

Basic Computer

A 90-hour field internship for undergraduate students, delivered in four stages: recorded lectures, an online assessment, geotagged field work, and a marked report. 6 modules, 4 of them in the field.

01	The Digital Citizen: Devices, Operating Systems and Files	CONCEPTUAL
02	Office Tools for Real Work	FIELD
03	Internet, Information and the Digital Divide	FIELD
04	E-Governance and Digital Payments: Enabling Others	FIELD
05	Safety, Privacy, Fraud and Troubleshooting	CONCEPTUAL
06	Teaching Digital Literacy: The Student as Trainer	FIELD





Digital literacy for the student, and digital literacy through the student, for the community.

BASIC COMPUTER

Part I: Programme document

1. Why this subject, why now

Almost every public service a family in rural Bihar depends on now has a digital front door. A caste or income certificate is applied for on the Bihar RTPS portal. A farmer's PM-KISAN instalment stops if e-KYC is not done. A girl's Mukhyamantri Kanya Utthan Yojana incentive is claimed on Medhasoft. A college scholarship needs a One Time Registration on the National Scholarship Portal. Marksheets and driving licences sit in DigiLocker. Money moves by UPI. The door is open, but many households cannot walk through it, so they pay an intermediary, wait, or give up.

The gap is measurable. NFHS-5 (2019-21) found that only 20.6 per cent of women in Bihar had ever used the internet, the lowest of any state in the survey's first phase. The Government of India has run three successive digital literacy programmes: the National Digital Literacy Mission (2014), Digital Saksharta Abhiyan (2014) and Pradhan Mantri Gramin Digital Saksharta Abhiyan (2017), the last aiming to make one adult in six crore rural households digitally literate through a 20-hour course. These programmes showed that short, practical, local training works, and that the limiting factor is people: trainers who live near the learners, speak their language, and can sit with an elder until the fear of the screen passes.

Ethno Medico Agro Botanical Research Society runs computer education and e-learning access programmes in villages around Bakhtiyarpur and in its partner districts. This internship puts undergraduate students into that work. It has two halves. The first builds the student's own competence: operating a computer and a smartphone, files, office tools, email, the internet, e-governance services, online forms, digital payments, safety and basic troubleshooting. The second turns the student into a teacher and enabler, taking that competence to elders, women, school children and self-help group members.

Both halves serve the student's future. A History or Hindi graduate who can set up a spreadsheet for a school, walk a farmer through PM-KISAN status on a phone, and teach an SHG to use UPI safely has a skill every employer, panchayat, NGO and Common Service Centre in the state needs.



2. Who it is for, and outcomes

Eligible streams. All undergraduate streams. No prior computer course is required; Module 1 starts from the power button.

Prerequisites. A smartphone with a camera, or reliable access to one, for geotagged evidence. Access to any computer for about twenty hours across the internship: a college lab, cyber café, CSC, school or borrowed laptop all qualify, as do the NGO's village e-learning centres by arrangement.

Learning outcomes. On completing the 90 hours the student will be able to:

1. Operate a Windows PC and an Android phone: start, navigate, adjust settings, connect to a network, manage files, and type in English and Hindi. (Bloom: Apply)
2. Produce a formatted letter, a spreadsheet with formulas and a chart, and a short presentation, using free or common software. (Bloom: Create)
3. Search the internet, judge whether a page or a forwarded message is trustworthy, and use email and cloud storage for real correspondence. (Bloom: Evaluate)
4. Access at least five real e-governance services (Aadhaar services, DigiLocker, UMANG, Bihar RTPS, PM-KISAN, National Scholarship Portal, Medhasoft) and explain what each needs and where it goes wrong. (Bloom: Apply, Analyse)
5. Make and receive a UPI payment safely, recognise the common frauds, and know where to report them. (Bloom: Understand, Apply)
6. Diagnose and fix the ten most common small faults on a phone or PC, and know when to stop. (Bloom: Analyse)
7. Design and deliver a one-hour digital literacy session for adults with no prior exposure, and assess whether they learnt. (Bloom: Create, Evaluate)
8. Conduct a small household survey of device access and digital skills and present the results in charts. (Bloom: Analyse)



3. At a glance

MODULE	TITLE	TYPE	HOURS	FIELD TASK IN ONE LINE
1	The Digital Citizen: Devices, Operating Systems and Files	Conceptual	15	None (written reflection)
2	Office Tools for Real Work	Field	15	Set up a record-keeping spreadsheet for a school, Anganwadi or SHG and hand it over
3	Internet, Information and the Digital Divide	Field	15	Survey device access and digital skills in 20 households of one hamlet
4	E-Governance and Digital Payments: Enabling Others	Field	15	Document a CSC visit and help one villager reach a real service
5	Safety, Privacy, Fraud and Troubleshooting	Conceptual	15	None (written reflection)
6	Teaching Digital Literacy: The Student as Trainer	Field	15	Run a one-hour session for elders, women or children at an Anganwadi, SHG meeting or school

Total 90 hours: three conceptual modules (45 hours), three field modules (45 hours).



4. How the four stages apply to this subject

Stage 01 Learn. Five to seven recorded lectures per module plus a written reader. Lectures for this subject are mostly screen recordings: the faculty member performs the task on screen, in Hindi and English, so the student can pause and copy. Watch time is tracked and a lecture completes at 80 per cent. Readers carry step-by-step screenshots where an interface matters, with a note that interfaces change and the student must report what they actually saw.

Stage 02 Test. One MCQ test per module, single attempt, unlocked after all lectures. Questions test recognition of screens, correct sequences, and judgement (which of these four messages is a fraud), not memorised definitions.

Stage 03 Do. Modules 2, 3, 4 and 6 carry a task at a real place: a school, Anganwadi, SHG meeting, hamlet or CSC. The student uploads geotagged photographs of themselves doing it; coordinates are checked against the assigned location. Because this subject touches personal data at every turn, the evidence rule is strict: no photograph may show anyone's Aadhaar number, OTP, PIN, password, bank passbook or account number, phone number, or a screen or form containing another person's personal details. Appendix B is enforced at upload.

Stage 04 Report. Each field module has a report of 700 to 1,000 words against a supplied format, marked on a shared rubric, with the spreadsheet, survey data or session plan attached. Conceptual modules stop at Stage 02, followed by a 500-word reflection.



5. Assessment and grading

COMPONENT	MARKS
Six MCQ tests (5 each)	30
Field evidence, four tasks (5 each: complete, correct location, rules obeyed)	20
Four field reports (7.5 each on the module rubric)	30
Two written reflections, Modules 1 and 5 (5 each)	10
Final consolidated report (Appendix A and C)	10
Total	100

Grade bands: A+ (90 to 100), A (80 to 89), B+ (70 to 79), B (60 to 69), C (50 to 59), Fail (below 50). Passing standard: 50 marks overall and every field task's evidence accepted. A photograph breaching the personal-data rule is rejected and the task redone; a second breach fails the module. The grade is printed on the QR-verifiable certificate.

