



A Case Study
On
Extension and Outreach Programme in Neighbourhood Community
on
"Empowering Village Communities: Advancing Digital Literacy through
Outreach and Extension Activities"

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K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

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Organizes

Extension and Outreach Programme in Neighbourhood Community

on

"Empowering Village Communities: Advancing Digital Literacy through Outreach and Extension Activities " (Case Study)

November 2024 to June 2025

Introduction

Alipur village, like many rural communities in India, faces significant challenges in accessing and utilizing digital technologies. The digital divide, characterized by limited infrastructure, low awareness, and inadequate digital skills, restricts the community's ability to benefit from government schemes, economic opportunities, and information resources. Recognizing the importance of digital empowerment, a targeted Extension and Outreach Programme was initiated to advance digital literacy in Alipur village, aiming to foster economic independence, social inclusion, and self-confidence among its residents.

Demographic and Socioeconomic Context

Alipur is a rural village with a population engaged primarily in agriculture and small-scale enterprises. The literacy rate is below the national rural average, and internet penetration is limited due to infrastructural constraints. Many residents, especially women and marginalized groups, lack access to digital devices and have minimal exposure to digital platforms.

Need of the Study

This case study is needed to highlight how digital literacy can transform the lives of village communities when supported through meaningful outreach and extension activities. In many rural areas, people still struggle to access basic digital tools and services that are essential in today's world-be it for education, banking, healthcare, or communication. By documenting efforts to empower these communities through hands-on digital training, the study captures the real impact of bridging the digital divide. It emphasizes the role of educational institutions and volunteers in reaching out to the underserved, building confidence, and creating opportunities.

This case isn't just about teaching technology-it's about helping people connect, grow, and participate more fully in a digital society.

Objectives of the Case Study

- To assess the baseline digital literacy levels in Alipur village.
- To enhance the digital skills of villagers, focusing on practical applications such as accessing government services, digital payments, and online business promotion.
- To empower local entrepreneurs, especially women and youth, to leverage digital tools for economic development.
- To establish a sustainable digital ecosystem through community engagement and local partnerships.

Methodology

1. Needs Assessment and Baseline Survey

- Conducted field surveys and interviews with villagers.
- Mapped participants based on criteria such as interest, current digital usage, and willingness to participate.

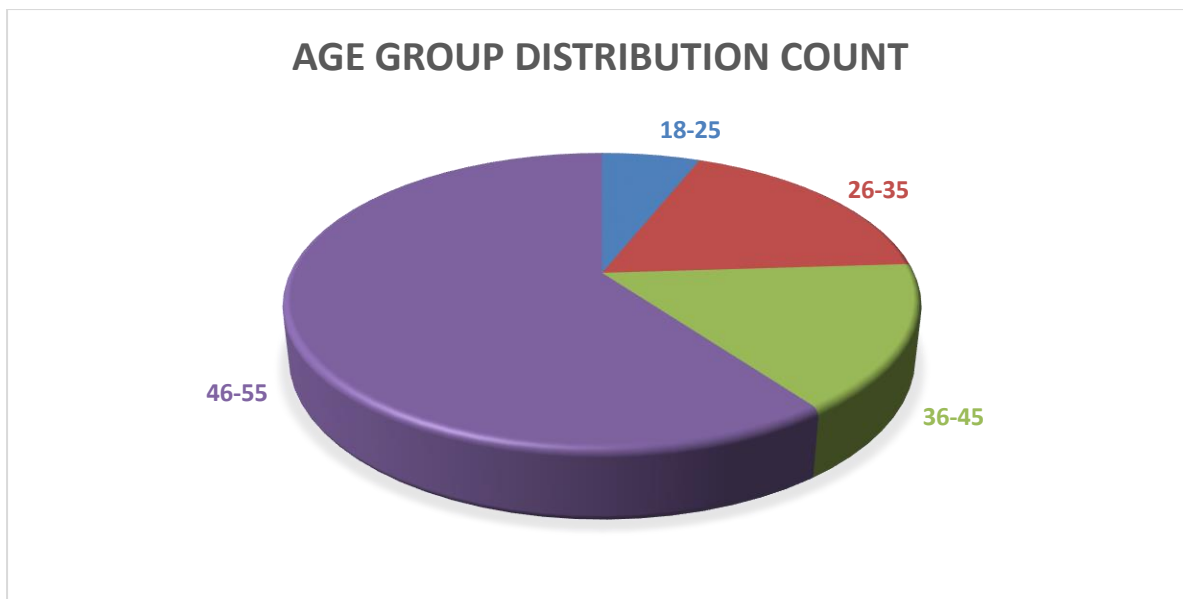
Pre training assessment questionnaire (attached in Annexure)

Analysis of Pre training

1. Demographic Profile

Table 1: Age Group Distribution

Age Group	Count	Percentage
18-25	3	6%
26-35	9	18%
36-45	8	16%
46-55	30	60%

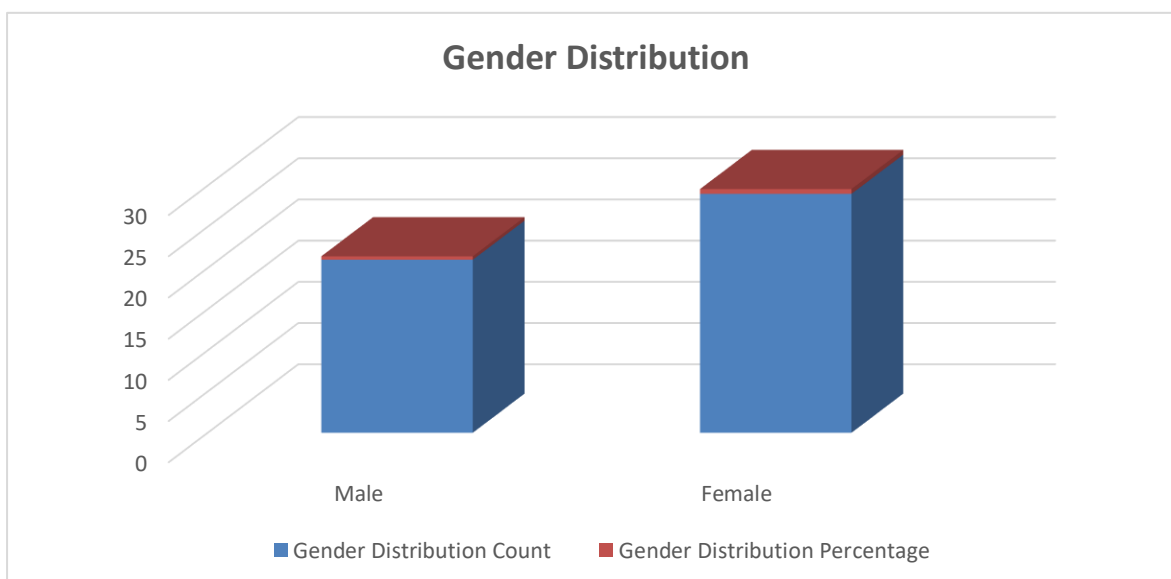


Interpretation:

Most of the participants (60%) are in the 46–55 age group, indicating the program’s strong reach among older adults. This is significant because older adults in rural communities are often less digitally literate and may face more barriers to technology adoption. Their high participation shows both a need and a willingness to learn but also suggests that training should be tailored to accommodate slower learning paces and possible apprehension toward technology.

Table 2: Gender Distribution

Gender	Count	Percentage
Male	21	42%
Female	29	58%



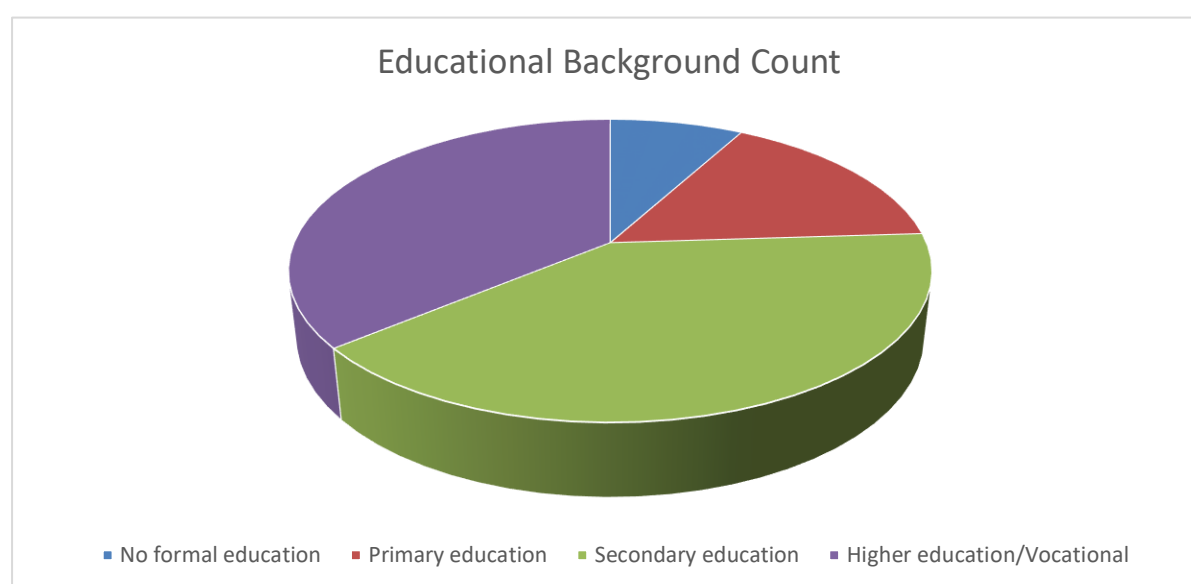
Interpretation:

Female participation is higher than male, which is a positive sign for gender inclusion. This

suggests that women in the community are eager to gain digital skills, possibly to support their families, children’s education, or small businesses. It also means that training sessions should be sensitive to the needs and schedules of women, who may have household responsibilities.

