री योजना नहीं है
18. क्या आपने कभी सोशल मीडिया पर अपने किसी संपर्क के साथ झगड़ा या विवाद में पड़ा है?
a). हां
b). नहीं
19. क्या आप सोशल मीडिया पर नकली या अनाधिकृत खबरों की पहचान करने का प्रयास करते हैं?
a) हां, नियमित रूप से
b) कभी-कभी
c) बहुत कम
d) कभी नहीं
20. क्या आपको लगता है कि जागरूकता अभियान ने मास मीडिया और डिजिटल साक्षरता के बारे में ग्रामीणों की जरूरतों और चिंताओं को पर्याप्त रूप से संबोधित किया?
a) हाँ
- b) नहीं
c) कुछ हद तक
21. आप अपने ज्ञान और जागरूकता के स्तर पर मास मीडिया के प्रभाव का मूल्यांकन कैसे करते हैं?
a) बहुत कम प्रभाव
b) कम असर
c) मध्यम प्रभाव
d) उच्च प्रभाव
e) बहुत अधिक प्रभाव
22. जागरूकता अभियान से पहले आप डिजिटल साक्षरता की अवधारणा से कितने परिचित थे?
a) बहुत अपरिचित
b) अनजान
c) तटस्थ
d) परिचित
e) बहुत परिचित
23. क्या आप अन्य ग्रामीणों को ऐसे ही जागरूकता अभियानों की सिफारिश करेंगे जिन्होंने अभी तक भाग नहीं लिया है?
a) हाँ