6. Field work: ethics, safety, permissions

Photographs. Ask before photographing anyone; offer the option of being photographed from behind. Children under 18 appear only with a parent's, teacher's or Anganwadi worker's permission, never with a name caption. Never photograph anyone in distress or embarrassment while learning.

Personal data. This subject's specific hazard. The student will see Aadhaar cards, bank details, OTPs and passwords while helping people. The rules are absolute: never write down, photograph, store or forward anyone's Aadhaar, OTP, PIN, password, account number or mobile number; never enter a person's OTP unless they hand you the phone and watch; never complete a transaction that moves someone else's money; never keep a copy of a submitted form. Explain the rules to the person you help, so they learn to expect them from everyone.

Safety. Daylight visits, in pairs where possible, with college ID and the NGO's internship letter. Do not carry cash for others. At a CSC, observe; do not handle payments. Do not install software on a device that is not yours unless the owner asks and watches.

Whom to inform. Anganwadi: the worker (sevika) and, ideally, the Lady Supervisor. School: the head teacher, in writing, three days ahead. SHG: the president or the JEEViKA community mobiliser. CSC: the Village Level Entrepreneur (VLE). Hamlet survey: the ward member or mukhiya. The NGO's field coordinator confirms every location before it is assigned in the portal.



7. Final report format

1,500 to 2,000 words plus attachments, consolidating the four field reports: cover page; summary; the four tasks in order (planned, happened, evidence, learnt); attachments; a before-and-after self-assessment against the eight outcomes; and a one-page recommendation to the NGO. Template in Appendix A; rubric in Appendix C.



8. Skills built and career pathways (India)

Skills: device and file operation; office productivity; searching and evaluating information; e-governance portals; digital payments; cyber hygiene; first-line troubleshooting; adult teaching; survey design; record keeping; documentation in Hindi and English.

Pathways: Village Level Entrepreneur running a CSC (CSC e-Governance Services India Limited reports over five lakh functional CSCs nationally); computer instructor in a school, coaching centre or NGO; data entry and MIS roles in JEEViKA, ICDS, health and education programmes; field roles in banks and fintech; digital literacy trainer in CSR programmes. The internship prepares a student for the NIELIT CCC examination, which many Bihar and central government clerical posts accept, and builds the computer proficiency that competitive examinations now test.



9. Alignment: NEP 2020, UGC internship guidelines, NAAC criteria, SDGs

NEP 2020 calls for digital literacy as part of every learner's education, for community engagement and service as credit-bearing activity, and for local internships (paras 4.23, 4.24, 11.8, 12.4). UGC guidelines for undergraduate internships under NHEQF and CCFUP require 60 to 120 hours for 2 to 4 credits; this 90-hour programme fits Semester V. NAAC: Criterion 3 (extension activities in the neighbourhood community), Criterion 1 (curriculum enrichment through field projects) and Criterion 7 (inclusion). SDGs: 4 (target 4.4, ICT skills), 5 (5.b, enabling technology for women), 9 (9.c, universal ICT access), 10 and 16.

10. Benchmarks consulted

- **NIELIT Course on Computer Concepts (CCC).** 80 hours, nine chapters: Introduction to Computer; Introduction to GUI Based Operating System; Word Processing; Spreadsheet; Presentation; Introduction to Internet and WWW; E-mail, Social Networking and e-Governance Services; Digital Financial Tools and Applications; Overview of Futureskills and Cyber Security. Adapted: chapter sequence, compressed to 45 learning hours and re-weighted toward smartphones, the device most Bihar learners own.
- **PMGDISHA (MeitY, 2017).** 20 hours, five modules: introduction to digital devices; operating digital devices; introductory concepts of the internet; internet-based communications; internet applications including citizen-centric services and cashless transactions. Learners aged 14 to 60, one per rural household, assessed online by certifying agencies including NIELIT. Adapted: its module outline is the syllabus the student teaches in Module 6.
- **NDLM and DISHA (MeitY, 2014-16).** The predecessor schemes, which together trained 53.67 lakh people; DISHA targeted ASHA and Anganwadi workers and ration shop dealers. Adapted: the choice of Anganwadi and SHG venues, and the principle that frontline workers are the first to reach.
- **CSC Digital Seva and Bihar RTPS.** CSC service categories, and the certificates guaranteed within a time limit under the Bihar Right to Public Services Act, 2011. Adapted: the Module 4 service list and CSC visit.
- **DigComp 2.2 (European Commission JRC, 2022).** Five areas, 21 competences: information and data literacy; communication and collaboration; digital content creation; safety; problem solving. Adapted: the outcome structure of Modules 3 and 5 and the habit of describing each competence as knowledge, skill and attitude.
- **ICDL Workforce, Computer and Online Essentials.** Six categories: computers and devices; managing files and applications; networks; online information; online communication; safety. Adapted: Module 1 and 3 topic lists and task-based testing.

Links appear in each module's References and at the end of Part II.

BASIC COMPUTER

Part II: Modules



MODULE 1

The Digital Citizen: Devices, Operating Systems and Files

CONCEPTUAL

15 HOURS

Overview and learning outcomes

From nothing to confident operation of a Windows PC and an Android phone. Outcomes: identify hardware, software and the operating system; perform the everyday operations on each device; manage files across phone, PC and cloud; type in Hindi and English; set accessibility features for an elder; summarise India's digital literacy programmes and the DigComp idea of competence.

Hour allocation

Learn 12 h (lectures 5 h, reading and practice 7 h), Test 1 h, written reflection 2 h.

STAGE 01 · LEARN

LECTURES

1. **What a computer is, and what a smartphone is** (40 min). Input, processing, storage, output; hardware versus software; the operating system; Windows, Android, iOS; why a phone is a computer; storage units explained through photos and videos.
2. **Operating the PC** (60 min, screen recording). Power on and safe shutdown; desktop, taskbar, Start menu; windows; the twelve keyboard shortcuts that matter; settings (display, sound, Wi-Fi, language); pen drives and printers.
- 3.



Operating the Android phone (60 min, screen recording). Setting up; Google account; Play Store and judging apps; permissions; storage; data, Wi-Fi and hotspot; screenshots and sharing; the settings an elder needs (font size, ring volume, simple home screen, TalkBack).

4. **Files and folders** (45 min). Files, names and extensions (.docx, .xlsx, .pdf, .jpg); create, rename, move, copy, delete, restore; finding downloads and lost files; moving files by cable, WhatsApp, email and Google Drive; making a PDF from a photo; compressing a photo for a government upload.
5. **Typing in Hindi and English** (40 min). Layout and touch typing basics; Google Indic Keyboard and Gboard transliteration; Unicode versus legacy fonts such as Kruti Dev; Hindi voice typing; matras.
6. **India's digital literacy journey** (45 min). Digital India; NDLM and DISHA and their 53.67 lakh trained; PMGDISHA's six crore target and 20-hour course; NIELIT CCC; NFHS-5 and Bihar's gender gap; DigComp's five areas; what the NGO's village centres do.