Table 3: Educational Background

Education Level	Count	Percentage
No formal education	4	8%
Primary education	8	16%
Secondary education	20	40%
Higher education/Vocational	18	36%



Interpretation:

A significant portion of the group has at least secondary or vocational education, but there is a notable minority with little or no formal education. This diversity in educational background means training materials must be accessible, using simple language and visuals, and trainers should be prepared to support low-literacy learners.

Table 4: Occupation

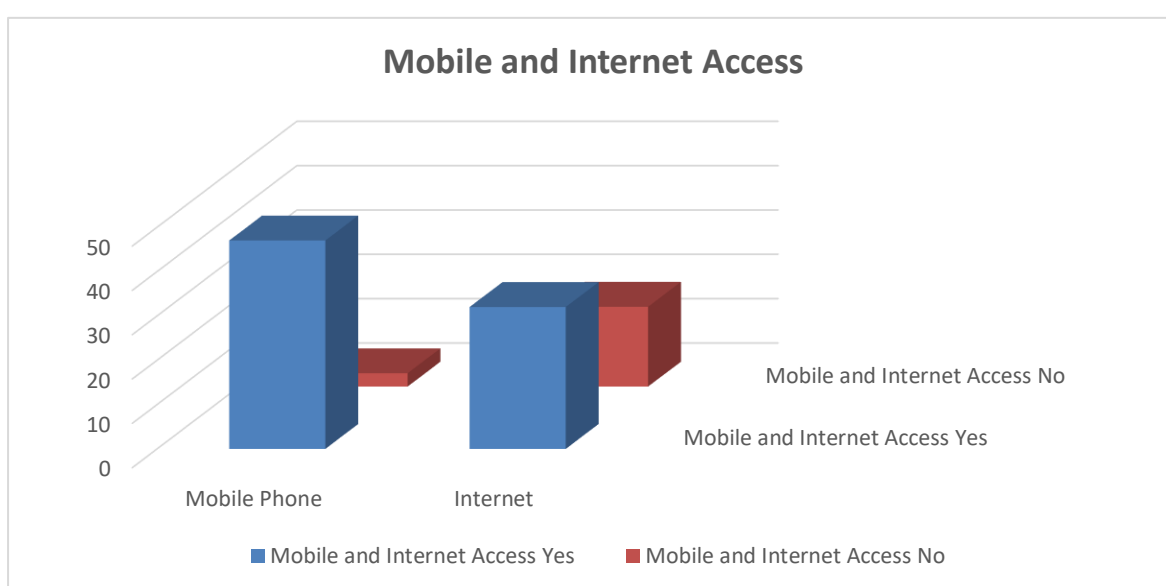
Occupation	Count	Percentage
Farming	7	14%
Small Business	18	36%
Skilled Labor	8	16%
Homemaker/Other	17	34%

Interpretation:

Most participants are from small business or homemaker backgrounds. This indicates the program is reaching those who are likely to benefit most from digital skills for business, market access, and family management. Training can be made more relevant by including modules on digital payments, online marketing, and government services.

2. Digital Access and Usage**Table 5: Mobile and Internet Access**

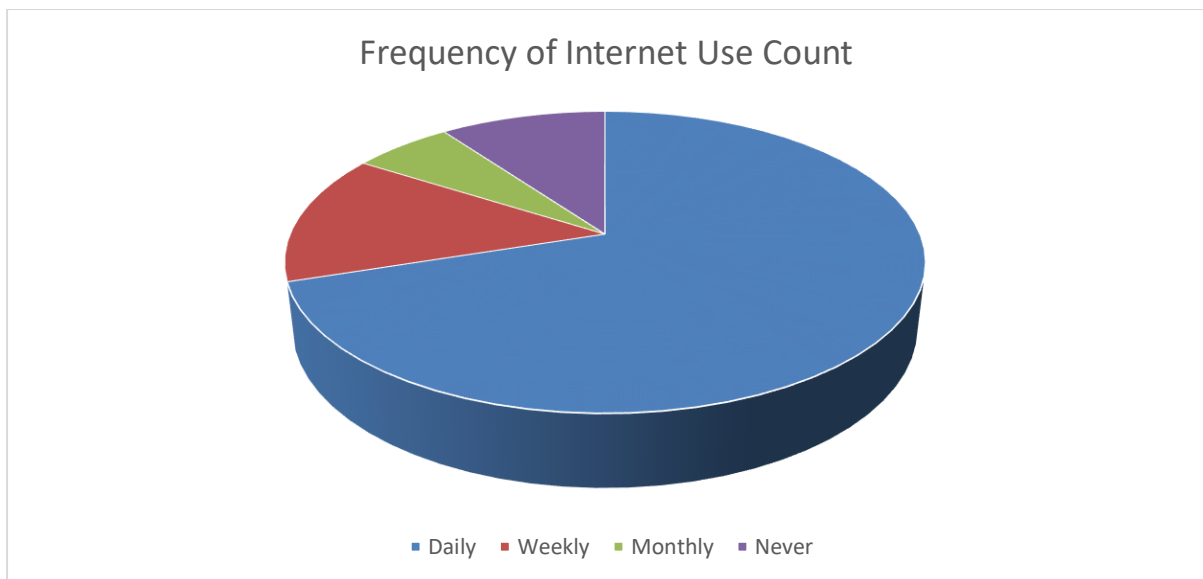
Access Type	Yes	No
Mobile Phone	47	3
Internet	32	18

**Interpretation:**

Mobile phone access is nearly universal, reflecting the deep penetration of mobile technology in rural India. However, internet access is lower, with only about two-thirds of participants having it. This digital divide may be due to affordability, lack of digital literacy, or poor network infrastructure.

Table 6: Frequency of Internet Use

Frequency	Count	Percentage
Daily	35	70%
Weekly	7	14%
Monthly	3	6%
Never	5	10%

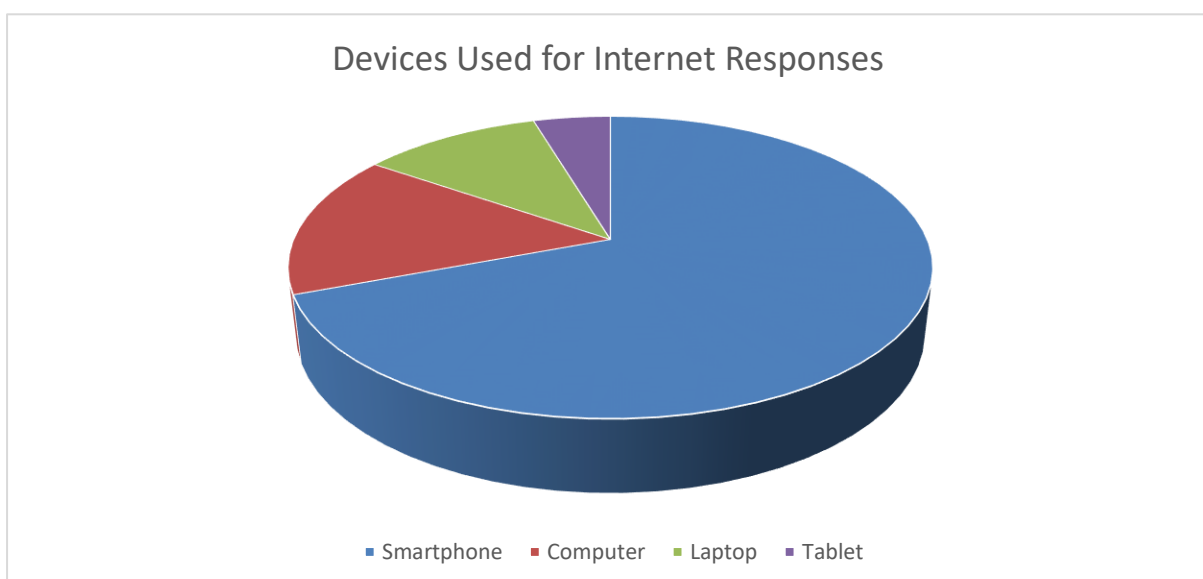


Interpretation:

A majority use the internet daily, but a notable minority are rare or non-users. This split shows that while some are already integrating digital tools into daily life, others are just starting their digital journey. Training should be tailored to both beginners and more advanced users.

Table 7: Devices Used for Internet

Device	Responses
Smartphone	45
Computer	10
Laptop	7
Tablet	3

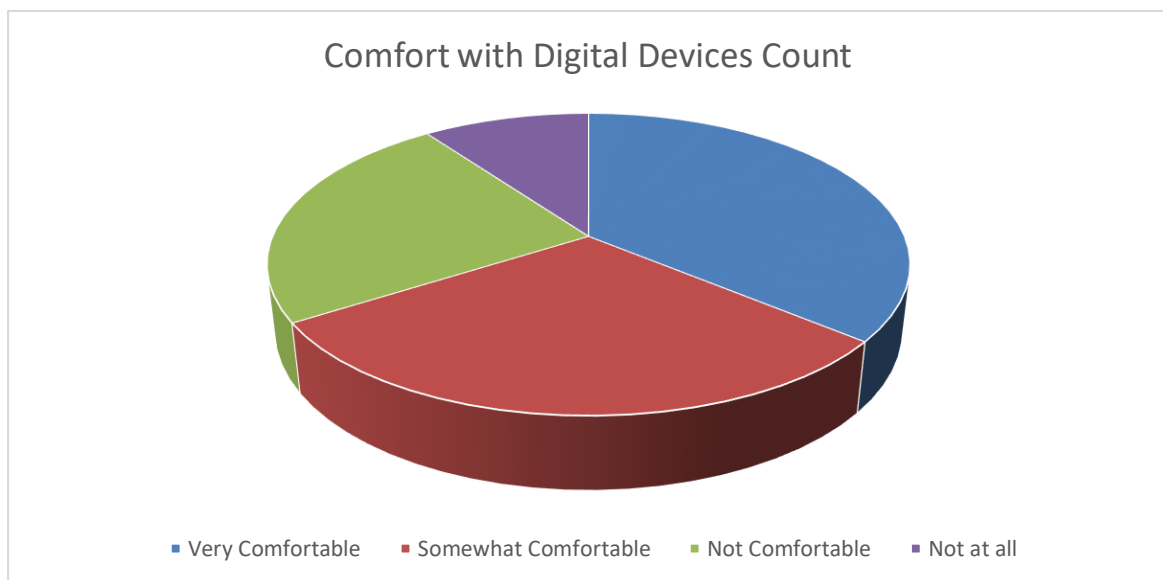


Interpretation:

Smartphones are the primary device for digital access. Training should focus on mobile-first skills, such as using apps, digital payments, and social media, as these are most relevant and accessible.

