



DRIVING ONLINE SAFETY AND EDUCATIONAL CONTENT CREATION

Impact Assessment Report at the end of Phase-1

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Reviewed by: Osama Manzar and Anulekha Nandi

Compiled by: Ravi Guria and Pankaj Sharma

Edited by: Ravi Guria

Design and Layout: Satish Kumar

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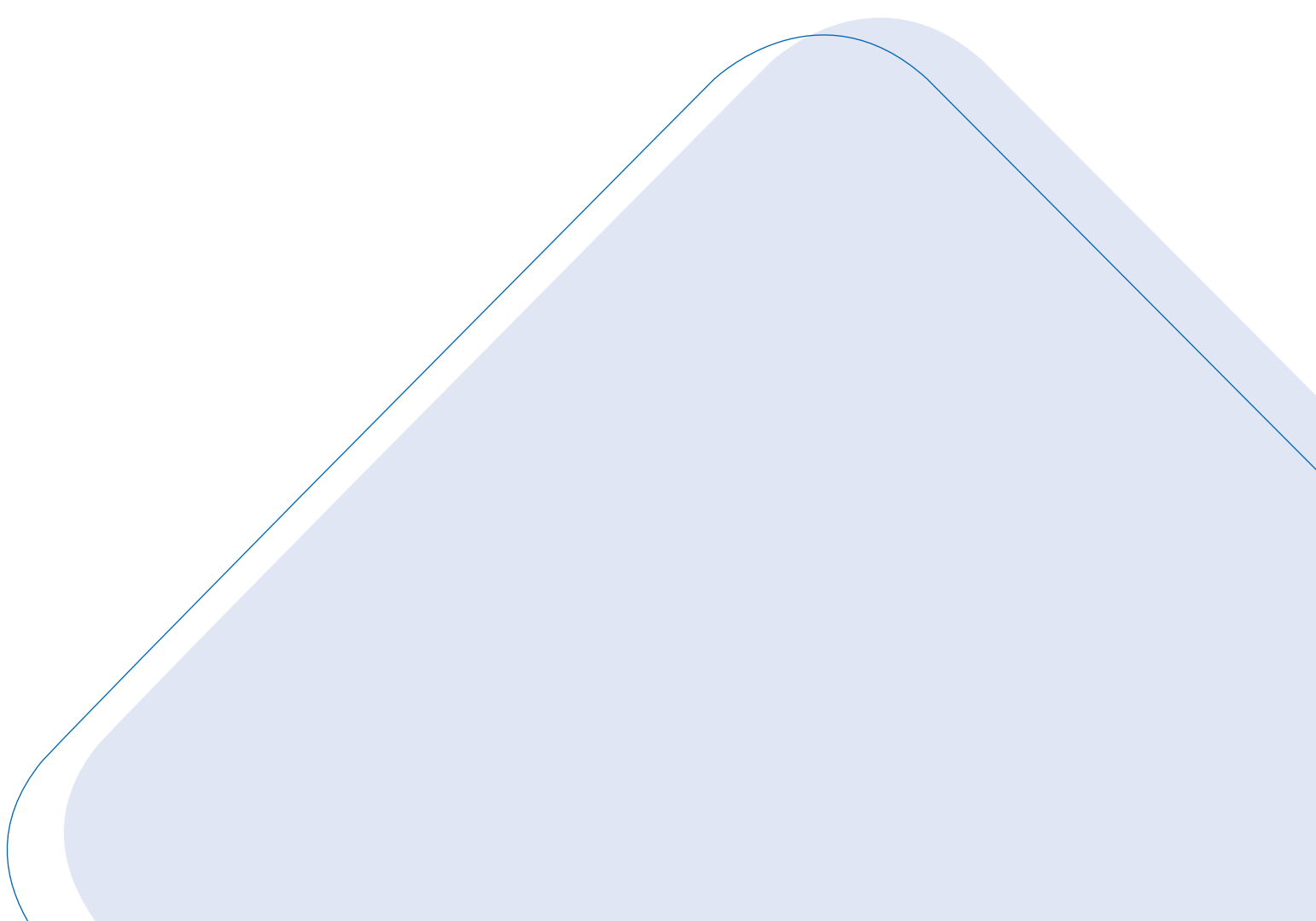
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Delhi

1. Introduction

India has 560 million active internet users as of 2019, making it the second-largest online market, behind China. This development is caused primarily by low-cost mobile phones and competitive pricing of data by the telecom companies, which has led India to have least expensive data in the world at an average cost of \$0.09 for 1GB of mobile data.

Over the last ten years, social media has grown and expanded exponentially. People are always on their phones or laptops updating statuses, posting pictures, liking things, and messaging back and forth with friends. In 2020, the highest number of WhatsApp and TikTok mobile app downloads in the world were from India. The average internet user in the country spends 2-3

hours per day on social media—and a large proportion of this user base is under 30 years of age, who are digital natives.

In recent years, the internet and social media have been integral to political protests, social movements and election campaigns around the globe. Events from the Arab Spring to the worldwide spread of #MeToo have been aided by digital connectivity in both advanced and emerging economies. But popular social media and messaging platforms, which have often been criticized for their lack of regulation, have also drawn attention for their potential role in spreading misinformation and increasing violence and hate crimes.

In India the toxic and hateful conversations on social media are fueled by religious bigotry, casteism, misogyny and peer pressure. It is undeniable that the consequences of the narrative that takes shape on online platforms, more often than not, have real life implications. But this is not just a technological issue; it is also a societal problem.

Therefore, knee-jerk reactions like—Madras High Court implementing a temporary ban on the download of the TikTok app from official app stores for allegedly promoting child-pornography

and later retracting it—or Indian government determined on insisting that WhatsApp must facilitate traceability of messages in order to assist investigations upon online perpetrators of misinformation that will impact its end-to-end encryption—stems from inability of the authorities to understand the problem at its core and addressing the root cause. These authoritarian measures are akin to throwing the baby out with the bathwater, and by doing so, they are depriving millions who are creating or have the potential to create far-reaching positive impact through social media.

Alwar,
Rajasthan



A 17 year old boy in Kolkata suffocated himself to death while recording an escape act on TikTok, in which he tied himself to an electricity pole with his face covered with a plastic bag, as his friends who were all minors watched.

2. Background

There is a noticeable generation gap between parents and teachers and pupil's understanding of computers and the Internet. Many teachers were not familiar with computers and the Internet in their formative years, whereas children nowadays grow up with digital devices around them. As a result, while many children develop a good range of digital skills by using social media, which also leaves them unprepared for the risks. This is an area in which many adults are lacking both in terms of confidence and competence.

Children not only must be taught about the benefits of the Internet, but they should also be made aware to use it with respect and responsibility. They need to engage with the Internet, find it interesting, fun and exciting. Consequently, they need to develop an appropriate set of skills and understanding through developing digital citizenship. And this learning needs to begin at an early stage.

The combination of early development of skills, the intuitive nature of devices, and growing and easy access means that we must proactively teach children about the benefits and potential harms of the Internet through a systematic approach. This is challenging for schools, which lack basic digital infrastructure, suffer from variable knowledge

levels of the teachers, and labour under extremely limited scope for curriculum upgradation, which is often ridden with bureaucracy and self-serving politics.

One simply cannot deny the immense potential of social media for education because of its participatory and communal nature that aligns closely with the fundamental qualities of how humans learn, not least the practices of creating, sharing, collaborating, and critiquing. Bad content can be countered with good content.