READING MATERIAL

Devices and operating systems (CCC Chapters 1 and 2; ICDL category 1). The everyday operations checklist for PC and phone. Files and formats, with the upload sizes Indian portals demand. Typing and Unicode. Accessibility on Android and Windows, with the Rights of Persons with Disabilities Act, 2016 (section 42) on access to ICT. Policy background from MeitY pages on NDLM, DISHA and PMGDISHA, the CCC syllabus and the DigComp 2.2 summary.

STAGE 02 · TEST

Blueprint: 20 questions, 25 minutes. Lecture 1: 3; 2: 4; 3: 4; 4: 4; 5: 2; 6: 3. Sample MCQs (correct answer marked *):



Q1 Which of these is an operating system?

- a. Microsoft Word
- b. Android**
- c. Chrome
- d. WhatsApp

Q2 The shortcut to undo in most Windows applications is:

- a. Ctrl+Z**
- b. Ctrl+Y
- c. Ctrl+U
- d. Alt+Z

Q3 A file named form.pdf is most likely:

- a. A photograph
- b. A spreadsheet
- c. A document in portable format**
- d. A video



Q4 A portal asks for a photo under 50 KB; yours is 3 MB. You should:

- a. Upload anyway
- b. Compress or resize it**
- c. Convert it to video
- d. Rename it 50KB.jpg

Q5 The safest source for Android apps is:

- a. A WhatsApp link
- b. Any website
- c. Google Play Store**
- d. A pen drive

Q6 A Kruti Dev document shows boxes on another computer because:

- a. The computer is old
- b. It is not Unicode and the font is missing**
- c. Hindi cannot be typed
- d. The file is too large



Q7 1 GB is approximately:

- a. 1,024 KB
- b. 1,024 MB**
- c. 100 MB
- d. 1,000,000 GB

Q8 PMGDISHA's course was designed to take:

- a. 80 hours
- b. 20 hours**
- c. 5 hours
- d. 200 hours

Q9 To enlarge screen text for an elder on Android:

- a. Play Store
- b. Settings, Display, Font size**
- c. Camera
- d. Contacts

Q10 The two schemes that preceded PMGDISHA were:

- a. CCC and DigComp
- b. NDLM and DISHA**
- c. UMANG and DigiLocker
- d. RTPS and CSC

Glossary

Operating system; hardware; software; file extension; folder; Unicode; transliteration; hotspot; accessibility; PMGDISHA; NIELIT; DigComp.

References

- NIELIT, Course on Computer Concepts: <https://www.nielit.in/content/course-computer-concepts-ccc> and chapter list at <https://lms.nielit.gov.in/course/index.php?categoryid=2>
- PIB, Digital Literacy Mission (NDLM, DISHA, PMGDISHA figures), December 2022: <https://www.pib.gov.in/PressReleaseIframePage.aspx?PRID=1885365>
- IMPRI, PMGDISHA, 2017: <https://www.impriindia.com/insights/pm-gramin-digital-saksharta-pmgdisha/>
- European Commission JRC, DigComp Framework: https://joint-research-centre.ec.europa.eu/oldpage-digcomp/digcomp-framework_en
- ICDL, Computer and Online Essentials: <https://icdl.org/workforce/computer-and-online-essentials/>
- Rights of Persons with Disabilities Act, 2016: <https://www.indiacode.nic.in/handle/123456789/2155>



MODULE 2

Office Tools for Real Work

FIELD

15 HOURS

Overview and learning outcomes

Word processing, spreadsheets and presentations, taught by producing what a village institution actually needs: a letter to the Block Education Officer, an attendance or stock register for an Anganwadi, a savings ledger for an SHG, a five-slide presentation for a school. Outcomes: format a letter and notice; build a spreadsheet with SUM, AVERAGE, COUNT, IF and a chart; protect and share it; make a short presentation; use free software (LibreOffice, Google Docs and Sheets on a phone) when Microsoft Office is not available.

Hour allocation

Learn 6 h, Test 1 h, Do 6 h, Report 2 h.

STAGE 01 · LEARN

LECTURES

1. **Word processing for letters and notices** (45 min, screen recording). Fonts, alignment, lists; a formal Hindi and English letter; page setup; save as .docx and export to PDF; the same in Google Docs on a phone.
2. **Spreadsheets 1: registers** (55 min). Rows, columns, cells; entering names, dates and numbers; freeze panes; sort and filter; an attendance register and a stock register; printing to one page.
3. **Spreadsheets 2: formulas and charts** (60 min). SUM, AVERAGE, COUNT, MAX, MIN, IF; percentages; an SHG savings and loan ledger with running balance; bar and pie charts; data validation; protecting formula cells.
4. **Presentations** (35 min). Slides, titles, images; the five-slide rule; presenting from a phone to a TV; when a poster is better.



5. **Free tools and sharing** (40 min). LibreOffice; Google Docs and Sheets; sharing with view or edit rights; version history; downloading as Excel or PDF; what "the file got corrupted" usually means.
6. **Records in Anganwadis, schools and SHGs** (30 min). The registers these institutions keep by hand (Anganwadi registers under ICDS; school attendance and mid-day meal; SHG savings, loan and meeting registers under JEEViKA norms); which can usefully be mirrored in a spreadsheet; why the spreadsheet is a helper copy and the official register stays official.

READING MATERIAL

Word processing, spreadsheets and presentations (CCC Chapters 3 to 5; ICDL Documents and Spreadsheets), with worked examples of an attendance register, a stock register and an SHG ledger. Free software on PC and Android. Record keeping in ICDS Anganwadis, government schools and JEEViKA SHGs, and the principle that the institution owns its data.

STAGE 02 · TEST

Blueprint: 20 questions, 25 minutes. Lecture 1: 3; 2: 4; 3: 6; 4: 2; 5: 3; 6: 2. Several questions show a spreadsheet screenshot and ask what a formula returns.