3. Digital Skills and Comfort**Table 8: Comfort with Digital Devices**

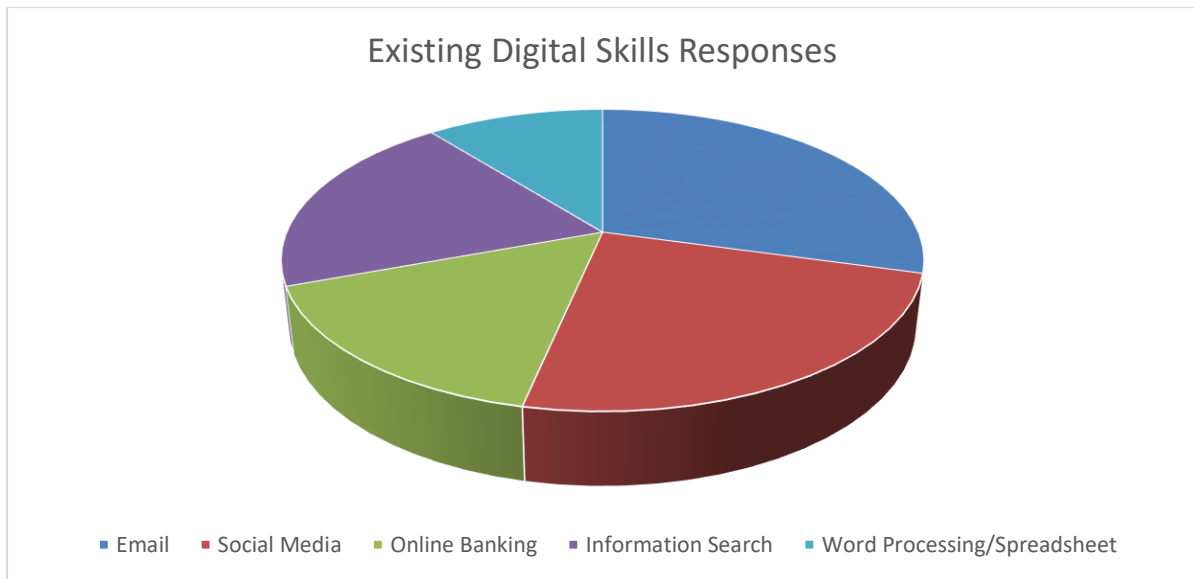
Comfort Level	Count	Percentage
Very Comfortable	18	36%
Somewhat Comfortable	15	30%
Not Comfortable	12	24%
Not at all	5	10%

**Interpretation:**

There is a wide range of comfort with digital devices. Many are still hesitant or lack confidence, especially those with less education or older age. This signals the need for a supportive, non-judgmental learning environment and peer mentoring.

Table 9: Existing Digital Skills

Skill	Count (multiple responses possible)
Email	22
Social Media	18
Online Banking	12
Information Search	15
Word Processing/Spreadsheet	8



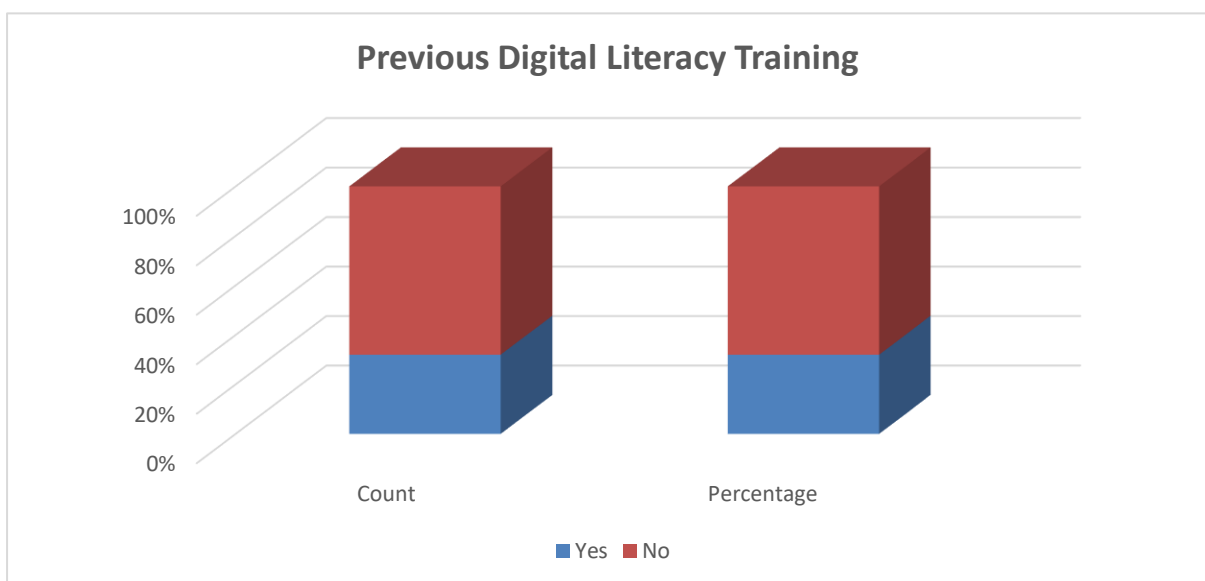
Interpretation:

Email and social media are the most common skills, but fewer can do online banking, information search, or office work. This suggests that while basic communication skills are spreading, more advanced or transactional digital skills are still rare-possibly due to fear of fraud, lack of trust, or simply not knowing how.

4. Previous Training and Community Involvement

Table 10: Previous Digital Literacy Training

Previous Training	Count	Percentage
Yes	16	32%
No	34	68%

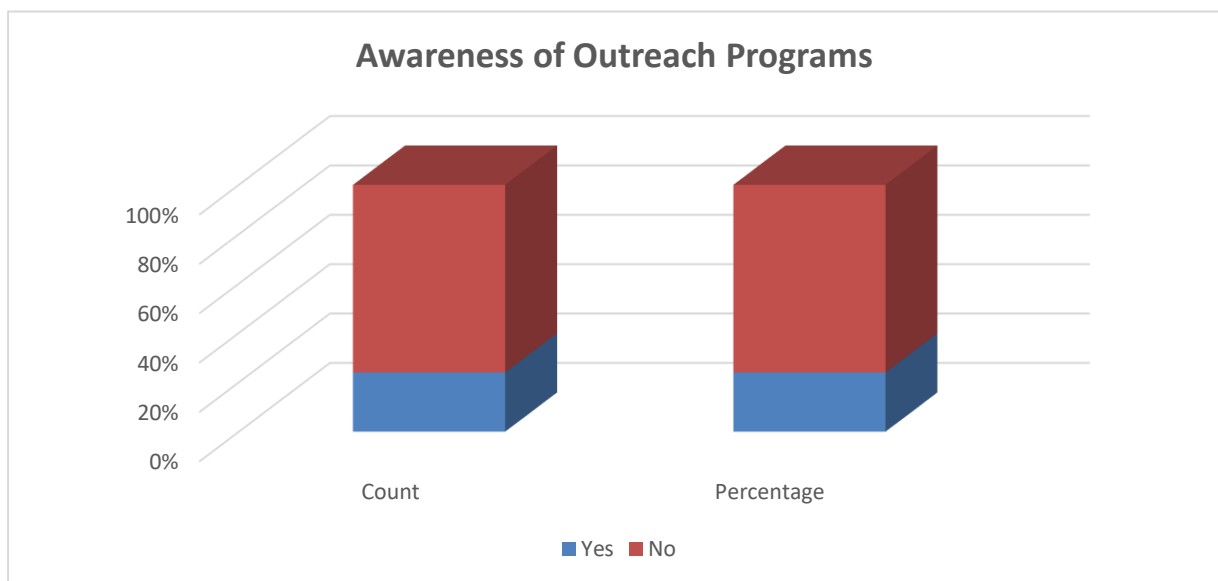


Interpretation:

Most have not had prior formal digital training. This means your program is likely their first structured exposure to digital literacy, making it both an opportunity and a responsibility to set a strong foundation.