“Bois Locker Room”, an Instagram chat group operated by some school children was allegedly used for sharing photos of underage girls, with deeply misogynistic comments about wishing them grievous bodily harm.

If strong skills to create educational content in a safe Internet ecosystem can be developed, then gradually the Internet can be cleansed by more users taking on the mantle of responsible and active digital citizens.

TikTok has launched EduTok, an innovative and knowledge-based initiative that empowers TikTok users to create meaningful and inspiring content by offering a platform to not just independent creators, but also educational organisations that use TikTok to share their knowledge with millions of users, especially those who are willing to learn. It also helps communities by spreading digital literacy and skill development across India.

ABHISHEK SAGAR with 2.3 millions followers on TikTok make videos on safety, especially while shooting and posting videos

AWEZ DARBAR with 16.8 million followers on TikTok create videos on religious harmony

2.1 Objective of the Project

1. Empower youth in the community to become digitally safe citizens;
2. Motivate youth towards educational content creation and being empathetic while posting content;
3. Build capacity of the users in effectively leveraging the functionalities and security features of Tiktok;

4. Establishing TikTok as a platform for education through Edutok initiative;

Chandigarh,
Punjab



2.2 Outline of the Main Activities

Social media and the internet have the potential to teach young people a lot about the world around them, and can open their minds to exciting and valuable opportunities for learning and personal growth. Online safety is a balance between understanding online behaviour and being able to act responsibly and productively for self and others.

The implementation process entailed developing a curriculum designed in a way that it will enhance the level of understanding and knowledge of online safety amongst the focussed group and orient them towards consuming and creating educational content through hands-on activity-based approach covering—

1. Ice-breaking session
2. Installation of TikTok and imparting operation, safety and privacy knowledge
3. Using a phone safer and responsibly
4. Video making skills
5. Educational making skills using one's passion and creative talent
6. Introduction to educational content through case studies of responsible TikTok influencers

Step 1: Master Trainers

Training of Trainers (TOT) was organized in the month of October with 22 participants chosen carefully to be Master Trainers (MT) from DEF's network in 8 states- Delhi, Rajasthan, MP, Karnataka, Kerala, Maharashtra, Tamil Nadu and Punjab. The candidates were selected on the basis

of following qualifications—resourcefulness, leadership, networking skills and public speaking. At least two participants from every state had participated. These participants went through two days of training on how to conduct trainings on the ground based on the curriculum. These Master Trainers would lead the project in their respective states.

Step 2: Trainers

The Master Trainers went back to their respective states and further trained at least 10 trainers each, who will actually reach out and engage with the target group on the ground. The trainers were selected on the basis of—training experience, prior experience of working with schools and colleges in their region and resourcefulness.

S. NO.	STATE	DISTRICT
1	Madhya Pradesh	Guna, Hoshangabad, Multai
2	Rajasthan	Alwar, Barmer, Bali
3	Tamil Nadu	Kanchipuram
4	Delhi	Delhi
5	Karnataka	Kollegal
6	Maharashtra	Talasari
7	Punjab	Chandigarh
8	Kerala	Guruvayur

Step 3: Trainings

The trainers reached out to schools and engaged with specially selected students through an interactive and effective training session based on 'Driving Online Safety and Educational Content Creation' curriculum. The trainers received constant guidance and leadership for the trainings from their Master Trainers. Each workshop was strategically kept at 2-3 hours long to sustain the interest and enthusiasm of the participating students and consideration of schools time and commitment.

2.3 Has the Implementation been Effective

The trainings were held in 12 districts across 8 states through 93 trainers, who conducted 804 workshops in 120 schools from November 2019 to January 2020.

The trainers were equipped with specially designed and branded stickers with relevant messages and other items as giveaways to students that incentivised the interest of the students and provided a recall value to the learnings imparted during the workshops. The trainers were also provided a branded waistcoat, backpack and selfie-stick with logos of the implementing partners to establish a brand image.

The effectiveness of the implementation of the project is evaluated on the basis of:

1. Feedback of Stakeholders:

All the 120 schools in 12 districts across 8 states that collaborated in organising the workshops for their students have provided officially stamped 'Letter of Appreciation' that exemplifies the effectiveness of the learnings and change envisioned by the initiative.



Jithamol P Puleley, Principal, V R Appumaster Memorial Higher, Secondary School, Thaikad, Thrissur, Kerala— “Participants really liked the topic. Even most of the staff was unaware about online safety and educational content with regards to social media platforms. After the classes students got an idea how to use social media in a proper manner.”



Prabhudipti, Principal, Rajakiya Uchch Madhyamik Vidyalaya, Berla— “There’s lot of negative content online. How to maintain safety while navigating digital space was what online safety was all about. It was very enriching and discussed various good practices one should follow in order to be productive and constructive online. We were introduced to TIKTOK —which is a great platform to express oneself through Educational content.”

2. Feedback of Beneficiaries:

The workshops directly engaged with 35,234 beneficiaries and benefitted them qualitatively through awareness and knowledge to become wiser consumers of media as well as responsible producers of their own media—fostering critical thinking, which can become an organic part of their behaviour. This will strengthen their individuality and help them in many aspects of life as they grow older.



Name: Anil, Student

School: Rajakiya Madhyamik Vidyalaya, Bhatasara, Alwar, Rajasthan

“The workshop was very interactive and we learned through games. Online safety is very important when we are on the Internet. We were asked to demonstrate our skills and it was used to create educational videos for TIKTOK.”



Name: Anjana O. M., Student

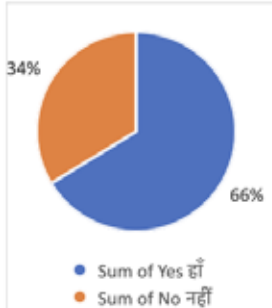
School: Sri Krishna College Chittatukara, Thrissur, Kerala

“The workshop gave us better understanding of the benefits and pitfalls of social media, common mistakes and misconceptions, personal safety and our own responsibilities. The workshop helped us to understand the educational contents on social media.”

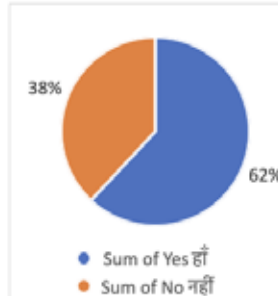
3. The project is officially recognised by the local government in Pali district, Rajasthan, and received support from the District Education Officer, who gave an official written permission to conduct workshops in government schools in the district.
4. Before and After Online Survey with the target group was undertaken by the trainers by scanning a QR code on their smartphones that gave them access to a Google form with a set of questions to record participant’s response. The exercise projected the trajectory of awareness and understanding the beneficiaries underwent, and facilitated valuable data as follows—

Pre-Assessment Analysis Survey Before the Workshop covering 35,234 Beneficiaries across 8 States

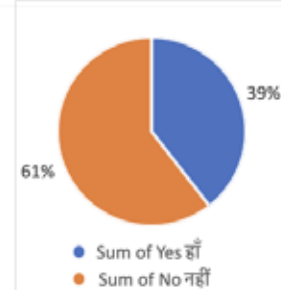
Do you have a smartphone?



