UNNAT BHARAT ABHIYAN – SURVEY & INITIATIVE REPORT

PROMOTING THE USE OF SIMPLE TECHNOLOGY IN RURAL VILLAGES

At

Rengarajapuram Colony ,

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INTRODUCTION

The *Unnat Bharat Abhiyan* (UBA) is a flagship program launched by the Ministry of Education, Government of India, with the vision to bring transformational change in rural development processes by leveraging knowledge institutions to help build inclusive and sustainable communities. This initiative promotes collaboration between higher educational institutions and rural communities to identify local development challenges and provide appropriate technological interventions for their upliftment.

The village selected for this study is **Rengarajapuram** , a small and culturally rooted rural community located in Dindigul , Tamil Nadu. The village is home to several families primarily engaged in agriculture, small-scale labor, and teaching professions. Notably, this village was chosen not only for its accessibility but also because of the first-hand insight available through the investigator’s mother, who currently works as a teacher in one of the local schools. This connection provides a deeper understanding of the community's lifestyle, challenges, and openness to innovation.

This study begins by collecting data on digital device availability and usage in the village through a field survey, followed by the identification of potential areas where technological interventions can be introduced. The findings from this survey will serve as a foundation for proposing community-driven, low-cost technology solutions that can meaningfully enhance the quality of life in Rengarajapuram.

CHAPTER 2

OBJECTIVES

This project under *Unnat Bharat Abhiyan* is guided by the following primary objective:

To promote digital awareness and education in schools and encourage the use of smart boards and other technologies

This objective focuses on the educational environment in Rengarajapuram. Schools play a crucial role in shaping the next generation, and introducing technology in classrooms can significantly enhance teaching and learning outcomes. Through this initiative, the project seeks to:

- Encourage the use of smart boards, projectors, and e-learning platforms to make learning more interactive and engaging.
- Familiarize students with basic computer operations, internet use, and digital etiquette.
- Advocate for the setup of digital classrooms or smart labs with minimal infrastructure.

By promoting the adoption of such tools, we aim to bridge the digital literacy gap starting from the school level and ensure that students in rural areas are not left behind in today's increasingly digital world.

CHAPTER 3

METHODOLOGY

The primary method of data collection was a **door-to-door survey** covering all households in Rengarajapuram. A structured questionnaire was used to gather details on family size and digital device ownership.

In addition to the field survey, valuable support was obtained through **school census reports** and inputs from local **teachers**, who played a key role in identifying households and validating information. Their close connection with the community helped ensure accurate and reliable data.

Special thanks are extended to the **teaching staff and school administration** for their active involvement and dedication. Their support was essential in successfully conducting the survey and reflects the collaborative goals of the *Unnat Bharat Abhiyan* initiative.

CHAPTER 4

SURVEY DATA OVERVIEW

Total Families Surveyed: 200

Average Family Size: 3 to 4 members

Device Ownership per Family:

0 Devices: 50 families (25%)

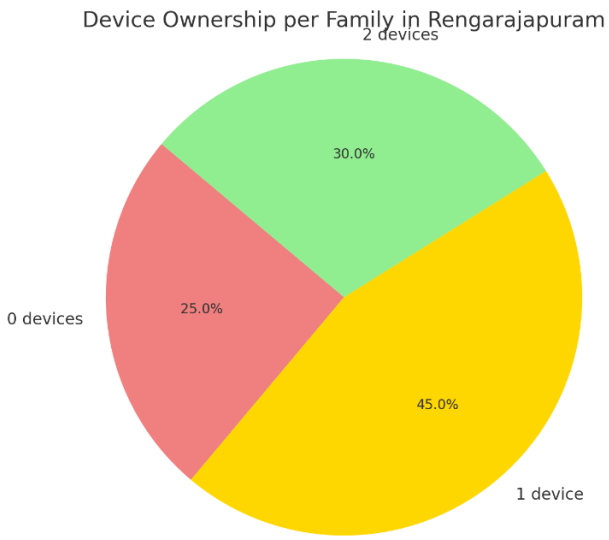
1 Device: 90 families (45%)

2 Devices: 60 families (30%)

(Devices include smartphones, tablets, or laptops)

Most of the households also recommended introducing a smart board in the village school to enhance digital learning.

Graphical Representation:



Observations

- 25% of families do not own any smart device, indicating a significant digital gap.
- 45% of families have access to at least one device, which may be shared among all members.
- Only 30% of families own two devices, suggesting limited multi-user access and digital learning potential.

Inference

- Digital Divide: The fact that 25% of families do not own any smart devices underscores a significant digital divide in Rengarajapuram, limiting their access to online educational resources and digital services.
- Shared Device Usage: With 45% of families sharing at least one device, it suggests that access to technology is limited, and it may hinder the effective use of devices for individualized learning and digital skill development.
- Limited Digital Learning Opportunities: The 30% of families owning two devices indicates a restricted capacity for multi-user access, which affects the overall potential for digital learning and limits the opportunity for students to engage in independent, continuous learning.

CHAPTER 5

WAYS TO IMPROVE DIGITAL INTEGRATION IN RENGARAJAPURAM

1. Introduce Smart Boards in Schools

Smart boards are powerful tools that can transform traditional classrooms into dynamic learning environments. By integrating smart boards into schools in Rengarajapuram, lessons can become more interactive and visually engaging, which is particularly beneficial for subjects like science and mathematics. These boards support multimedia content such as videos, animations, and interactive simulations, making it easier for students to grasp abstract concepts. Furthermore, teachers can access a wide range of online teaching resources and present them in real-time. Implementing this technology would bridge the rural-urban gap in educational standards and promote modern teaching methods in village schools.