Table 11: Awareness of Outreach Programs

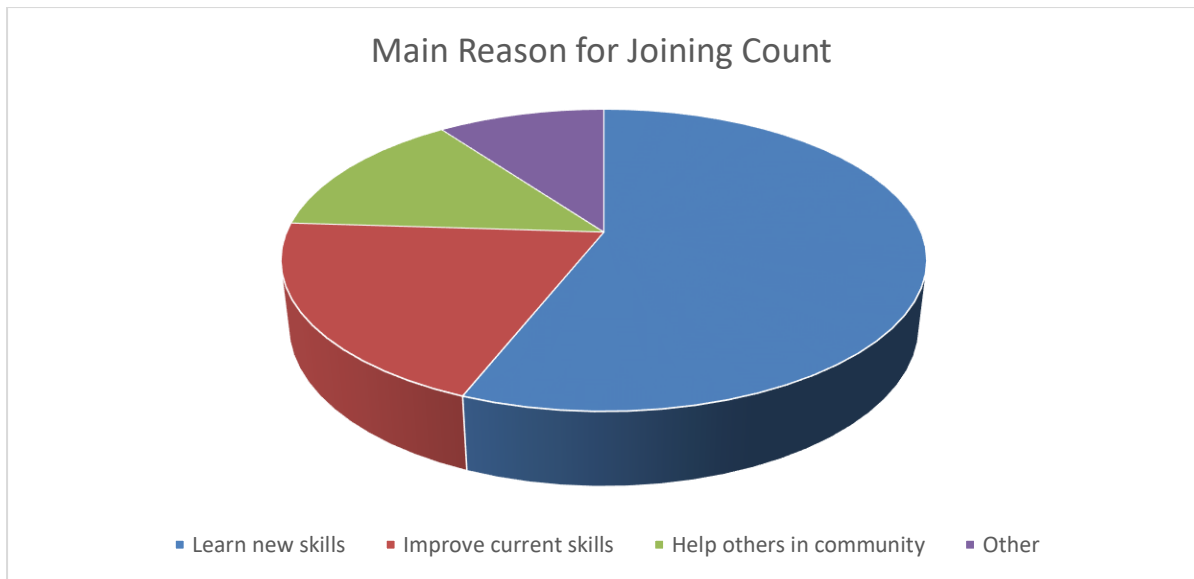
Aware of Program	Count	Percentage
Yes	12	24%
No	38	76%

**Interpretation:**

Awareness of digital literacy outreach is low. This may be due to limited marketing, lack of visible role models in the community, or skepticism about the value of such programs. It highlights the importance of community champions and word-of-mouth.

5. Expectations and Motivation**Table 12: Main Reason for Joining**

Reason	Count	Percentage
Learn new skills	28	56%
Improve current skills	10	20%
Help others in community	7	14%
Other	5	10%

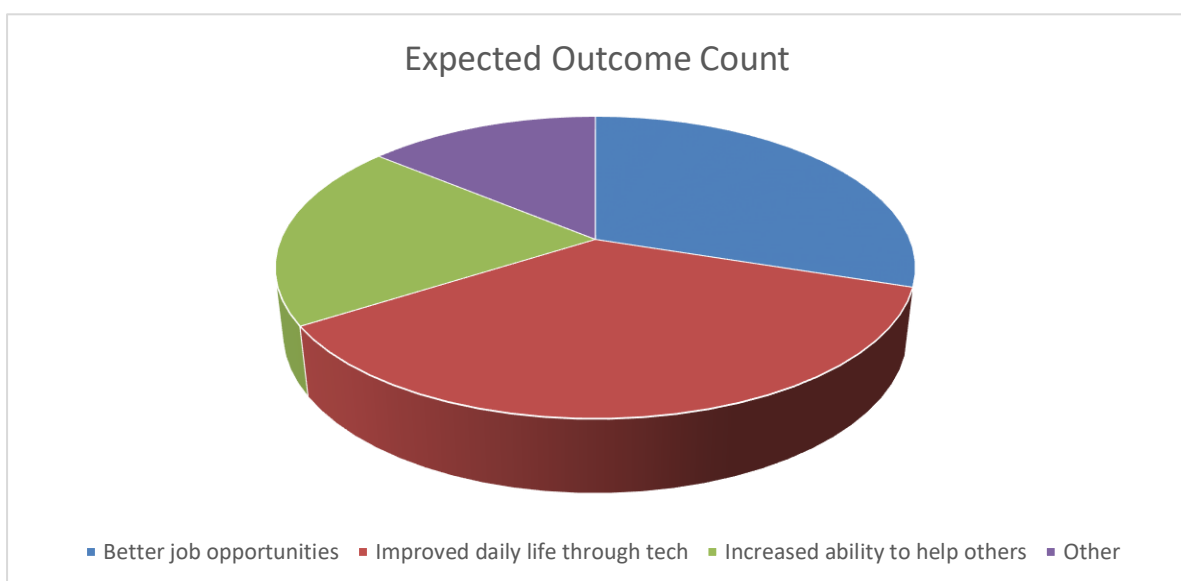


Interpretation:

Most participants want to learn new skills, with others aiming to improve existing skills or help others. This shows a healthy mix of personal ambition and community spirit. Programs that offer both individual and collective benefits will be especially attractive.

Table 13: Expected Outcome

Outcome	Count	Percentage
Better job opportunities	15	30%
Improved daily life through tech	18	36%
Increased ability to help others	10	20%
Other	7	14%



Interpretation:

Participants hope for better job opportunities, improved daily life, and the ability to help others. This reflects both economic and social motivations. If the program can demonstrate real-life success stories, it will boost future participation and impact.

6. Barriers and Opportunities

Barriers:

- Limited internet access, especially for women and older adults.
- Low comfort and confidence with digital devices.
- Lack of awareness about available training and outreach.
- Some participants have very low education, requiring extra support.

Opportunities:

- High mobile phone penetration provides a strong foundation.
- Strong motivation to learn and improve life circumstances.
- High female participation can lead to greater community transformation.
- Many want to help others, suggesting potential for peer-led learning and sustainability.

7. Strategic Recommendations

- **Design training for absolute beginners:** Use simple, visual materials and lots of hands-on practice.
- **Focus on mobile skills:** Since smartphones are universal, prioritize skills like WhatsApp, UPI payments, and safety.
- **Build confidence:** Celebrate small wins, use peer mentors, and create a non-judgmental environment.
- **Highlight success stories:** Share examples of participants who have improved their lives through digital skills.
- **Encourage community sharing:** Motivate participants to teach family and neighbors, multiplying the impact.

Conclusion

Data revealed facing real barriers of access, confidence, and awareness. With targeted, inclusive, and supportive training, your program is well-positioned to make a significant impact on both individual lives and the broader community.

2. Training Module Development

Developed context-specific training materials covering:

- Basic digital literacy (using smartphones, internet navigation)
- Accessing government e-services (health, welfare, agriculture)
- Social media for business (creating and managing accounts, digital branding)
- Digital financial literacy (UPI, online banking, digital payments)

3. Execution of Training

- Organized in-person training sessions at centrally located community centres to ensure maximum accessibility.
- Adopted a "learning by doing" approach with hands-on activities and real-time problem-solving.
- Provided direct mentoring and follow-up support post-training.

4. Community Engagement and Partnerships

- Collaborated with school teachers, and student teachers of KRMU to facilitate training and ensure cultural relevance.
- Held awareness meetings to inform villagers about the benefits and risks of digital technology.

5. Monitoring and Evaluation

- Used pre- and post-training assessments to measure improvements in digital skills.
- Collected feedback from participants and trainers for continuous improvement.

Key Activities and Interventions

- **Digital Literacy Camps:** Conducted regular sessions focusing on basic computer and smartphone usage, internet safety, and accessing digital government services.
- **Women's Digital Empowerment Groups:** Special sessions for women to build confidence in using digital tools for household management and small business promotion.
- **Digital Help Desk:** Established a local help desk for ongoing support, troubleshooting, and guidance.

Digital Literacy content

Digital Literacy for Everyday Life

Subtitle: Computers, Smartphones, Internet Safety & E-Governance

Section 1: Basic Computer & Smartphone Usage

Importance of Digital Literacy

Content Points:

- Makes daily tasks easier
- Required in jobs and education
- Helps access services and information

“Digital literacy means knowing how to use digital tools like computers and smartphones. It is important because it makes life easier—you can send emails, attend classes, pay bills, or apply for services without standing in queues. Whether you're a student, worker, or homemaker, basic digital skills are essential today.”

Content 3: Basic Computer Components

- Keyboard, Mouse – Input
- Monitor, Printer – Output
- CPU – The brain
- Storage – Hard Drive, Pen Drive

“A computer has four main parts. The keyboard and mouse help us give input. The monitor and printer show output. The CPU is the brain that processes data. We use hard drives and pen drives to store data. Even basic knowledge of these parts helps in operating a computer efficiently.”

Content 4: Basic Smartphone Features

- Touchscreen, Apps
- Calling, SMS, Camera
- Internet, GPS
- Android vs iOS

Explanation:

“Smartphones are like mini-computers. They allow us to call, send messages, use social media, take pictures, and browse the internet. They also use GPS to give directions. The two main types of smartphones are Android (like Samsung, Xiaomi) and iOS (iPhones). Learning how to use them well can save time and effort.”

Content 5: Common Applications

- Word Processors (MS Word)

- Internet Browsers (Chrome)
- Communication Tools (WhatsApp, Email)
- Utility Apps (Calendar, Calculator)

“We use different apps for different tasks. For typing documents, we use MS Word or Google Docs. To search the internet, we use browsers like Chrome. Apps like WhatsApp and Email help in communication. Tools like calculator and calendar are basic but very useful.”

Section 2: Internet Safety & Cyber Hygiene

Content 6: What is Internet Safety?

- Protecting yourself online
- Avoiding fraud and theft
- Explanation:
“Internet safety means staying secure when using the internet. Many people get tricked by fake messages or lose money online. That’s why it’s important to follow safety practices to protect our identity, money, and devices.”

Content 7: Common Online Threats

- Phishing emails
- Fake websites and apps
- Viruses and malware
- Cyberbullying

“There are many threats online. Phishing is when someone sends fake emails to steal your information. Some websites and apps may look real but are fake. Viruses can harm your device. And some people may try to bully or cheat you online. We should be alert always.”

Content 8: Safe Internet Practices

- Use strong passwords
- Enable two-factor authentication
- Don’t share OTPs or personal data
- Install antivirus software

“Use passwords that are hard to guess. Add two-factor authentication for more safety. Never share your OTP or PIN with anyone—not even bank staff. Install antivirus software to protect your computer or phone from threats.”

Content 9: Responsible Smartphone Use

- Update apps
- Check permissions

- Don't click unknown links
- Backup data

“Keep your apps updated to fix security issues. Always check what permissions apps ask for—like access to your camera or location. Avoid clicking on unknown links in messages. And regularly back up your photos and contacts in case the phone is lost or damaged.”

Section 3: Accessing Digital Government Services

Content 10: What are E-Government Services?