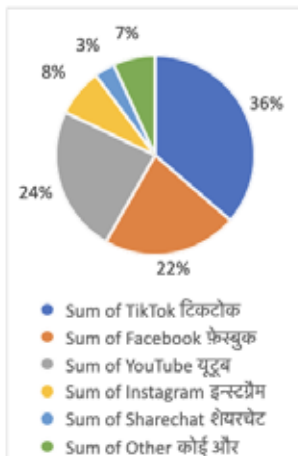
Do you make videos with your smartphone?



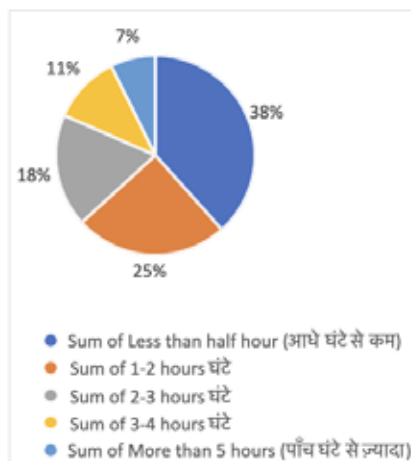
Do you use smartphone in a way that could be considered unsafe?



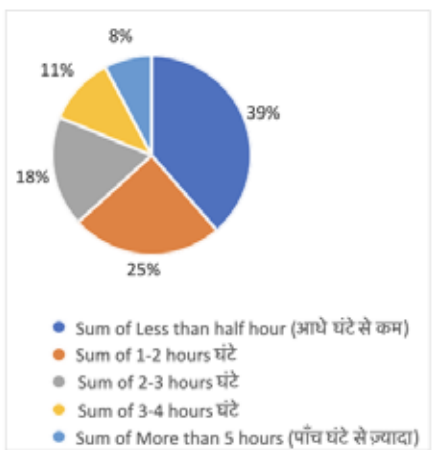
Which social media do you use the most?



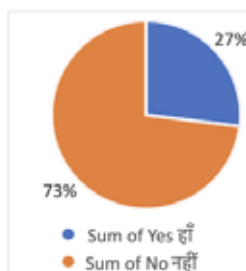
How much time do you spend on your smartphone?



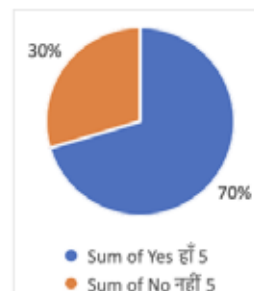
How many hours in a day do you use your favourite social media platform for?



Have you ever met with an accident while using your smartphone?

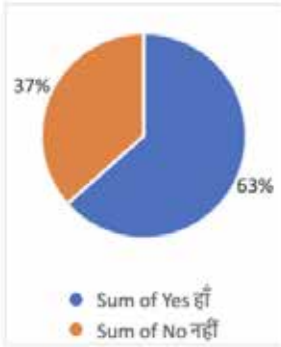


Have you ever used smartphone for a good cause?

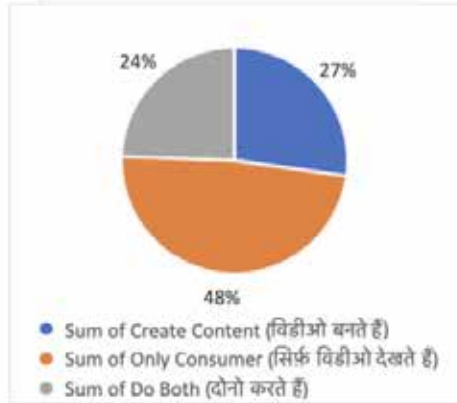


Post-Assessment Analysis Survey After the Workshop covering 35,234 Beneficiaries across 8 States

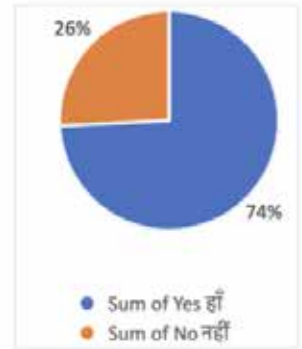
Do you use TikTok?



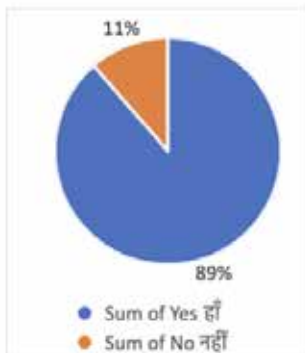
Those who use TikTok—Are you a content creator, consumer or both?



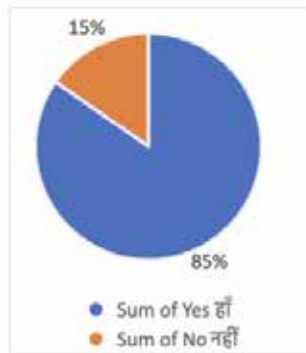
Are you aware of educational content on TikTok?



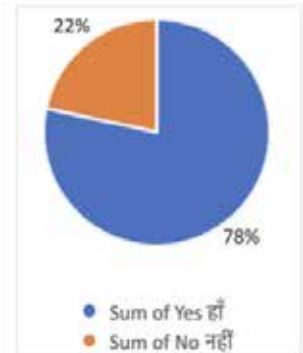
Did you find TikTok workshop useful?



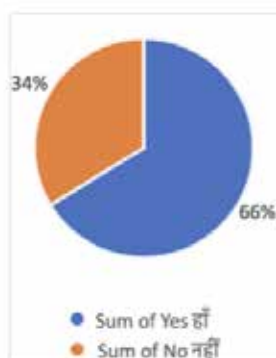
Do you think TikTok can be used positively?



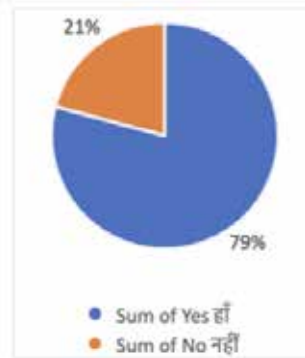
Do you see yourself as a positive TikTok content creator?



Do you want to become a TikTok influencer?



Do you see yourself as educational TikTok content creator?