Q1 The formula to add cells B2 to B13 is:

- a. =ADD(B2:B13)
- b. =SUM(B2:B13)
- c. =B2+B13
- d. SUM B2 B13



Q2 To keep the header row visible while scrolling:

- a. Freeze panes
- b. Bold
- c. Merge cells
- d. Filter

Q3 A cell shows "#####". This usually means:

- a. A virus
- b. The column is too narrow
- c. A wrong formula
- d. The file is locked

Q4 To show "Yes" if C2 exceeds 75, otherwise "No":

- a. =IF(C2>75,"Yes","No")
- b. =C2>75
- c. =YES(C2,75)
- d. =IF(C2,"Yes")



Q5 The best chart for each expense's share of a monthly total:

- a. Line
- b. Pie**
- c. Scatter
- d. Table

Q6 In a formal letter the date and reference go:

- a. After the signature
- b. At the top**
- c. In the footer
- d. Nowhere

Q7 "Viewer" rights on a Google Sheet let the other person:

- a. Edit
- b. Delete
- c. See but not change**
- d. Nothing



Q8 Free PC software that edits .xlsx files:

- a. LibreOffice Calc
- b. Photoshop
- c. Media Player
- d. Paint

Q9 An SHG running balance column should:

- a. Be typed by hand monthly
- b. Use a formula on the previous balance, savings and withdrawals
- c. Be blank
- d. Be a pie chart

Q10 A spreadsheet copy of an Anganwadi register is:

- a. The official record
- b. A helper copy; the register stays official
- c. For social media
- d. A replacement

STAGE 03 · FIELD WORK

Do

The task. Set up a simple record-keeping spreadsheet for one institution (school, Anganwadi centre or SHG), fill it with a month of real or sample data the institution provides, train one staff member or member to use it, and hand it over on their device with the file shared by email or WhatsApp.



Location and assignment. The field coordinator assigns an institution in the student's home block from the partner list, or approves one the student proposes. Coordinates are checked against the institution.

Steps on site. Meet the head teacher, sevika or SHG president; show the internship letter; agree which register would help. Copy the columns of the existing paper register rather than redesigning it. Build the sheet (Google Sheets on a phone is acceptable) with totals, a monthly summary and one chart. Enter a month of data with the staff member watching, then let them enter the last week. Protect formula cells, save as .xlsx and PDF, share the file, show how to reopen it. Note what they will use it for and what worried them.

Evidence. Four to six geotagged photographs: the student at the institution with its signboard; the student beside the staff member at the screen (with consent); the spreadsheet on screen with sample names or names blurred; the paper register with personal columns covered. No child's face without the head teacher's permission; no phone number, Aadhaar number or bank detail from any register.

Safety and consent. Written permission from a head teacher. SHG financial data belongs to the group; use sample figures if members prefer. Do not take the register away or photograph SHG loan pages.

STAGE 04 · REPORT

Prompts (700 to 1,000 words plus the spreadsheet): the institution and register chosen and why; sheet structure with formulas explained; the training and how the staff member managed; problems and solutions; whether the sheet will survive, and what would help.

Rubric: fit to the institution's real need (7); correctness of formulas, protection and chart (7); training and handover (6); evidence complete and rules obeyed (5); writing (5). Total 30, scaled to 7.5.

Glossary

Cell reference; formula; function; freeze panes; data validation; sheet protection; .xlsx; PDF export; version history; running balance; register; ICDS.

References

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- NIELIT CCC chapters on word processing, spreadsheet and presentation (Module 1).
 - ICDL Workforce modules: <https://icdl.org/workforce/>
 - LibreOffice documentation: <https://documentation.libreoffice.org/en/>
 - Google Docs Editors Help: <https://support.google.com/docs>
 - Ministry of Women and Child Development, ICDS: <https://wcd.gov.in/>
 - JEEViKA, Bihar Rural Livelihoods Promotion Society: <https://brlps.in/>
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MODULE 3

Internet, Information and the Digital Divide

FIELD

15 HOURS

Overview and learning outcomes

How the internet works well enough to explain it; searching, judging and saving information; email; WhatsApp used responsibly; misinformation; and the shape of the digital divide in Bihar, measured by the student in one hamlet.

Outcomes: search precisely; assess a page and a forwarded message; use email with attachments; explain data plans and hotspots; design and run a 20-household survey; chart it.

Hour allocation

Learn 6 h, Test 1 h, Do 6 h, Report 2 h.

STAGE 01 · LEARN

LECTURES

1. **How the internet reaches a village** (40 min). Mobile data, Wi-Fi, hotspot; the browser and address bar; http versus https; reading a URL; website versus app.
2. **Searching well** (40 min). Keywords, Hindi and voice search; sponsored results; site:gov.in searches; finding a government form; Google Maps for a CSC or PHC; bookmarks and downloads.
3. **Judging information** (50 min). Who published it and why; .gov.in and .nic.in; checking a claim against PIB Fact Check and the scheme's own portal; forwards about jobs, schemes and cures; edited screenshots and deepfakes; DigComp's "evaluating data, information and digital content".
- 4.



Email (50 min, screen recording). Creating a sensible Gmail address; compose, reply, forward, CC, attachments; a formal email in Hindi and English; password recovery; why every school and SHG needs an address that someone checks.

5. **WhatsApp and social media, responsibly** (35 min). Groups, broadcast lists, documents; privacy settings; netiquette; digital identity; the IT Act, 2000 offences that apply to what people forward.
6. **The digital divide, and how to measure it** (45 min). NFHS-5 figures for Bihar; who owns the phone in a household; gender, age, caste and literacy; owning versus being able versus being allowed; survey design: 12 questions, consent script, sampling 20 households across a hamlet; entering and charting results.

READING MATERIAL

Internet basics (CCC Chapter 6; ICDL categories 3 and 4). Search and evaluation (DigComp 2.2 area 1) with Indian examples. Email (CCC Chapter 7). Social media and law: IT Act, 2000 sections 66C, 66D, 66E and 67 in plain language.

The divide: NFHS-5 Bihar fact sheet; the Hindi survey instrument and consent script the student will use.

STAGE 02 · TEST

Blueprint: 20 questions, 25 minutes. Lecture 1: 3; 2: 3; 3: 5; 4: 4; 5: 2; 6: 3.

Q1 An address ending in .gov.in is:

- a. A private company
- b. An Indian government site
- c. A foreign site
- d. Always unsafe



Q2 "https" means:

- a. A government site
- b. The connection is encrypted**
- c. The site is in Hindi
- d. A PDF

Q3 A forward says a new scheme pays Rs 5,000 to every student who clicks a link. First step:

- a. Click and register
- b. Forward it
- c. Check the official portal or PIB Fact Check**
- d. Call the number

Q4 To search only Government of India sites for "scholarship form":

- a. scholarship form site:gov.in**
- b. scholarship form gov
- c. gov scholarship
- d. #scholarship



Q5 CC in an email means:

- a. Main recipient
- b. A visible copy to that person**
- c. Confidential
- d. Compressed attachment

Q6 A good email address for a school:

- a. coolboy123@gmail.com
- b. ms.nagarpanchayat.school@gmail.com**
- c. ilovecricket@gmail.com
- d. 9876543210@gmail.com

Q7 A hotspot lets you:

- a. Share your phone's internet**
- b. Make free calls
- c. Save battery
- d. Block spam



Q8 NFHS-5 found the share of Bihar women who had ever used the internet was about:

- a. 80 per cent
- b. 50 per cent
- c. 20 per cent**
- d. 2 per cent

Q9 Sending an obscene image on WhatsApp is punishable under:

- a. The Aadhaar Act
- b. The IT Act, 2000**
- c. The RTPS Act
- d. No law

Q10 Before a survey interview you must:

- a. Photograph the house
- b. Explain the purpose and take consent**
- c. Note the Aadhaar number
- d. Promise a benefit

STAGE 03 · FIELD WORK

Do

The task. Survey 20 households in one hamlet or tola on device ownership, internet access, who uses the device, what for, and what they want to do but cannot (check PM-KISAN status, apply for a certificate, video call a relative).