- Services provided by government online
- Available 24/7, fast and paperless
- Explanation:
“The government offers many services online now, such as applying for a PAN card, checking pension details, or paying electricity bills. These services save time and reduce corruption. Most of them are available 24/7 through apps or websites.”

Content 11: Key Government Portals & Apps

- DigiLocker
- UMANG App
- Aarogya Setu
- Bharat BillPay
- MyGov

“DigiLocker lets you store your Aadhaar card, driving license, and marksheets securely online. The UMANG app provides access to over 1000 services, like EPFO and passport. Bharat BillPay helps you pay bills. MyGov allows you to give suggestions and participate in surveys.”

Content 12: How to Access These Services

- Use smartphone or computer
- Register with mobile or Aadhaar
- Follow instructions
- Use Common Service Centres (CSCs) if needed
“To use these apps, just download them on your phone and register using your mobile number or Aadhaar. The instructions are easy to follow. You can visit a nearby CSC where trained people will help you.”

Content 13: Tips for First-Time Users

- Take help from trusted people
- Watch tutorials or attend training
- Practice regularly

Content 14: Summary

- Digital skills are important today
- Stay safe while using the internet
- Use e-government services confidently

digital skills are essential in our daily lives. Whether it's using a smartphone, browsing safely, or using government apps, you can do all this confidently with the right knowledge and care."

Doubt Session: Q&A / Discussion

Section 4

Title: Empowering Women Through Digital Tools
Subtitle: For Household Management & Small Business Promotion

Content 2: Using Digital Tools for Household Management

- Budgeting apps (e.g., Google Sheets, Walnut)
- Grocery list apps (e.g., zepto, Blinkit, BigBasket)
- Digital payments (e.g., UPI, Paytm, PhonePe, google pay)

YouTube for home tutorials (cooking, cleaning, repairs)

"Simple apps can make household work easier. You can track expenses using budgeting tools. Make and share grocery lists with family. Pay electricity and water bills online using UPI. And if you want to learn something new-like a new recipe or how to fix a tap-just search on YouTube!"

- Digital Tools for Small Business Promotion
- WhatsApp Business for customer interaction
- Instagram & Facebook for product marketing
- Google Pay for business payments
- Canva for making flyers/posters
"If you run a small business—like tailoring, cooking, or selling handmade items—digital tools can help you grow. You can use WhatsApp Business to talk to customers, create a Facebook or Instagram page to showcase your products, use Google Pay to receive money, and design attractive posters with Canva—all from your phone!"

Content 4: Building Confidence in Using Digital Tools

- Start with one app at a time
- Practice daily
- Learn from children or community centers

Don't fear making mistakes

“Confidence comes from practice. Don't try to learn everything at once. Start with one app, like WhatsApp, and use it every day. Ask your children or friends for help. Mistakes are part of learning—be patient with yourself.”

Content 5: Support and Resources Available

- Common Service Centres (CSCs)
- Local training workshops
- Free YouTube tutorials in regional languages

Government schemes for women entrepreneurs (e.g., PM Mudra Yojana)

“There are many places where you can learn more. Visit a nearby CSC to get help. Attend free training sessions in your area. Watch YouTube tutorials in Hindi or your regional language. Also, the government provides loans and support for women who want to start or expand a small business.”

Content 6: You Can Do It!

- Start small, dream big
- Use your smartphone to grow
- Inspire other women

Digital Help Desk

A local digital help desk has been established to provide continuous support and guidance to community members. It serves as a one-stop center for troubleshooting digital issues, assisting with smartphone and computer use, helping individuals access government services online, and resolving basic internet safety concerns. Staffed with trained personnel, the help desk ensures that users—especially first-time learners and women—receive hands-on assistance and build confidence in using digital tools effectively for daily needs and small business activities.

Glimpses



Students explaining the questions of pre training questionnaire



Explaining about digital tools importance



Students clearing doubts related to digital tools



Interacting with community members and discussing about usage of digital tools



Hands on experience of using digital tools

Geo tagged Photos



Students explaining about digital tools uses in daily routine.



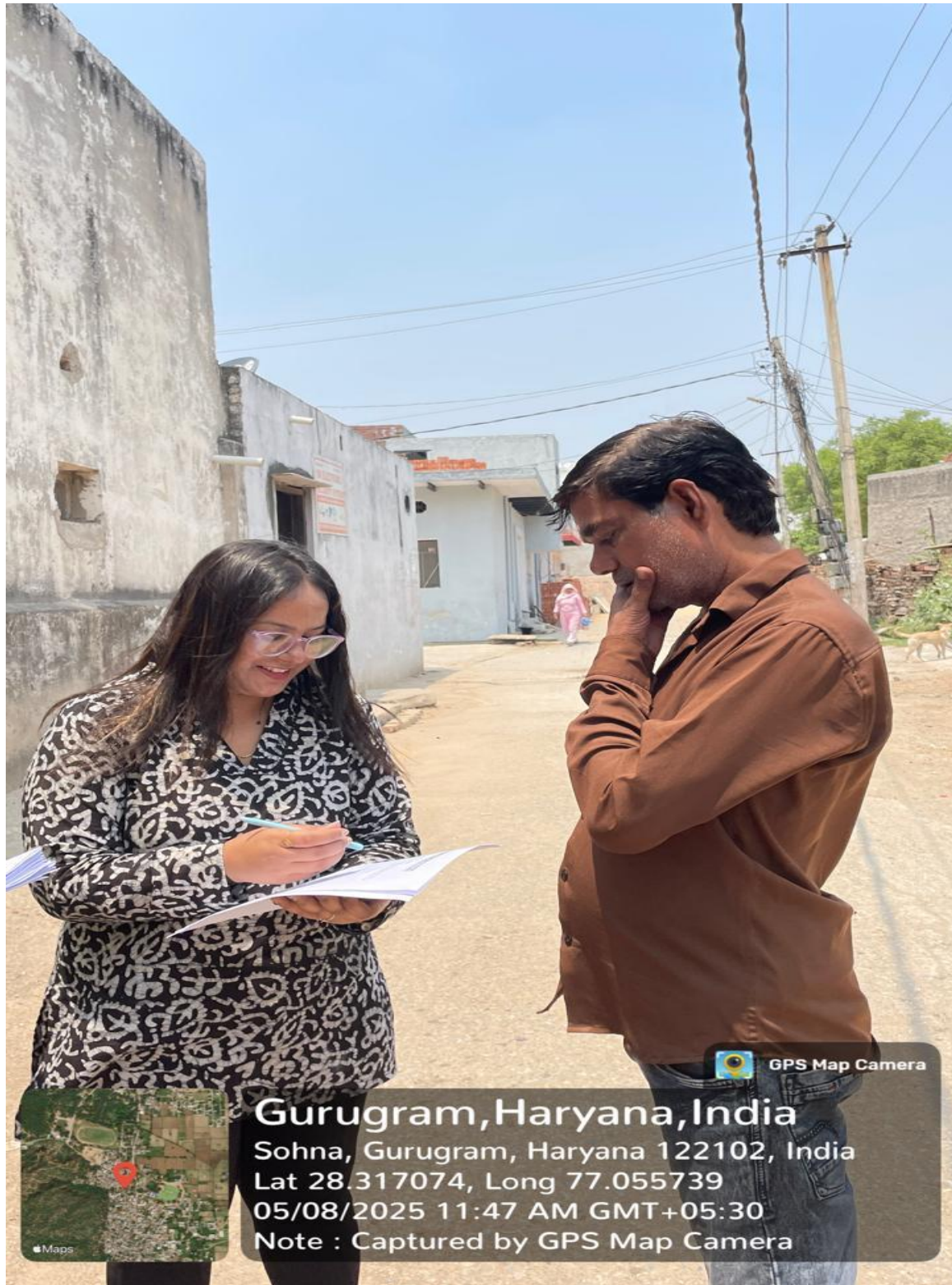
Students taking regular sessions focusing on basic computer and smartphone usage



Students filling the smartphone usage data as per questionnaire



Students discussing about smartphone usage threats and safety measures



Students explaining the use of digital tools in employment



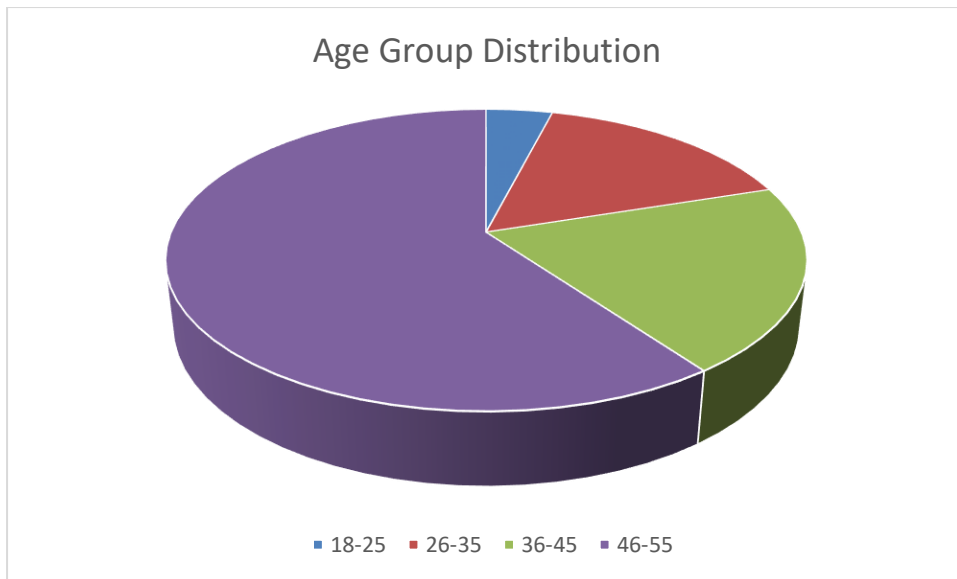
Regular sessions providing support and guidance to participants