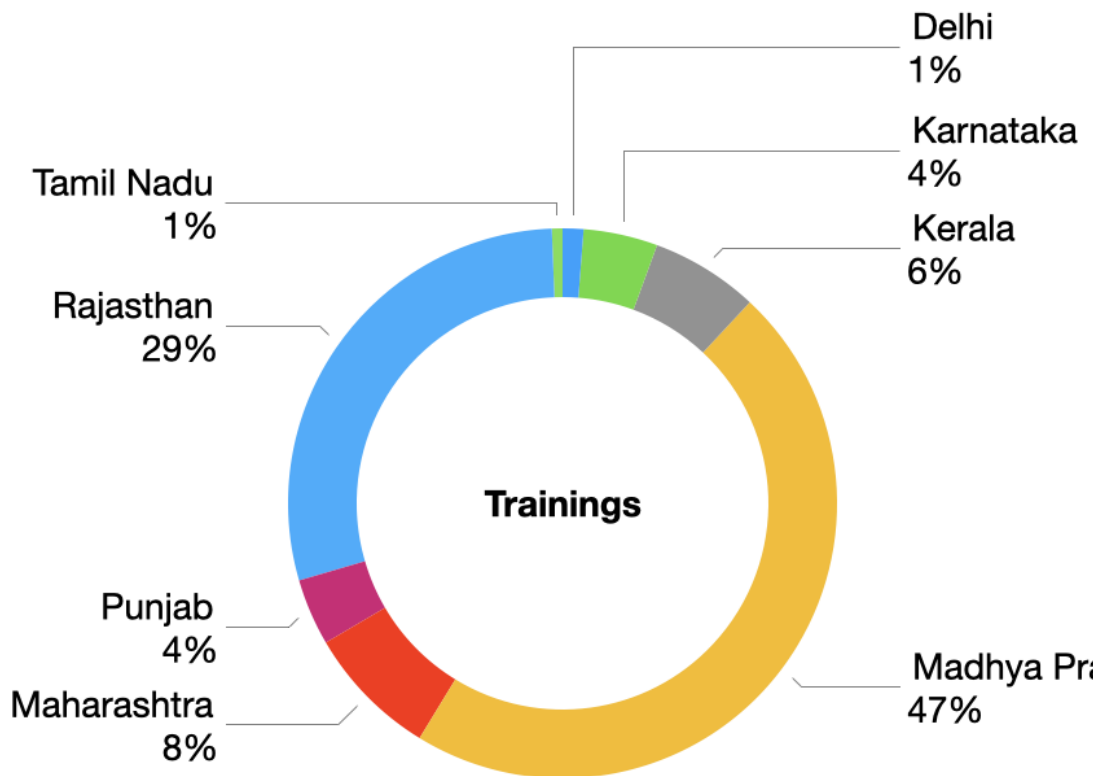
Distribution of trainings and beneficiaries across 8 states:

States	No. of Districts	No of Master Trainers	No of Trainers	No. of Trainings	Total Beneficiaries
Delhi	1	1	5	16	431
Karnataka	1	1	2	27	1540
Kerala	1	1	4	24	2238
Madhya Pradesh	3	5	39	423	16480
Maharashtra	1	1	5	77	2759
Punjab	1	2	12	48	1382
Rajasthan	3	3	25	186	10183
Tamil Nadu	1	1	1	3	221
Grand Total	12	15	93	804	35234

2.4 Evaluation of the Survey

Over 60% of the participants claim to own smartphones and most of them use it to make videos. Regard for safety—whether offline or online—is not very high on anyone’s list; but most of them who claim they haven’t suffered because of this, invariably have such low level of awareness that they wouldn’t have realised on the occasions they have suffered.

1-3 hours is the normal daily use of the Internet, which is a considerable time spent online for school children in the age group of 13-17 years in semi-urban areas.



TikTok has emerged as the most popular social media platform, followed closely by Youtube and Facebook. All the participants barring none, claim to be on one social media platform or the other. A little less than 50% claim to engage with social media for not more than half-an-hour—but most of the rest claim to be on it for 1-3 hours.

An overwhelming 70% claim that they use social media for good cause, however, this claim should be considered cautiously.

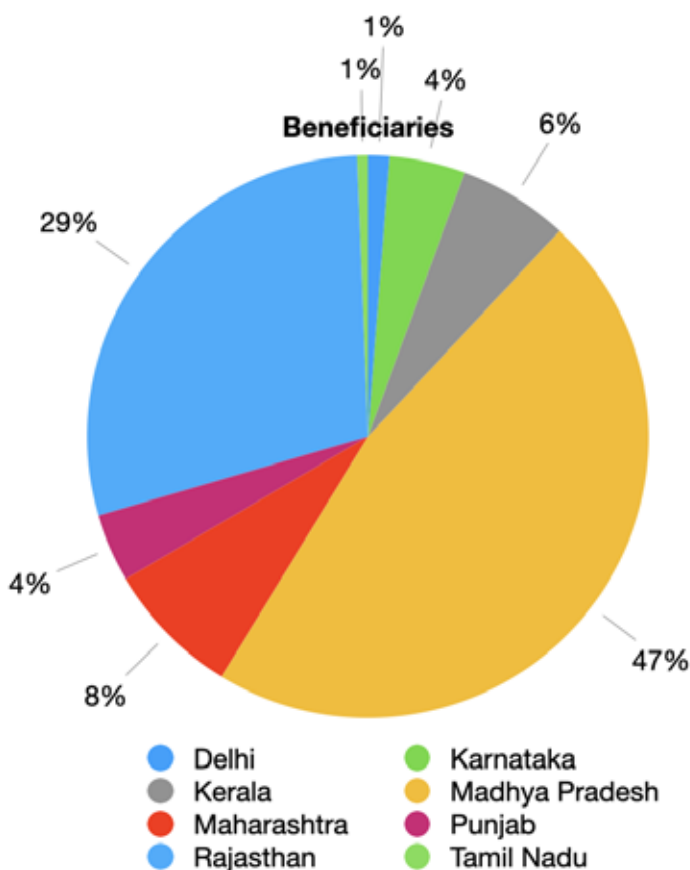
Content creation requires skill, therefore not too many claim to be active content creators. However, short video platform TikTok is gradually turning the youth into content creators with its engaging user-friendly resources. Target group learned about educational content creation during the workshop and engaged with it enthusiastically in a hands-on training methodology. Now almost 70% of the participants aspire to become TikTok influencers.

Roughly 90% of the participants found the workshops extremely useful, and they want to use it positively by creating educational content leveraging their creative skills and hobbies.

3. Outcomes

1. Outreach: 120 schools have been covered under the project, which had poor digital infrastructure and were genuinely looking forward to a programme to impart media and digital literacy to its students focussing on educational content creation and online safety. They have provided a ‘Letter of Appreciation’ for having a training session like this initiated for the first time in their school for their students and teachers to prepare themselves for the pitfalls of the digital age.

2. Engagement: 35,234 beneficiaries participated in the online Pre and Post assessment to gauge before and after outcome of the workshops—well over the targeted number of 33,333 at the end of Phase-1. The data from this survey provides valuable insights into knowledge and behavioural growth of the participants.

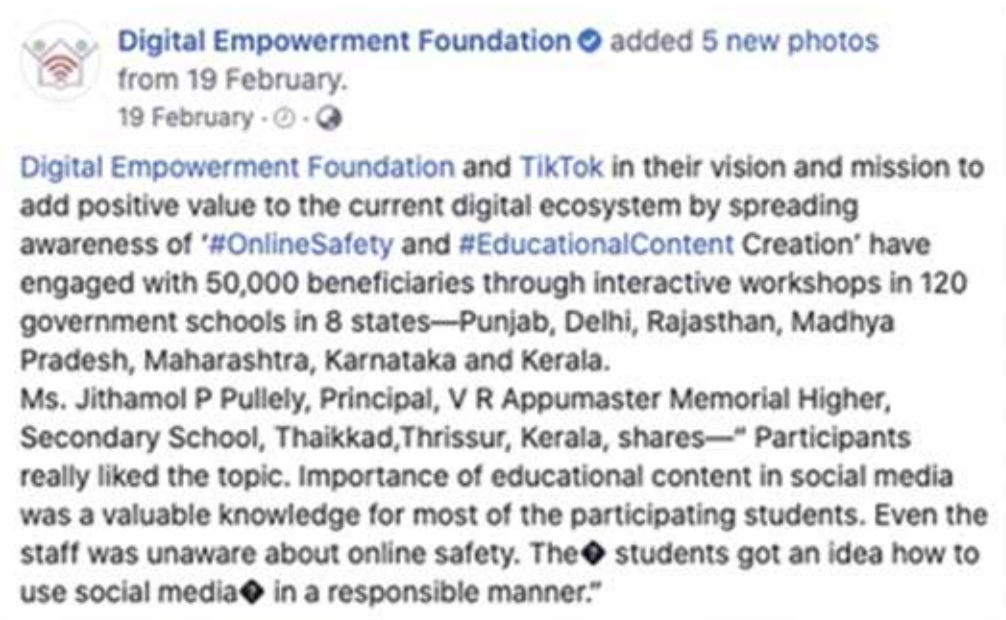


3. Learning Outcomes: The project has created a systematic and intentional way of achieving focussed learning in 'Online Safety and Educational Content Creation' through a tested interactive and activity oriented curriculum that incorporates the principles of EduTok intrinsically, which can be scaled quickly through local partnerships and collaborations.