Enter results in a spreadsheet and produce three charts.



Location and assignment. A hamlet in the student's home panchayat, approved by the coordinator; coordinates checked against it.

Steps on site. Inform the ward member or mukhiya; take a companion. Use the supplied 12-question Hindi instrument; read the consent script; record a household code, never a name. Walk systematically (every third house) to cover the whole hamlet. Ask a woman as well as a man where possible and record separately. Enter data the same evening; make charts of device ownership by gender, uses, and desired services. Note three things the questions missed.

Evidence. Four to six geotagged photographs: the student at the hamlet entrance or a landmark; an interview at a doorway with consent (from behind or side is fine); filled sheets with no names; the spreadsheet and charts. No respondent's phone screen, identity document or named house.

Safety and consent. Daylight only; never enter a house alone. Consent is spoken and may be withdrawn. The instrument has no field for phone or Aadhaar numbers. Promise nothing.

STAGE 04 · REPORT

Prompts (700 to 1,000 words plus spreadsheet): the hamlet in one paragraph; method and sample; results with three charts; the gender and age pattern; the top three services people want help with; implications for the NGO's centre; limits of the survey.

Rubric: method and sample honestly described (6); data and charts correct (7); analysis with a gender lens (7); evidence and rules (5); writing (5). Total 30, scaled to 7.5.

Glossary

URL; https; browser; search engine; bookmark; attachment; CC and BCC; netiquette; misinformation; digital divide; sampling; consent script.

References





IndiaSpend, 4 in 5 Bihar women have never used the internet (NFHS-5):

<https://www.isignal.in/gendercheck/4-in-5-bihar-women-have-never-used-the-internet-702855>

- NFHS-5 state fact sheets, IIPS: <http://rchiips.org/nfhs/>
 - PIB Fact Check: <https://factcheck.pib.gov.in/>
 - Information Technology Act, 2000: <https://www.indiacode.nic.in/handle/123456789/1999>
 - DigComp 2.2 and ICDL (Module 1).
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MODULE 4

E-Governance and Digital Payments: Enabling Others

FIELD

15 HOURS

Overview and learning outcomes

The centre of the internship. The services a Bihar household needs most, the documents each requires, the CSC system that delivers them, and digital payments; then a CSC visit and one villager helped to one real service.

Outcomes: use Aadhaar privacy tools, DigiLocker, UMANG, Bihar RTPS, PM-KISAN status and e-KYC, the National Scholarship Portal and Medhasoft; describe the CSC and the VLE; make a UPI payment; know what an assistant may and may not do with another person's data.

Hour allocation

Learn 6 h, Test 1 h, Do 6 h, Report 2 h.

STAGE 01 · LEARN

LECTURES

1. **Aadhaar as the key** (45 min). The Aadhaar Act, 2016 and UIDAI; the 12-digit number; why a linked mobile number is essential; e-Aadhaar download; the 16-digit Virtual ID, masked Aadhaar and biometric lock as privacy tools; the mAadhaar app; the 2018 Supreme Court judgment in a paragraph (mandatory for subsidies and tax, not for private services); where updates are done.
2. **DigiLocker and UMANG** (50 min, screen recording). DigiLocker (MeitY, 2015): Aadhaar and OTP sign-up, issued versus uploaded documents, legal standing under the 2016 IT rules on digital lockers; UMANG (MeitY and NeGD, 2017): one app for central and state services including EPFO, PM-KISAN and scholarships, in Hindi.



3. **Bihar RTPS and certificates** (50 min, screen recording). The Bihar Right to Public Services Act, 2011 and time limits; serviceonline.bihar.gov.in; caste, income, residence, EWS and non-creamy-layer certificates; documents needed; tracking by application reference number; downloading the signed certificate; what to do when it is delayed.
4. **PM-KISAN, scholarships and Medhasoft** (55 min, screen recording). PM-KISAN (Rs 6,000 a year in three instalments; Department of Agriculture and Farmers Welfare): Know Your Status, mandatory e-KYC, why instalments stop. National Scholarship Portal: One Time Registration on Aadhaar, bank seeding, institute verification, PFMS tracking. Medhasoft (Government of Bihar, NIC): Mukhyamantri Kanya Utthan Yojana and Balak/Balika Protsahan schemes. The pattern common to all: an ID, an Aadhaar-seeded bank account, a mobile number, a status page.
5. **The CSC and the VLE** (40 min). CSC e-Governance Services India Limited under MeitY; the Village Level Entrepreneur and the Digital Seva portal; what a CSC can do that a phone cannot (biometric e-KYC, Aadhaar update, printing, PAN, insurance, banking correspondent services); fees and receipts; finding the nearest CSC.
6. **Digital payments** (50 min, screen recording). UPI (NPCI): UPI ID, UPI PIN, QR codes, sending to a number; bank apps and BHIM; Aadhaar Enabled Payment System at a CSC; Direct Benefit Transfer and bank seeding; the rule that a PIN is never needed to receive money; failed transactions.
7. **Helping without harming** (30 min). The assistant's rules: hands off the OTP and PIN, no copies, no photos, explain every step, let the person press submit. The Digital Personal Data Protection Act, 2023: consent, purpose, extra care for children's data; why an intern who keeps a photo of a villager's Aadhaar has done something unlawful as well as unethical.

READING MATERIAL

Aadhaar privacy features from UIDAI. DigiLocker and UMANG about pages with screenshot walkthroughs. The Bihar RTPS Act and portal service list. One-page "what you need" cards for PM-KISAN, NSP and Medhasoft. The CSC ecosystem from csc.gov.in. NPCI's UPI overview and RBI consumer awareness material. The DPDP Act, 2023 in plain language, and the internship's own data rules.



STAGE 02 · TEST

Blueprint: 25 questions, 30 minutes. Lecture 1: 4; 2: 4; 3: 4; 4: 5; 5: 3; 6: 3; 7: 2.