Post Test Analysis

1. Demographic Profile (Post-Test)

Table 1: Age Group Distribution

Age Group	Count	Percentage
18-25	2	4%
26-35	8	16%
36-45	10	20%
46-55	30	60%

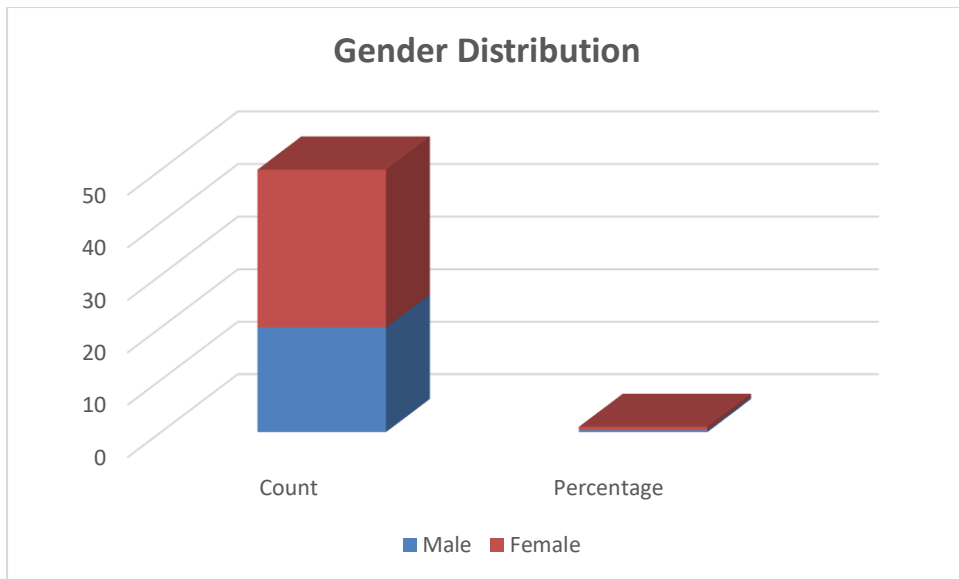


Interpretation:

The majority of post-test respondents are in the 46–55 age group. This confirms that your program’s reach and retention are strongest among older adults, who are often most in need of digital skills.

Table 2: Gender Distribution

Gender	Count	Percentage
Male	20	40%
Female	30	60%



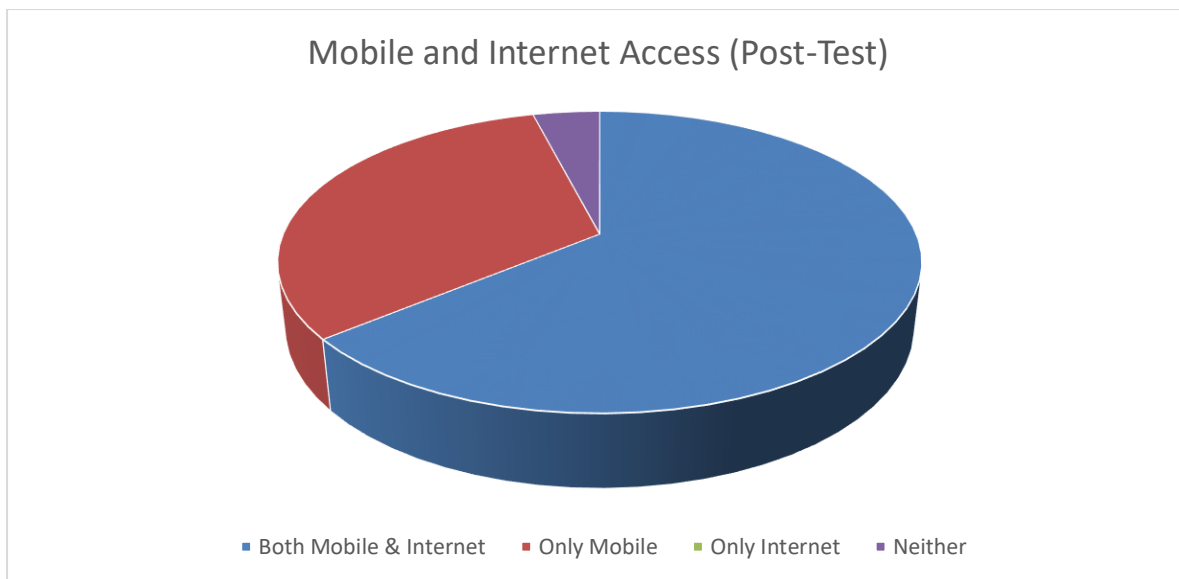
Interpretation:

Female participation remains high, showing sustained engagement and possibly greater perceived benefit among women.

2. Digital Access and Usage

Table 3: Mobile and Internet Access (Post-Test)

Access Type	Count	Percentage
Both Mobile & Internet	32	64%
Only Mobile	16	32%
Only Internet	0	0%
Neither	2	4%

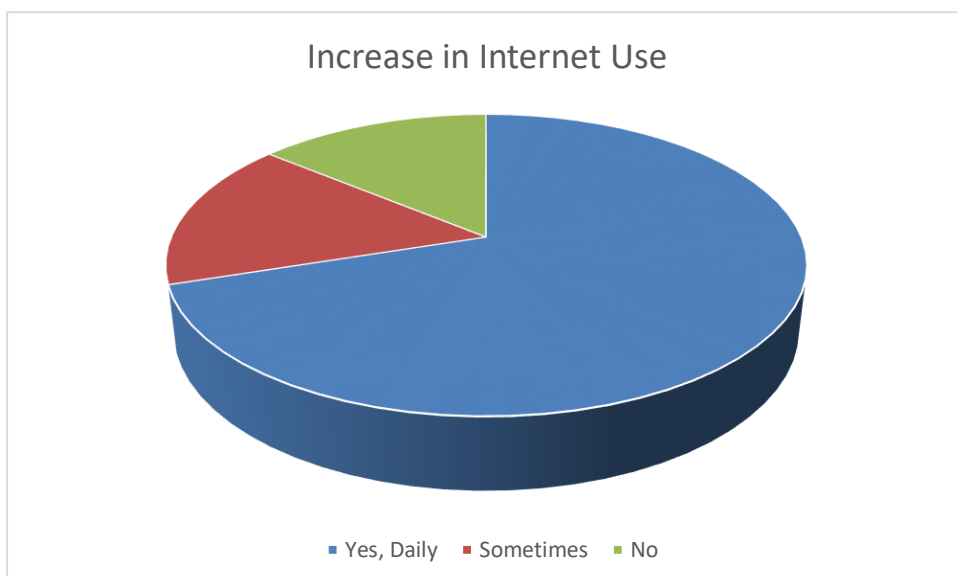


Interpretation:

Access to both mobile and internet has increased compared to pre-test. The percentage of those with only mobile or no access has dropped, indicating improved digital inclusion due to the program.

Table 4: Increase in Internet Use

Response	Count	Percentage
Yes, Daily	35	70%
Sometimes	8	16%
No	7	14%

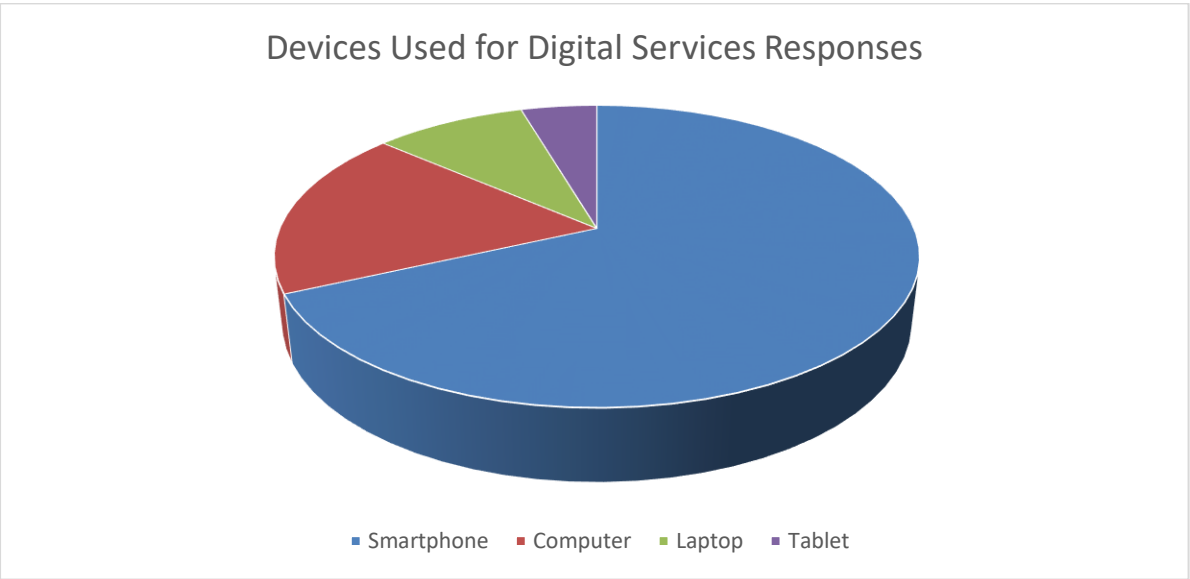


Interpretation:

A significant increase in daily internet use is observed post-training, suggesting that the intervention has successfully encouraged regular digital engagement.