4. Social Media Outreach: TikTok account of DEF 'DefIndia' has posted over 100 videos through the progress of the project. There were regular postings reflecting the updates of the project

across other social media platforms such as Facebook and Twitter through DEF's handles. And DEF newsletter that is subscribed by the organisation's valuable national and international partners and followers in government, media, development sector and academics—carried updates of the project in all the monthly issues right from the inception of the initiative.

5. Media Reach: The project received wide organic media coverage in Madhya Pradesh, Rajasthan, Punjab, Kerala and Maharashtra—through local print and television media.



Digital Empowerment Foundation added 5 new photos from 19 February.

19 February · 🌐 · 🌐

Digital Empowerment Foundation and TikTok in their vision and mission to add positive value to the current digital ecosystem by spreading awareness of '#OnlineSafety and #EducationalContent Creation' have engaged with 50,000 beneficiaries through interactive workshops in 120 government schools in 8 states—Punjab, Delhi, Rajasthan, Madhya Pradesh, Maharashtra, Karnataka and Kerala.

Ms. Jithamol P Pullely, Principal, V R Appumaster Memorial Higher, Secondary School, Thaikkad, Thrissur, Kerala, shares—“ Participants really liked the topic. Importance of educational content in social media was a valuable knowledge for most of the participating students. Even the staff was unaware about online safety. The students got an idea how to use social media in a responsible manner.”



S.NO.	STATE	DISTRICT	DATE	PUBLICATION
1	Maharashtra	Talasari	11-02-2020	Dahanu Mitra
2	MP	Multai	25-01-2020	Nav Duniya
3	MP	Multai	25-01-2020	Betul Patrika
4	MP	Guna	29-01-2020	Manidhari Times
5	MP	Guna	29-01-2020	Haribhoomi
6	MP	Hosangabad	29-01-2020	Dainik Duniya
7	MP	Hosangabad	29-01-2020	Raj Express
8	Rajasthan	Ramgarh	02-02-2020	Panchmaha Kesari
9	Rajasthan	Alwar	02-02-2020	Kranti News
10	Rajasthan	Bali	31-01-2020	Rajasthan Patrika
11	Punjab	Chandigarh	04-02-2020	Dainik Bhaskar
12	Kerala	Thrissr	04-02-2020	Janmabhumi- Thrissur Circle Online News Portal

4. Purpose of the Impact Assessment

1. To assess the extent to which :

- Absorption of awareness and skills for online safety and educational content creation at the behavioural level of the targeted youth;
- Perception and usage of TikTok as a responsible social media platform;
- Instilling the importance of positive digital orientation and practices in the school management;
- Capacity building of the community by enhancing digital awareness and knowledge level of the youth;

4.1 Methodology of the Impact Assessment

- The trainers recorded on their smartphones online Pre and Post Google doc survey forms on behalf of the participating students to gauge their understanding and awareness level before and after the workshop. 35,234 beneficiaries participated consensually in this exercise to provide valuable data. It also meets the requirement of reaching out to 33,333 beneficiaries by the end of Phase-1 as per MoU signed between the partners.

2. Feedback from the trainers of the workshops through telephonic interview and project updates on WhatsApp about their experiences and reactions of the participating students gave insights on inclination, enthusiasm, level of awareness and understanding and ever evolving way forward approach.
3. Feedback of the principals and headmasters of the schools where the workshops were organised giving a unique perspective on the challenges and aspirations of education providers towards being a part of the ever advancing digital world.

4.2 Impact of the Project

1. Capacity Building of the Community Through Awareness and Knowledge Enhancement:

Awareness and knowledge are the key elements of reducing disasters caused by crisis and achieving human security in the pursuit of self-reliance, resilience and sustainable development and existence. We leveraged resources built through the project to reach out to the vulnerable communities under DEF's 'Covid-19 Digital Emergency Relief Program (C-DERP)' to provide essential information, services and commodities at door steps of the vulnerable marginalised communities through community level digital initiatives.

(Report in the Annexure)

Kozikode,
Kerala



2. Creating Capable and Responsible Digital Citizens:

Food, shelter, clothing, internet; the bare necessities have undergone a modification for this digital age. The internet has joined this list because it has become a platform that gives every person the freedom of expression, without any questions asked, or any information barred, This most concerns the children who are growing up in this digital economy. The need of the hour is therefore to approach the internet space for kids in a two-pronged way – one dedicated towards educational content creating and maintaining the interest of the



केश स्टोरी tik tok नाम -देशराज धाकड यह ग्राम लपचोरा तहसील बमोरी जिला गुना के रहने वाले है यह sakshi public school diviya manpur में शिक्षक हैं पहले यह tik tok के बारे में कुछ नहीं जानते थे जब उन्हें sakshi public school me tik tok की ट्रेनिंग दी तब से यह tik tok के बहुत बड़े friend है इन्होंने tik tok पर 28 विडियो बनाए हैं और इनके 50 tik tok friend हैं इनकी tik tok id इस तरह है @deshrajdhakadlapc tik tok master trainer vinod Dhakad Mundol thankyou 1:39 PM ✓

youth, the other practise and true regard for online safety, to safeguard from cyber crimes. To establish a safe Internet in the true sense of the word, taking upon individual responsibility is of prime importance. The project has taught students the key lessons to be careful on the internet, but above all, it's important to remember what a powerful connector it is. Global connection is amazing and the digital world opens up global citizenship for the students. A global digital citizen enjoys the benefits of being in the connected world, while practicing some significant responsibilities at the same time.

(Testimonials of Principles and Students in the Annexure)

3. Creating Leadership to Address Misinformation:

Misinformation is dangerous because of its ability to affect public opinion. Once embedded, such ideas can in turn be used to normalize prejudices, to harden us-versus-them mentalities and even, in extreme cases, to catalyze and justify violence. Young people are most likely to get their news through online sources, relying heavily on mobile devices for their communications. Many master-trainers and trainers in the project are already a part of larger fake news and misinformation movement as information cadres, DEF is undertaking across the country through its infrastructural and human resource presence in 600+ locations across 25 states. And these trainings also gave us an opportunity to foster media and digital skills in targeted students to develop critical and creative capabilities to both receive and assess the quality of messages from all forms of media, and to generate and create quality media of their own. This has placed them in the position to lead their community in dissemination of factual information and establish good practices in information access and consumption.