Q1 A Virtual ID is:

- a. A 16-digit number usable in place of the Aadhaar number
- b. A voter ID
- c. A bank account
- d. A DigiLocker password

Q2 Documents issued into DigiLocker by a government issuer are:

- a. For reference only
- b. At par with the physical certificate under the 2016 IT rules
- c. Valid only in Delhi
- d. Valid only if printed

Q3 The Bihar portal for caste, income and residence certificates is:

- a. scholarships.gov.in
- b. serviceonline.bihar.gov.in
- c. pmkisan.gov.in
- d. digilocker.gov.in



Q4 A farmer's PM-KISAN instalment has stopped. Check first:

- a. Whether he owns a phone
- b. Whether e-KYC is complete**
- c. His age
- d. Whether the portal closed

Q5 PM-KISAN gives eligible farmer families:

- a. Rs 6,000 a year in three instalments**
- b. Rs 12,000 a month
- c. Free seeds
- d. A tractor

Q6 NSP One Time Registration is:

- a. An Aadhaar-based number valid for the student's academic career**
- b. A yearly exam
- c. A bank account
- d. A school certificate



Q7 Medhasoft handles, among others:

- a. Passports
- b. Mukhyamantri Kanya Utthan Yojana incentives** ●
- c. Train tickets
- d. Land records

Q8 A VLE is:

- a. A government officer
- b. The local entrepreneur who runs a CSC** ●
- c. A bank manager
- d. A software

Q9 To receive money by UPI you must:

- a. Enter your PIN
- b. Share your OTP
- c. Do nothing; a PIN is never needed to receive** ●
- d. Scan the sender's card



Q10 While helping a villager with a form, the intern should:

- a. Save a photo of the Aadhaar
- b. Ask for the OTP on WhatsApp
- c. Let the villager enter the OTP and press submit**
- d. Keep a copy of the form

STAGE 03 · FIELD WORK

Do

The task. Part A: visit a Common Service Centre, observe for at least an hour, interview the VLE, and document services, prices, documents people bring and where they get stuck. Part B: help one villager (a relative, neighbour or CSC customer) reach one real service on their own phone or at the CSC: open DigiLocker and fetch a document; check PM-KISAN status or complete e-KYC; start a scholarship or Medhasoft application; track an RTPS certificate; or download e-Aadhaar. The villager performs every step involving their own data; the student guides.

Location and assignment. A CSC in the student's block, confirmed by the coordinator. Part B may happen at the CSC or the villager's home, declared in advance for the coordinate check.

Steps on site. Introduce yourself to the VLE with the internship letter and ask permission. Record in a notebook, not by photographing screens: the service board, price list, queue, documents carried, time per service, questions customers ask. Interview the VLE for 20 minutes with the supplied questions: busiest services, seasonal peaks, common failures (server down, biometric mismatch, mobile not linked). For Part B, sit beside the villager, explain each screen, let them type, wait for the OTP with them, and stop if anything asks for an unexpected payment. Write down with the villager what was achieved and what comes next (for example, visiting the bank to seed Aadhaar).

Evidence. Four to six geotagged photographs: the student outside the CSC with its signboard; inside with the VLE (with consent); the service and price board; the student beside the villager with the phone screen turned away or showing only a public landing page (the DigiLocker home screen, or the PM-KISAN Know Your Status page before



any number is entered). Never a screen with an Aadhaar number, name, OTP, status result, bank detail or form; never the villager's documents.

Safety and consent. The VLE's permission to observe and interview. The villager's consent and understanding that nothing is kept. The student pays for no one and takes no payment. If a fraud is observed, note it for the report and tell the coordinator; do not confront.

STAGE 04 · REPORT

Prompts (800 to 1,000 words): the CSC (services, prices, footfall, the VLE's account); what customers get stuck on and why; Part B: the service, the steps, what worked, what failed, what the villager can now do alone; the data rules in practice; two recommendations for the NGO's centre.

Rubric: accuracy of CSC documentation (7); the service task completed with the villager doing their own steps (8); understanding of failure points (5); evidence and data rules obeyed without exception (5); writing (5). Total 30, scaled to 7.5.

Glossary

Aadhaar; Virtual ID; masked Aadhaar; e-KYC; DigiLocker; UMANG; RTPS; application reference number; Direct Benefit Transfer; bank seeding; Common Service Centre; Village Level Entrepreneur; UPI; UPI PIN.

References

- UIDAI: <https://uidai.gov.in/>
- DigiLocker: <https://www.digilocker.gov.in/>
- UMANG: <https://web.umang.gov.in/>
- Bihar RTPS (ServicePlus): <https://serviceonline.bihar.gov.in/>
- Right to Public Services legislation in India, including Bihar's 2011 Act:
https://en.wikipedia.org/wiki/Right_to_Public_Services_legislation



- PM-KISAN: <https://pmkisan.gov.in/>
 - National Scholarship Portal: <https://scholarships.gov.in/>
 - Medhasoft, Government of Bihar: <https://medhasoft.bihar.gov.in/>
 - CSC e-Governance Services India Limited: <https://www.csc.gov.in/>
 - NPCI, UPI: <https://www.npci.org.in/what-we-do/upi/product-overview>
 - Digital Personal Data Protection Act, 2023 (MeitY):
<https://www.meity.gov.in/static/uploads/2024/06/2bf1f0e9f04e6fb4f8fef35e82c42aa5.pdf>
 - Aadhaar overview and the 2018 judgment: <https://en.wikipedia.org/wiki/Aadhaar>
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MODULE 5

Safety, Privacy, Fraud and Troubleshooting

CONCEPTUAL

15 HOURS

Overview and learning outcomes

The module that keeps the other five from doing harm. Cyber hygiene, the frauds that reach rural phones, where to report, the law in outline, digital wellbeing, and first-line troubleshooting. Outcomes: set strong passwords and two-step verification; recognise the common frauds; report through 1930, cybercrime.gov.in and Sanchar Saathi; explain the DPDP Act and IT Act plainly; fix the ten common faults; know when to stop.

Hour allocation

Learn 12 h (lectures 5 h, reading and practice 7 h), Test 1 h, written reflection 2 h.

STAGE 01 · LEARN

LECTURES

- 1. Cyber hygiene** (45 min). Passphrases; two-step verification on Gmail and WhatsApp; screen lock; app permissions; updates; public Wi-Fi; backups; a lost phone (SIM block, CEIR on Sanchar Saathi, remote wipe).
- 2. The frauds that reach a village phone** (60 min). OTP fraud; fake KYC and "SIM will be blocked" calls; fake bank and electricity-bill messages; QR and collect-request fraud; screen-sharing apps; predatory loan apps; job and lottery offers; fake customer-care numbers; "digital arrest" calls; the one rule that defeats most of them: no one legitimate asks for an OTP, PIN or password.
- 3. Reporting and recovery** (40 min). The 1930 helpline and the National Cyber Crime Reporting Portal under the Indian Cyber Crime Coordination Centre, Ministry of Home Affairs; why the first hour matters; the bank's fraud



line; Sanchar Saathi (Department of Telecommunications): Chakshu for suspect calls and messages, TAF COP for connections in your name, CEIR for a lost phone; the local cyber cell; keeping screenshots as evidence.