Table 5: Devices Used for Digital Services

Device	Responses
Smartphone	45
Computer	12
Laptop	6
Tablet	3



Interpretation:

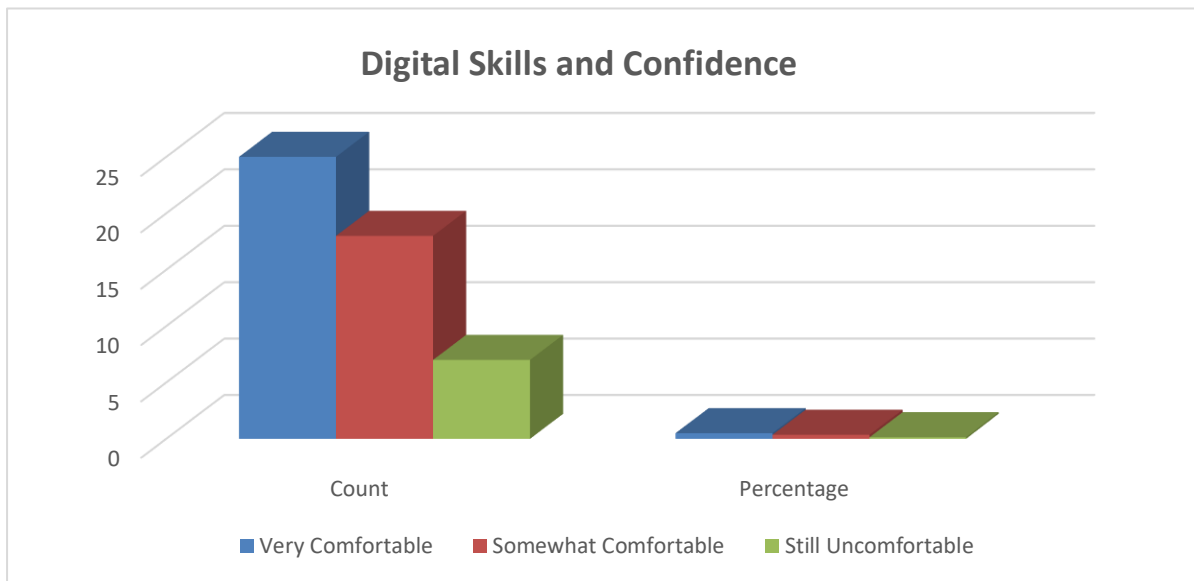
Smartphones remain the primary device, but computer use has increased, indicating broader digital adoption.

3. Digital Skills and Confidence

Table 6: Comfort with Digital Devices

Comfort Level	Count	Percentage
Very Comfortable	25	50%
Somewhat Comfortable	18	36%

Still Uncomfortable	7	14%
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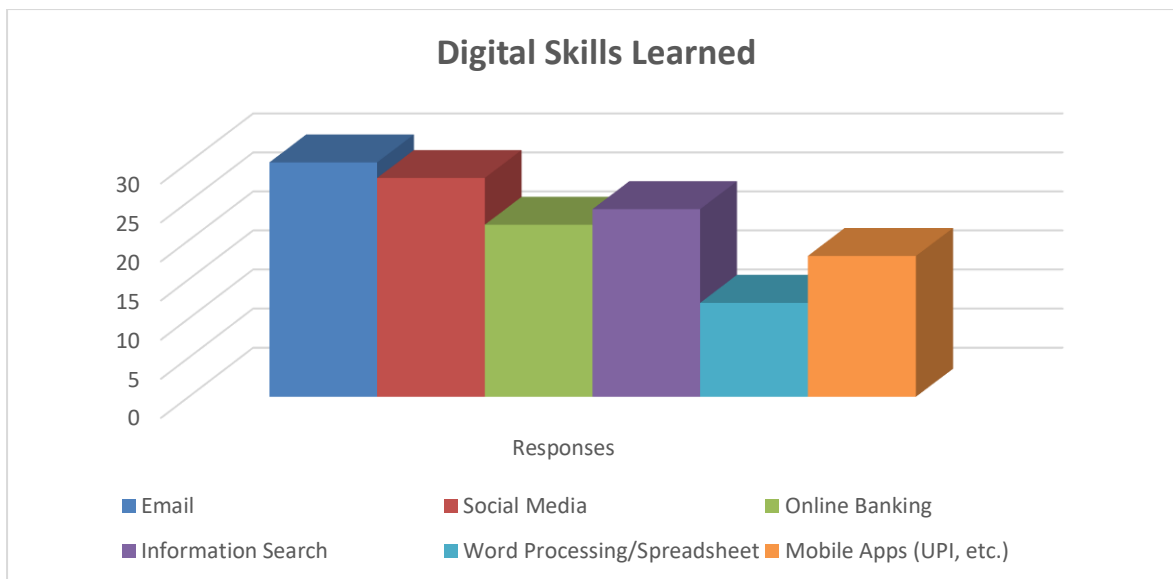


Interpretation:

There is a marked improvement in comfort levels. Half of the participants now feel very comfortable with digital devices, up from 36% in the pre-test.

Table 7: Digital Skills Learned

Skill	Count (multiple responses possible)
Email	30
Social Media	28
Online Banking	22
Information Search	24
Word Processing/Spreadsheet	12
Mobile Apps (UPI, etc.)	18



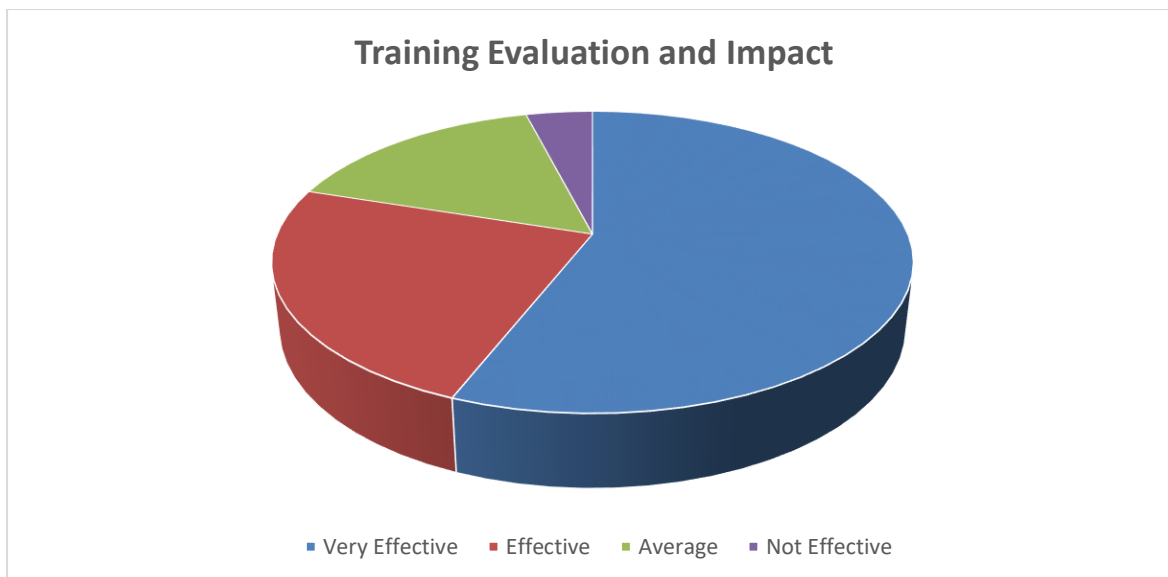
Interpretation:

There is a clear increase in advanced digital skills, especially in online banking and mobile apps, which are crucial for financial inclusion.

4. Training Evaluation and Impact

Table 8: Training Evaluation

Evaluation	Count	Percentage
Very Effective	28	56%
Effective	12	24%
Average	8	16%
Not Effective	2	4%

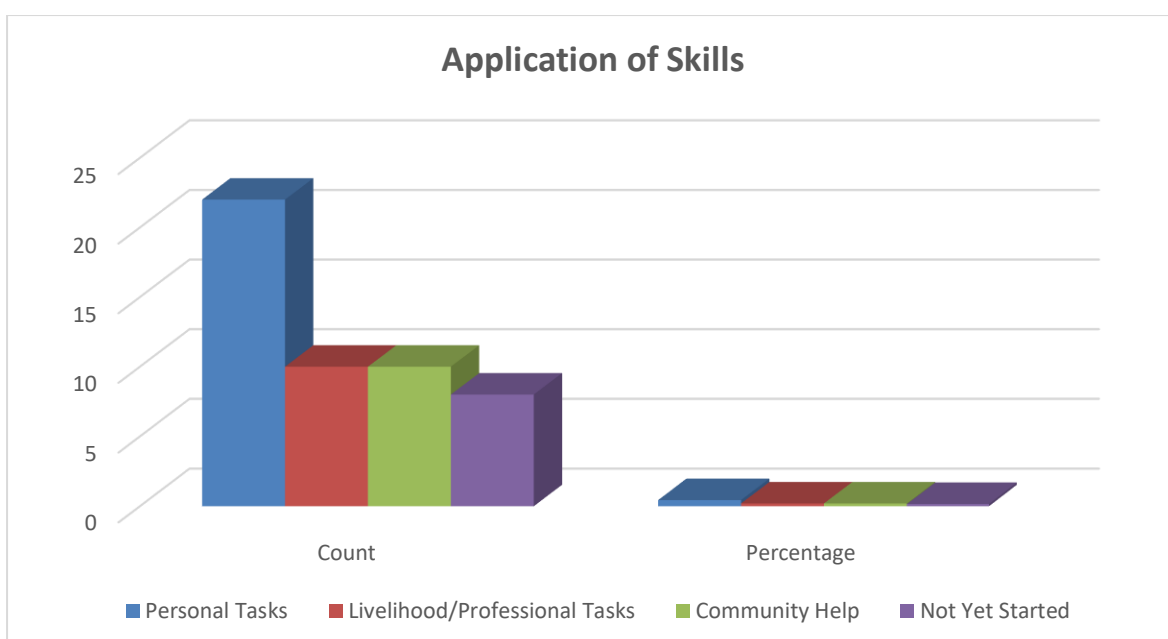


Interpretation:

Most participants rated the training as very effective or effective, indicating high satisfaction and perceived value.