Hoshangabad,
MP

5. Lessons Learned and Recommendations

The project is divided into three phases, and each phase requires 33,333 target beneficiaries to have been qualitatively reached out and engaged with. We have just finished the first phase. Though it is too early to predict the outcome just yet, but going by the enthusiasm with which this initiative is being received by the teachers and students alike in all the eight states, and data from Pre and Post survey—one is in a position to make certain assessments—

1. Digital and media literacy is still not given the kind of importance in our education system that it deserves;
2. Awareness of online safety is extremely low in youth;
3. There is still much to be done to enhance the perception of social media as an education tool;

4. Maturity and evolved senses required for educational content creation is considerably low;

The workshops were approached as digital and media literacy training with a special focus on online safety and educational content creation across all social media platforms, and they were received enthusiastically by the students and teachers in all the states. We deliberately ensured that the workshops should not be too focussed on TikTok, but should promote the usage of the short video platform through best practices in social media. The principals of the schools opined that more such engagements should be organised to help youth navigate through the difficult terrain of ever advancing and precarious technological space.

All the states presented their own strengths and challenges. We were most effective in MP and Rajasthan, where trainers exceeded expectations with their deliverables. Punjab has less

beneficiaries than MP and Rajasthan, but the team in the state was extremely quality conscious and ensured substance with limited participation over more number of workshops. In Maharashtra, Karnataka and Kerala, even though we struggled to enlist a required number of trainers, it did not reflect negatively on our reach out and engagement. The initiative received great support especially in Kerala from schools and students who understood the relevance and urgency of the initiative, perhaps because of the high literacy rate in the state. We have been extremely weak in Delhi and Tamil Nadu because Master Trainers in these states struggled to enlist effective trainers. We have to devise a special strategy for Delhi and replace the Master Trainer in Tamil Nadu.

We also struggled to identify Master Trainers in Gujarat and West Bengal. Despite our several efforts to identify candidates from our network, we failed to successfully achieve desired results.

Therefore, we suggested to our contact person in the TikTok team to replace the states with Uttar Pradesh and Bihar, where we have a strong network and reach.

Three months is a short time to assess the effectiveness of an initiative. The initiative was getting popular through word of mouth and organic media coverage, and lots of Principals and Headmasters were contacting Master Trainers and trainers voluntarily to organise workshops at their schools.

'Driving Online Safety and Educational Content' is an important initiative and it needs to be taken into Phase-2 with the learnings and insights from Phase-1. Considering the Covid-19 situation where physical workshops may not be possible in all the situations, we have to explore a mix of offline and online reach out and engagement strategy going forward.



Talasari,
Maharashtra

Recommendation 1: Digital literacy classes with special focus on online safety and educational content creation should be a part of standard learning process in schools so the children aged 13-17 yrs. from semi-urban and rural set-up could compete in an ever advancing globalized digital world. An online group should be initiated and all the schools should be made part of it to network, discuss and grow together.

Recommendation 2: There should be prestigious government recognition for schools that support basic digital infrastructure and provide digital and media literacy to their students.

Recommendation 3: Social media influencers should be enlisted actively to engage with children for positive behavioral change.

Recommendation 4: Online competitions and contests with special prizes as an incentive should be initiated to generate and sustain enthusiasm for good online practices in children.

Recommendation 5: Public libraries should be identified as Digital Learning Centres to provide

a space to the community to learn from each other and collaborate. Equipped with the latest technology—3D design, printing, web and graphic design, coding, game design—a Digital Learning Centre can create a culture for appreciating and exploring technology for the community.

Recommendation 6: Online games help people develop a disposition toward collaboration, problem-solving, communication, experimentation, and exploration of identities, all attributes that promote success in a rapidly-changing, information-based culture. Strategically created online games can be leveraged to establish a culture of positive and responsible digital citizenry effectively.

6. Future Perspective

The state of education in India is dismal, especially in rural areas. The sector is battling with grave challenges such as outdated teaching methods, shortage of teachers, inadequate student-teacher ratio, insufficient teaching resources and lack of digital infrastructure.





Betul, MP

e-Learning is going to be the key face of future education in India. The penetration of digital education into the hinterland is dependent on affordable high-speed Internet infrastructure, which is still a challenge to say the least. In such a scenario, cheap mobile phones and cheap data are the only source of digital connectivity in non-urban regions, which has the potential of catapulting TikTok in a unique position to facilitate e-learning in these infrastructurally challenging areas.

'Driving Online Safety and Educational Content Creation' initiative is well on its way to establish TikTok as a safe and secured digital platform which

can be effectively informative and educational if used to create appropriate content. Social media is set to be driven by short videos in the near future because in the age of depleting attention span, they garner instant and maximum eyeballs. And 65% of video content is consumed on mobile phones.

Therefore, if reach out and engagement level of the project with youth and impact metrics are the factors to go by, then we can have the entire e-learning movement in rural India driven by short videos on TikTok—and TikTok influencers as the new age teachers.

7. Annexures

Photo Bank

<https://photos.app.goo.gl/fEXNM1QJcrC9MUPc6>

Covid-19 Digital Emergency Relief Programme Report

https://defindia-my.sharepoint.com/:b:/g/personal/ravi_guria_defindia_net/EdE9ZZa-LNpJtvy2x1SKU80BbznX5LnFEJ-blcTa_44RJg?e=itrdZr

Certification Letters by Schools

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Organic News Clips

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Testimonials

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List of 120 Schools

S. NO.	TRAINERS	SCHOOLS
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Rajasthan

1	Vishnu Chowdhry	Adarsh Vidya Niketan, Dhanau
2	Karim Khan	Government School, Sedwa
3	Arbab Khan	Government School, Sedwa
4	Narpat balwan, Durgaram, Devaram, Ramesh Kumar	1. Bal Mandir Mahavidyalaya, Baytu 2. Sanskrit School, Baytu 3. R.B.U. Mahavidyalaya, Bhojasar
5	Irfan	1. B.R. Memorial School, Alwar 2. Govt. School, Alwar 3. Chand Samih, Alwar 4. New yadav School, Alwar 5. Rajakiya Higher Secondary School, Alwar
6	Shakti	1. Rajakiya Higher Secondary School, Dhanau 2. Divya Adarsh Vidyalaya, Dhanau 3. Adarsh Vidya Mandir, Dhanau 4. Sanskar Madhyamik Vidyalaya, Sedwa 5. Rajakiya Madhyamik, Alu Ka 6. Rajakiya Madhyamik, Baytu

Madhya Pradesh

1	Rashmi Dhote	Government Higher Secondary Schools, Nurul Bazar, Multai
2	Ravindra Phate	Government Higher Secondary Schools, Khedi Bazar, Multai
3	Chhaya Kavardkar	Government Higher Secondary Schools, Tivarkhed, Multai
4	Kamlesh Prjapati	1. Govt. High School, Bijadehi 2. Govt. Middle School, Patauwapura, Shahpur