4. **The law in outline** (40 min). IT Act, 2000: identity theft, cheating by personation, privacy violation, obscene content; the Aadhaar Act, 2016 on misuse; the DPDP Act, 2023: data principal, data fiduciary, consent, erasure, the higher bar for children; what this means for an intern who handles other people's data.
5. **Digital wellbeing and children** (30 min). Screen time; gaming and betting apps; online harassment of girls and what a family can do; parental controls; DigComp's "protecting health and well-being".
6. **Troubleshooting** (55 min, screen recording). Ten faults: storage full; app crashing; no internet though data is on; OTP not arriving; PC will not start; slow PC; printer not printing; file will not open; forgotten password; hotspot not connecting. For each: three checks, the fix, and when to refer to a technician. Restart first; read the error message aloud.

READING MATERIAL

Hygiene (CCC Chapter 9; ICDL Safety) with Android and Windows settings paths. A fraud catalogue, one card per fraud with the tell-tale sign and the response, drawn from RBI and bank consumer-awareness material and I4C advisories. Reporting steps for cybercrime.gov.in, a 1930 script, Sanchar Saathi services. Law: IT Act sections 43, 66, 66C, 66D, 66E, 67; DPDP Act sections on consent and children. Wellbeing. Printable troubleshooting decision trees for a centre wall.

STAGE 02 · TEST

Blueprint: 25 questions, 30 minutes. Lecture 1: 4; 2: 7; 3: 4; 4: 4; 5: 2; 6: 4. Fraud questions present a realistic message and ask what to do.



Q1 A caller from "the bank" needs your OTP to stop a fraud. You:

- a. Give it
- b. Refuse, hang up, call the bank's official number**
- c. Ask him to call later
- d. Send it by SMS

Q2 The national helpline for cyber financial fraud:

- a. 100
- b. 1930**
- c. 108
- d. 112

Q3 Two-step verification means:

- a. Two passwords
- b. A password plus a second check such as a phone code**
- c. Logging in twice
- d. Two emails



Q4 A UPI collect request asking for your PIN to "receive" a prize is:

- a. Normal
- b. A fraud; a PIN sends money, it never receives**
- c. Required by NPCI
- d. Safe if small

Q5 On Sanchar Saathi, the service to block a lost phone:

- a. TAFCOP
- b. CEIR**
- c. Chakshu
- d. DigiLocker

Q6 Under the DPDP Act, 2023, the person whose data it is, is the:

- a. Data fiduciary
- b. Data principal**
- c. Data processor
- d. Consent manager



Q7 Cheating by personation using a computer is an offence under:

- a. IT Act section 66D
- b. Aadhaar Act section 3
- c. RTPS Act
- d. Consumer Protection Act only

Q8 The first step for almost any device fault:

- a. Factory reset
- b. Restart
- c. Delete all apps
- d. Buy a new device

Q9 An OTP is not arriving. Check first:

- a. The bank's website design
- b. Network signal and whether the SMS inbox is full
- c. PC virus
- d. The date



Q10 A loan app demanding access to all contacts and photos before lending is most likely:

- a. A regulated bank
- b. Predatory or fraudulent; do not install**
- c. Safe if rated 4 stars
- d. A government scheme

Glossary

Two-step verification; phishing; vishing; OTP fraud; screen sharing; SIM swap; data principal; data fiduciary; consent; CEIR; I4C; cyber cell.

References

- National Cyber Crime Reporting Portal: <https://cybercrime.gov.in/>
- Indian Cyber Crime Coordination Centre, MHA: <https://i4c.mha.gov.in/>
- Sanchar Saathi, Department of Telecommunications: <https://sancharsaathi.gov.in/>
- Reserve Bank of India: <https://www.rbi.org.in/>
- IT Act, 2000 (Module 3); DPDP Act, 2023 (Module 4); CCC Chapter 9 and ICDL Safety (Module 1).



MODULE 6

Teaching Digital Literacy: The Student as Trainer

FIELD

15 HOURS

Overview and learning outcomes

Everything learnt so far, turned outward. How adults with little schooling learn a screen; planning a one-hour session on one outcome; teaching a room with one phone for eight people; knowing whether they learnt. Outcomes: write a session plan from a PMGDISHA-style outcome; run it; handle fear, shame and interruption with respect; assess with a three-item practical check; hand learners a next step.

Hour allocation

Learn 6 h, Test 1 h, Do 6 h, Report 2 h.

STAGE 01 · LEARN

LECTURES

- 1. How adults learn a screen** (40 min). Fear of breaking it; shame about literacy; the small-win principle; hands on a device within five minutes; the learner's own phone; local language; the trainer talks less than the learner does.
- 2. What to teach first: the PMGDISHA sequence** (40 min). The five PMGDISHA modules as a menu; one outcome per hour (a video call; a WhatsApp voice note; PM-KISAN status; scanning a QR to pay Rs 10; opening DigiLocker); why "computer basics" is the wrong first lesson for an elder with a phone.
- 3. Planning a session** (50 min). The template: outcome, learners, venue and devices, ten-minute blocks, demonstration, guided practice, independent practice, check, next step; zero-cost materials (printed



screenshots, a chart-paper QR); managing 8 to 15 learners; the sevika or SHG leader as co-trainer; a safety message in every session.

4. **Teaching women, elders and children** (45 min). Timing around household work; women-only sessions; the phone that belongs to the husband; eyesight, hearing and the accessibility settings of Module 1; children as teachers of parents; what not to teach minors (no payment apps).
5. **Checking that they learnt, and what comes next** (35 min). The three-item practical check; observing rather than asking; one-sentence feedback; the next-step card with the nearest CSC and the 1930 number; linking learners to the NGO's centre and to certification where available.
6. **Being a trainer without being a risk** (30 min). The trainer's data rules; never handling learners' money; never installing apps on learners' phones unwatched; photographs and consent; handing back the phone.

READING MATERIAL

Adult learning for digital skills, from PMGDISHA training design and the DISHA experience with frontline workers. An outcome menu of 15 one-hour outcomes mapped to PMGDISHA modules and DigComp areas. A session plan template with two worked examples (an SHG session on UPI safety; an Anganwadi session on video calling for grandmothers). Working with ICDS Anganwadis, JEEViKA SHGs and government schools: whom to ask, when they meet. Assessment and follow-up. A trainer's code of conduct.

STAGE 02 · TEST

Blueprint: 20 questions, 25 minutes. Lecture 1: 4; 2: 4; 3: 4; 4: 3; 5: 3; 6: 2.