Table 9: Application of Skills

Application Area	Count	Percentage
Personal Tasks	22	44%
Livelihood/Professional Tasks	10	20%
Community Help	10	20%
Not Yet Started	8	16%

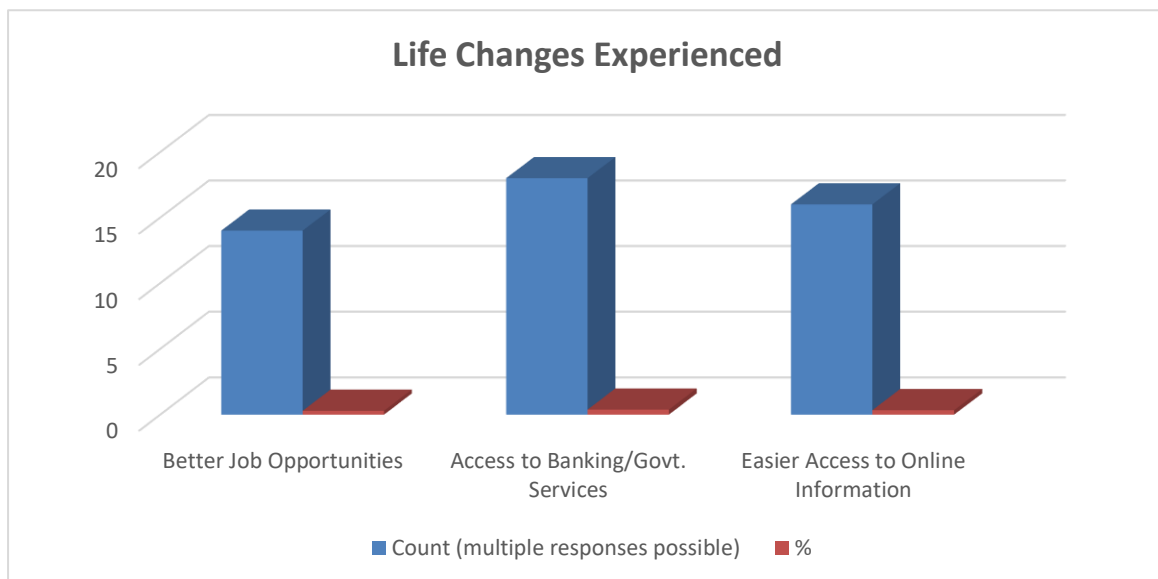


Interpretation:

A large majority have started using their new skills in daily life, work, or to help others, showing real-world impact.

Table 10: Life Changes Experienced

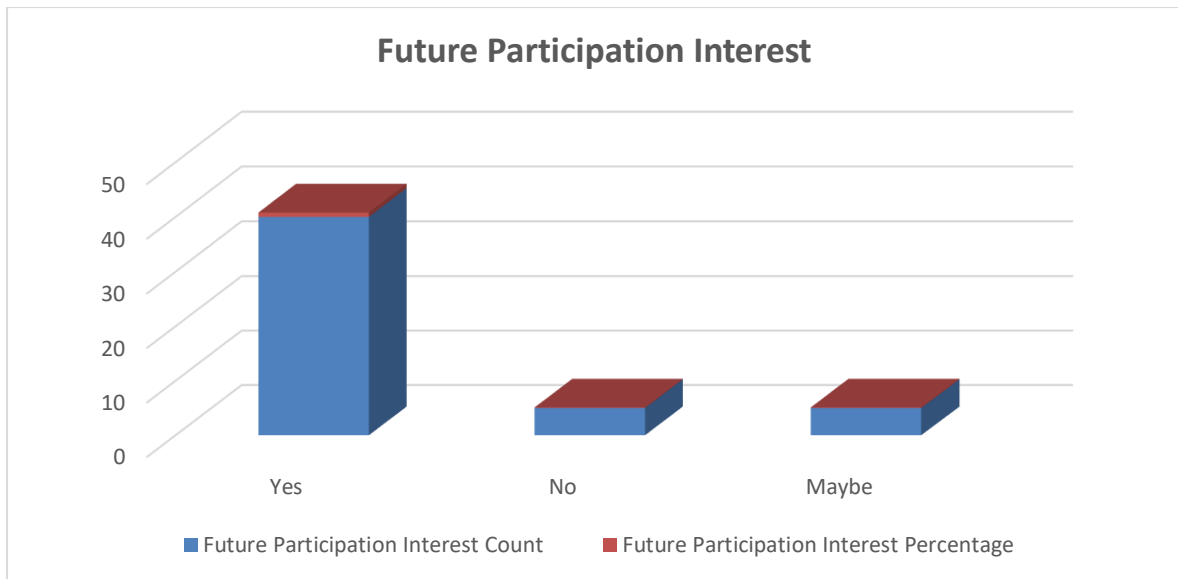
Change Experienced	Count (multiple responses possible)
Better Job Opportunities	14
Access to Banking/Govt. Services	18
Easier Access to Online Information	16

**Interpretation:**

Participants report tangible improvements, especially in access to services and employment opportunities.

5. Community Role and Suggestions**Table 11: Future Participation Interest**

Response	Count	Percentage
Yes	40	80%
No	5	10%
Maybe	5	10%

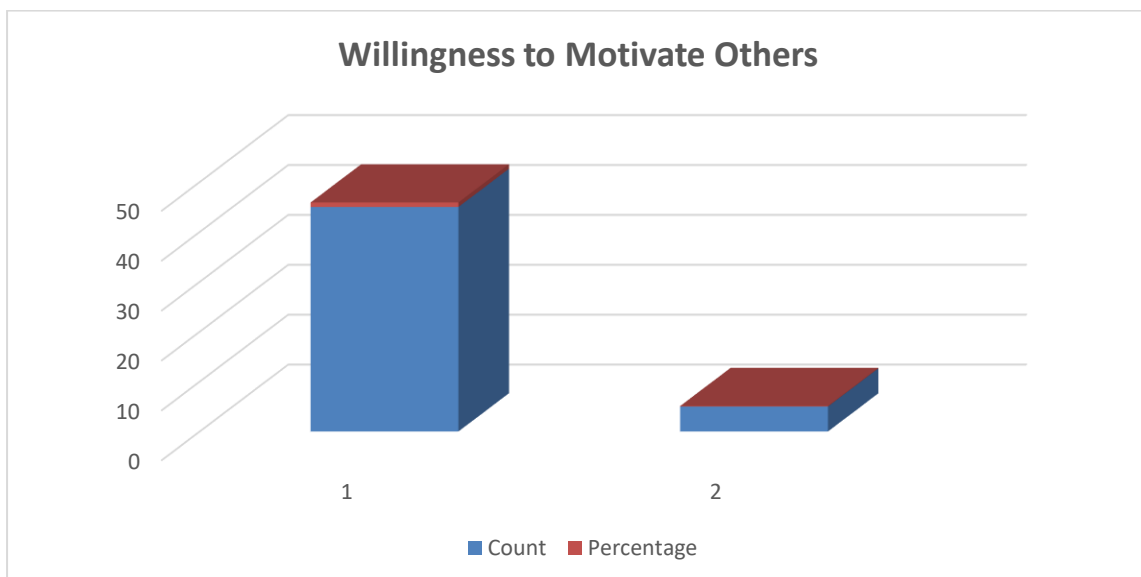


Interpretation:

Most participants are interested in future digital literacy programs, indicating high engagement and program success.

Table 12: Willingness to Motivate Others

Response	Count	Percentage
Yes	45	90%
No	5	10%



Interpretation:

An overwhelming majority are willing to motivate others, suggesting strong potential for peer-led community learning.

Detailed Interpretations

- **Demographics:** The program continues to reach older adults and women, who are often digitally marginalized. Their sustained participation shows the program's relevance and accessibility.
- **Access & Usage:** There is a notable increase in both access and regular use of the internet and devices, indicating that the intervention has helped bridge the digital divide.
- **Skills & Confidence:** Comfort with digital devices and acquisition of advanced skills (like online banking and mobile apps) have improved, empowering participants for personal, professional, and community benefit.
- **Impact & Satisfaction:** High training effectiveness ratings and actual application of skills in daily life, work, and community help demonstrate the program's success.
- **Community Engagement:** Most participants are eager to continue learning and to motivate others, which will help sustain and spread digital literacy in the community.

Outcomes and Impact

- **Increased Digital Adoption:** The 56% found it effective, 80% shown future participation interest. It was found that Digital tool usage for personal tasks is 44%, 20 % agreed for Professional tasks and rest 20 % agreed for community help.
- **Social Inclusion:** Women and marginalized groups reported enhanced self-confidence and greater participation in community decision-making
- **Community Organization:** The programme fostered the formation of digital user groups, enhancing peer learning and support networks
- **Sustainability:** Local youth trained as digital ambassadors continue to provide training and support, ensuring the programme's long-term impact.

Challenges

- **Infrastructure Limitations:** Poor internet connectivity and lack of digital devices remained significant barriers

- **Sustaining Engagement:** Maintaining participant motivation and regular attendance required ongoing community mobilization.
- **Technical Support:** The need for continuous technical assistance highlighted the importance of local capacity building

Recommendations

- **Participatory Approach: Engaging** community members in planning and implementation ensured relevance and ownership.
- **Tailored Content: Customising** training to local needs and contexts improved learning outcomes.
- **Follow-up Support: Post-training** mentoring and help desks were vital for reinforcing skills and addressing challenges.

Conclusion

The Extension and Outreach Programme in Alipur village demonstrates that targeted digital literacy initiatives, rooted in community engagement and practical application, can significantly empower rural communities. The digital literacy extension and outreach program in Alipur, Sohna, Gurugram, demonstrates that with targeted intervention, even communities facing significant barriers can make rapid progress toward digital inclusion. By combining assessment, hands-on training, and post-test evaluation, the program not only improved skills and confidence but also laid the foundation for sustainable, community-led digital empowerment. As India advances toward a digital future, such grassroots initiatives are essential for ensuring that no individual is left behind. By bridging the digital divide, such programmes not only enhance economic opportunities but also foster social inclusion and self-reliance. Continued investment in infrastructure, local capacity building, and sustainable partnerships will be essential to scale and sustain these gains.

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