S. NO.	TRAINERS	SCHOOLS
5	Amit Jothe	Govt. High School, Raipur
6	Geeta Uikey	Govt. Middle School, Rampurmall
7	Rakesh Yadav	Govt. High School, Shilpati, Shahpur
8	Shobha Chourey	Govt. High School, Kundi, Shahpur
9	Bharti Mehra	<ol style="list-style-type: none"> 1. Balak Chatrawas, Pipriya 2. Kanya Madhyamik Shala, Pipriya 3. Apna Vidya Mandir, Mahalwada 4. Shasakiya Naveen Madhyamik Shala, Silari
10	Rameti Ghurele	<ol style="list-style-type: none"> 1. Shasakiya Uchatar Madhyamik Vidyalaya, Sankheda 2. Shasakiya High School, Marod 3. Shaheed Inder Giri Uchatar Madhyamik Vidyalaya, Rampur 4. Shasakiya Madhyamik Shala, Marod 5. Shasakiya Madhyamik Shala, Gurra 6. Jagruti Memorial School, Rampur 7. Girls High Secondary School, Bankhedi
11	Neha Yadav	<ol style="list-style-type: none"> 1. Govt. High School, Shukkarwada 2. Govt. Kanya Shala uchatam Mahavidyalaya, Babai
12	Malti Kushwaha	<ol style="list-style-type: none"> 1. Govt. Middle School, Dhamasa 2. Govt. Higher Secondary School, Chotlay 3. Nitin Sai Child Care School, Misrod 4. Govt. Higher Secondary School, Misrod
13	Aarti Dubey	<ol style="list-style-type: none"> 1. Vidyasagar School, Pipriya 2. Pande Coaching Class, Pipriya 3. Mahesh Content School, Pipriya 4. Swami Vivekanand School, Pipriya 5. Nav Chetna Uchatar Madhyamik School, Pipriya

S. NO.	TRAINERS	SCHOOLS
14	Veerender Rathour	<ol style="list-style-type: none"> 1. Shasakiya Balak Uchtar Madhyamik Vidyalaya, Semri Harchand 2. Shasakiya S. J. L. Uchtar Madhyamik Vidyalaya, Suhagpur 3. Shasakiya High School Madhyamik Vidyalaya, Junhaita 4. Shasakiya High School Madhayamik Vidyalaya, Piparpani 5. Shasakiya Kanya Uchtar Madhyamik Vidyalaya, Suhagpur
15	Ajay	<ol style="list-style-type: none"> 1. Govt. Girls Higher Secondary School, Prabhat Pattan 2. V.N.S College, Multai 3. Govt. College, Multai 4. Govt. Middle School, Pardsinga Multai 5. Govt. Middle School, Angle Multai 6. Govt. Girls Higher Secondary School, Multai 7. Dungasra Hada Arogya Kendra, Guna 8. Hanumanta Coaching Classes, Guna 9. Coaching Centre, Jamner
16	Abhinav	<ol style="list-style-type: none"> 1. Mata Moodra School, Guna 2. Hindu Path School, Jamner
17	Shyam	<ol style="list-style-type: none"> 1. Jay Shankar School, Jamner 2. Govt. Middle School, Chhipoun 3. Govt. H.S. School, Chhipoun
18	Dhanpal	<ol style="list-style-type: none"> 1. Adiwasi Chatrawas, Pipriya 2. Swami Vivekanand School, Hathwaas, Pipriya 3. Pandey Coaching Class, Pipriya 4. Navchetan Higher Secondary School, Pipriya 5. Mahesh Convent Higher Secondary School, Pipriya 6. Shasakiya R.N.A Higher Secondary School, Pipriya

S. NO.	TRAINERS	SCHOOLS
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Maharashtra

1	Vishwas Shinde	<ol style="list-style-type: none"> 1. Shasakiya Madhyamik Ashramshala, Girgaon, Talasari 2. Jila Parishad, Aamgaon 3. Jila Parishad, Sonarpada, Wadwali 4. Karturba Gandhi Balika Vidyalaya, Talasari 5. Maharashtra Vidyamandir Sutrakar 6. Jila Parishad Wadwali Punarvarsan 7. Talasari Madhyamik Vidyalaya, Talasari 8. Thakkar Bappa Madhyamik Vidyalaya, Talasari 9. Pushp Madhyamik Vidyalaya, Jhari 10. Nathyu Ojhare Madhyamik Vidyalaya, talasari 11. Nathu Ozare School, Talasari 12. Thakkarbappa Vidyalaya, Talasari 13. Madhyamik Vidyalaya, Talasari 14. Z.P. Shetaki School, Talasari Patilpada
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Delhi

1	Nargis	<ol style="list-style-type: none"> 1. SDMC Pre-School, Zakir Nagar 2. Home Tuition Centre, Old Delhi
2	Shakeel Ahmed	<ol style="list-style-type: none"> 1. Children's Home, Old Delhi 2. SDMC Pre School, Zakir Nagar 3. Madarsa, Kashmiri Gate

S. NO.	TRAINERS	SCHOOLS
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Punjab

1	Tanuja	<ol style="list-style-type: none"> 1. Govt. CLG of Art 2. Govt. M.S.S.S., Chandigarh 3. Govt. M.G.S.S.S., Sec. 18, Chandigarh 4. Saraswati Public School, Chandigarh 5. Nobel Heart School, Chandigarh 6. PMKVY Housing Board, Chandigarh 7. CDCL Sec. 28/PMKVY, Chandigarh 8. St. Sophiya School, Chandigarh 9. Govt. Art College, Chandigarh
2	Seema Saroj	<ol style="list-style-type: none"> 1. Sarswati Public School 2. Raipur Kalan School 3. Raipur Jalan School, Chandigarh 4. PMKVY Dhanas, Chandigarh 5. G.M.S.S School, Khuda Lohara 6. G.M.S.S School Sec. 18, Chandigarh 7. Raipur Kala School, Chandigarh 8. Janta Model School, Naya Gaon 9. G.M School Kansal
3	Kabhijeet	<ol style="list-style-type: none"> 1. Nobel Heart School, Naya Gaon 2. St.Sophiya School, Naya Gaon