Q1 The best first outcome for elders who own smartphones:

- a. Parts of a computer
- b. A video call to family**
- c. Excel formulas
- d. History of the internet

Q2 Learners should have a device in hand within:

- a. 5 minutes**
- b. 30 minutes
- c. 50 minutes
- d. The next session

Q3 PMGDISHA's fourth module covers:

- a. Spreadsheets
- b. Internet-based communications**
- c. Programming
- d. Hardware repair



Q4 To check a learner can send a voice note:

- a. Ask if they understood
- b. Watch them do it unaided**
- c. Written test
- d. Group applause

Q5 A women-only session is best timed:

- a. At dawn
- b. When household work is lightest, as the women suggest**
- c. At night
- d. During the mid-day meal

Q6 A trainer must never:

- a. Use the learner's phone
- b. Install an app on a learner's phone while they are not watching**
- c. Speak the local language
- d. Pair learners



Q7 A Class 8 session should not include:

- a. Searching
- b. Setting up a payment app for the child**
- c. Google Maps
- d. Hindi typing

Q8 Before an Anganwadi session, inform:

- a. The District Magistrate
- b. The sevika and the Lady Supervisor**
- c. The police
- d. No one

Q9 The next-step card should contain:

- a. The trainer's bank details
- b. The outcome practised, the nearest CSC and the 1930 number**
- c. An Aadhaar form
- d. A quiz



Q10 Twelve learners, three phones. The trainer should:

- a. Cancel
- b. Lecture only
- c. Rotate groups of four, one operating, then swap**
- d. Ask them to buy phones

STAGE 03 · FIELD WORK

Do

The task. Plan and deliver one session of 60 to 90 minutes on one outcome for 6 to 15 learners at an Anganwadi centre, SHG meeting or school, with permission. Assess each learner with a three-item practical check and give each a next-step card.

Location and assignment. Proposed by the student, confirmed by the coordinator; the NGO's own village centre may host. Coordinates checked against the venue.

Steps on site. Confirm venue, time and outcome with the sevika, SHG leader or head teacher three days ahead. Prepare the plan, printed screenshots, next-step cards and a charged demonstration phone. Open with names and one question: what would you like to do on a phone? Demonstrate once, slowly; guided practice in pairs or small groups; then each learner alone. Run the check, recording by first name or number only. Hand out cards; note who wants a second session; thank the host.

Evidence. Four to six geotagged photographs: the student at the venue with its signboard; the student teaching, with consent (from behind for anyone who prefers); learners practising with screens turned away or showing only the demonstration outcome on the student's own phone; the plan and check sheet without full names. Children only with the head teacher's or sevika's permission, never named.

Safety and consent. Group consent for photographs at the start. No learner's phone number recorded. No money changes hands. No payment app set up for a minor. A parent or the sevika present for any session with children.



STAGE 04 · REPORT

Prompts (800 to 1,000 words plus plan and check sheet): learners and venue; the outcome and why; the plan and what actually happened, block by block; check results; what surprised you; what you would change; the host's view; the next session you would run.

Rubric: plan fit to learners and outcome (7); delivery, including handling of fear and pace (8); assessment honestly reported (5); evidence, consent and data rules (5); writing (5). Total 30, scaled to 7.5.

Glossary

Session plan; learning outcome; demonstration; guided practice; independent practice; practical check; co-trainer; next-step card; Anganwadi worker (sevika); Lady Supervisor; community mobiliser; PMGDISHA module.

References

- PMGDISHA modules (IMPRI) and PIB release on the Digital Literacy Mission (Module 1).
- National Portal of India, National Digital Literacy Mission:
<https://www.india.gov.in/category/education-learning/subcategory/adult-education/details/information-on-national-digital-literacy-mission>
- ICDS and JEEViKA (Module 2); DigComp 2.2 area 5 (Module 1).



Programme-level references (Section 10)

- NIELIT CCC: <https://www.nielit.in/content/course-computer-concepts-ccc>
 - PIB on NDLM, DISHA and PMGDISHA: <https://www.pib.gov.in/PressReleaseIframePage.aspx?PRID=1885365>
 - IMPRI on PMGDISHA: <https://www.impriindia.com/insights/pm-gramin-digital-saksharta-pmgdisha/>
 - CSC: <https://www.csc.gov.in/>
 - DigComp: https://joint-research-centre.ec.europa.eu/oldpage-digcomp/digcomp-framework_en
 - ICDL: <https://icdl.org/workforce/computer-and-online-essentials/>
 - NEP 2020: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
 - UGC: <https://www.ugc.gov.in/>
 - NAAC: <http://naac.gov.in/>
 - UN Sustainable Development Goals: <https://sdgs.un.org/goals>
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BASIC COMPUTER

Appendix



A. Final report template

1. Cover page: title, student name, roll number, university, stream, dates, assigned block and district, coordinator.
2. Declaration: the work is the student's own; no villager's personal data has been retained; all photographs were taken with consent.
3. Summary (200 words).
4. Module 2 task: institution, spreadsheet structure, training, outcome; spreadsheet attached.
5. Module 3 task: hamlet, method, results with three charts, interpretation; spreadsheet attached.
6. Module 4 task: CSC documentation; the service enabled; failure points; data rules in practice.
7. Module 6 task: session plan, delivery, check results, feedback; plan and check sheet attached.
8. Before and after: the student's competence against the eight outcomes in Section 2.
9. Recommendation to the NGO (one page): what the village e-learning programme should teach next, to whom, and how.
10. References and acknowledgements.

Length: 1,500 to 2,000 words excluding attachments.



B. Field evidence checklist

Applies to every upload in Modules 2, 3, 4 and 6.

- Photographs are geotagged, taken on the visit date, and match the assigned venue.
- At least one shows the student at the venue with its signboard or a recognisable feature.
- At least one shows the student doing the task.
- Everyone photographed gave consent; anyone who declined is out of frame or from behind.
- Children appear only with the head teacher's or sevika's permission, never named.
- No photograph shows an Aadhaar number, Virtual ID, OTP, PIN, password, passbook, account number, UPI ID, phone number, ration card number, or any form or screen with another person's details.
- Screens show only public landing pages, the student's own demonstration screen, or spreadsheets with sample or blurred names.
- Paper registers and survey sheets appear only with personal columns covered.
- No editing except to blur personal details.
- The module's attachment (spreadsheet, survey data, session plan and check sheet) is uploaded with the report.

A breach of the personal-data line means rejection and a redo; a second breach fails the module.



C. Rubric for the final report

CRITERION	MARKS
Completeness: all four tasks with attachments, in template order	2
Accuracy and honesty: results match the evidence; failures reported as well as successes	2
Analysis: the divide, the failure points in services and what learners needed are explained, not just described	2
Recommendation to the NGO: specific, feasible without budget, grounded in the student's findings	2
Data ethics: a credible declaration and no personal data anywhere in the report	1
Writing: clear, organised, within length, Hindi terms explained	1
Total	10