2. Encourage Students to Use Smart Devices for Studying

In today's digital world, access to smart devices can significantly enhance a student's learning experience. Encouraging students in Rengarajapuram to use smartphones, tablets, or laptops for educational purposes can expose them to e-learning platforms, online video lectures, and interactive quizzes. This practice fosters self-learning habits and allows them to explore subjects beyond their textbook syllabus. Schools and teachers can guide students on how to use educational apps, access free learning portals like Diksha and BYJU'S, and take part in online mock tests or Olympiads. Providing access to shared devices in schools or through community centers can also help students who do not own personal devices.

3. Conduct Digital Awareness Sessions for Students

While many students today are familiar with smartphones and the internet, they often lack structured guidance on how to use these tools effectively for educational growth. Conducting **digital awareness sessions** in schools can help students understand the full potential of technology in learning. These sessions can include topics such as: How to use educational apps and e-learning platforms , Basics of internet navigation and online research for assignments , Creating and managing email accounts , Introduction to digital tools like Google Docs, Slides, and educational YouTube channels , Responsible digital behavior and online safety.

CHAPTER 6

ACTIVITIES OVERTOOK

As part of the Unnat Bharat Abhiyan project, several key activities were initiated to improve the digital environment in Rengarajapuram. One of the major accomplishments was the successful introduction of smart board technology in the local school.

1. Smart Board Introduction

Recognizing the need to modernize classroom teaching methods and enhance student engagement, a formal **request was submitted to the Tamil Nadu Government** for the installation of a smart board in the village school. After reviewing the proposal and understanding its educational benefits, the government approved the request and facilitated the installation of a **smart board** in one of the main classrooms.

This development has had a positive impact on both teaching and learning experiences. Teachers are now able to incorporate videos, animations, and interactive slides into their lessons, while students are showing increased interest and participation in class activities. This marks a significant step forward in making education more accessible and enjoyable for rural children.

We express our sincere gratitude to the **Tamil Nadu Government** for their support and commitment to improving rural education through digital initiatives.

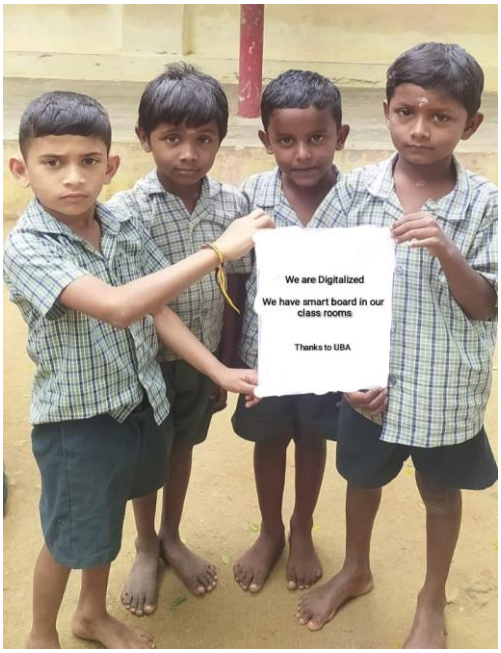
Below are some images from the classroom where the smart board has been installed:

2. Encouraging Students to Use Smart Devices for Studying

Students were actively encouraged to use smart devices such as smartphones and tablets to aid their learning. Through class discussions and teacher guidance, they were introduced to platforms like Diksha, BYJU'S, and Khan Academy, helping them explore interactive video lectures, e-books, and online quizzes.

This initiative aimed to foster a culture of self-learning among students and bridge the digital gap by promoting the effective use of technology for academic growth.

Below are some images from these awareness and encouragement sessions:



3. Conducting Workshops and Seminars on Digital Education

To further strengthen digital learning habits, **workshops and seminars were conducted** for students to provide hands-on exposure to using smart devices and digital tools. These sessions covered the basics of educational apps, internet safety, and interactive learning methods using smart boards and mobile devices.

Students participated enthusiastically, and the sessions helped build confidence in navigating digital learning environments.

Below are some images from the digital education workshops and seminars:

CHAPTER 7

INFERENCE

1. **Growing Interest in Technology**: The survey indicates a rising interest in digital tools among students and teachers, with the introduction of the smart board having a positive impact on classroom engagement.

2. **Successful Government Support**: The approval and installation of the smart board by the Tamil Nadu Government has significantly enhanced the teaching experience and provided a modern learning environment.

3. **Effective Digital Awareness**: Digital awareness sessions have successfully equipped students with the knowledge to utilize smart devices for educational purposes, fostering better learning outcomes.

CHAPTER 8

CONCLUSION

The Unnat Bharat Abhiyan project conducted in Rengarajapuram village has effectively met its core objectives. Through a detailed survey of 200 households, we assessed the current state of digital device ownership and gauged the community's readiness for adopting simple technologies. Based on these insights, several key initiatives were successfully implemented in the village school.

A smart board was introduced with the support of the Tamil Nadu Government, significantly enriching the classroom learning experience. Awareness programs were conducted to encourage students to utilize smart devices for education, and workshops helped them understand and use digital tools effectively. These activities directly addressed the need for digital literacy and have begun fostering a culture of technology-based learning among students.

The community's positive response, especially their recommendation to introduce smart boards, reflects a strong willingness to embrace change. With continued support and follow-up, Rengarajapuram can serve as a model for sustainable and inclusive technological development in rural education.