S. NO.	TRAINERS	SCHOOLS
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Karnataka

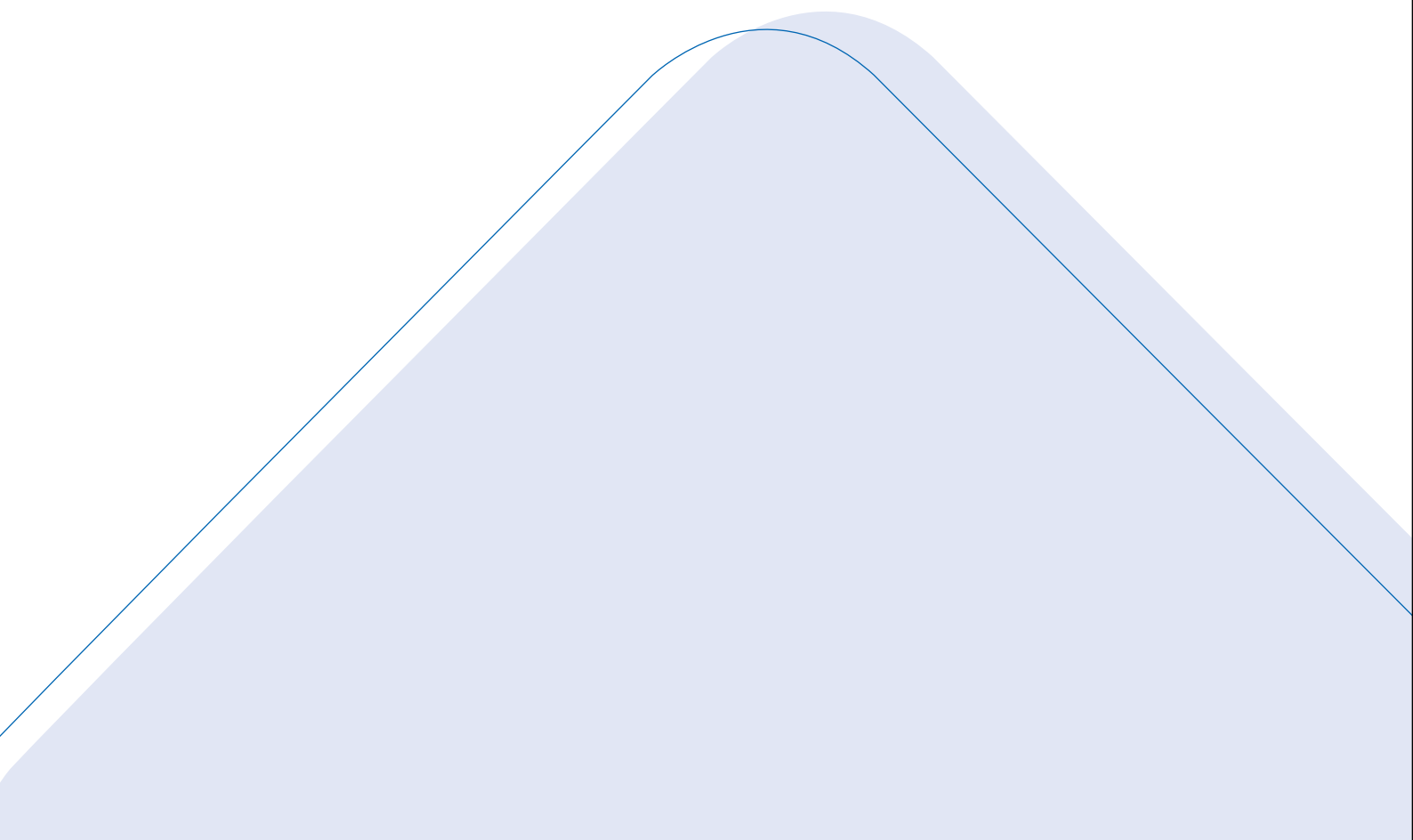
1	Tarun	Community-Youth
2	Madhuri	<ol style="list-style-type: none"> 1. Govt. High School, Cowdalli 2. G.H.PS Ramapura 3. Mahadeshwara High School, Chotupal 4. Govt. High School, Kempayyana Hatti

Tamil Nadu

1	Balaji	Community-Youth
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Kerala

1	Rahul	See krishna College, Guruvayur
2	Madhuri	Arabhatta College, Guruvayur



About DEF

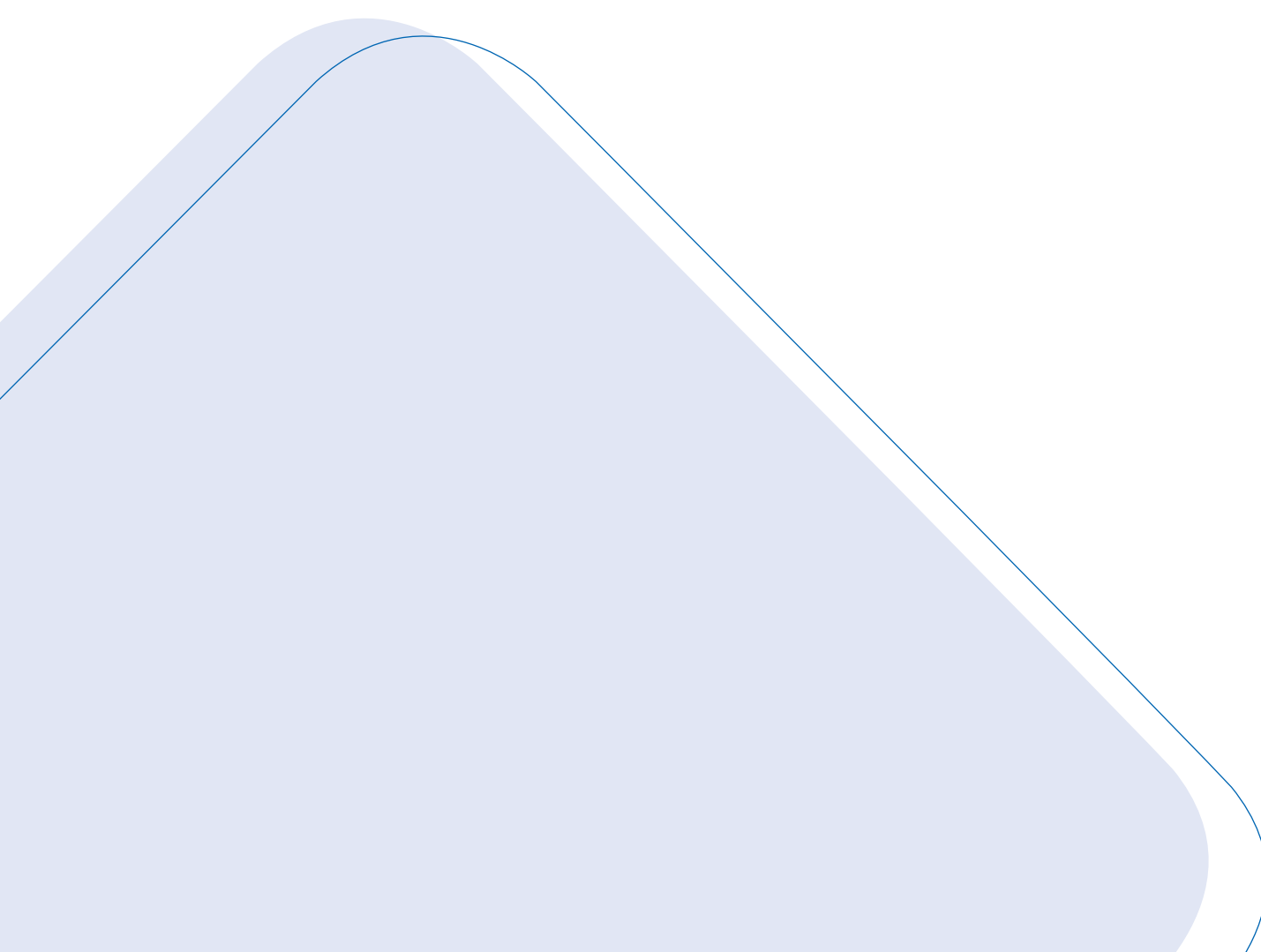
Established in 2002, Digital Empowerment Foundation (DEF) aims to connect unreached and underserved communities of India in an effort to bring them out of digital darkness and equip them with access to information. With the belief 'Inform, Communicate and Empower,' DEF finds sustainable digital interventions to overcome information poverty in rural and remote locations of India, and empower communities with digital literacy, digital tools and last mile connectivity.

Through various projects across DEF's six programmatic areas—Access & Infrastructure; Education & Empowerment; Governance & Citizen Services; Markets & Social Enterprises; Knowledge Hub & Network; Research &

Advocacy—DEF empowers marginalised communities in information dark regions to access, consume and produce information online using digital interventions and ICT tools.

DEF is primarily a community networked, ICT for development Pan India agency delivering digitally enabled information, services to empower through its digital enabled infra and facility in 600 locations, 130 districts, across 25 states, and + 600 digital enabled community resource centres, with the help of 10000 plus digital foot soldiers.

<http://defindia.org/>





For queries:

ravi.guria@defindia.net