

First National Conference on Nexgen Technologies

YWCA of Delhi, Ashoka Road, Connaught Place, New Delhi 

29th -30th June 2019

www.conferenceworld.in

ISBN : 978-93-87793-93-4

Digital literacy training for urban poor women's empowerment: case study of slums in Delhi

Savita Aggarwal*, Tanvi Nayyar**, Siwani Aggarwal***

*Associate Professor, Institute of Home Economics, University of Delhi;

**Project Coordinator, MWCD research project, Institute of Home Economics, University of Delhi;

*** Project Officer, MWCD research project, Institute of Home Economics, University of Delhi

ABSTRACT

India has a vast potential in exploiting digital technologies for development as more than 940 million homes have access to television, 1.19 billion people use mobile phones and almost 445.96 million people have access to the internet. However, this progress lags behind several other countries as depicted by the low rank of India in the ICT Development Index (IDI) placed at 134th position out of 176 countries. Women have failed to benefit from the digital revolution due to huge gender gap in the ownership and access to digital technologies, socio-economic and cultural barriers and burden of household responsibilities. Incorporating the gender dimension is therefore a necessary prerequisite for the achievement of a globally equitable information society and the achievement of SDGs.

The present study has been conducted for examining the impact of a need based and contextually suitable need based digital literacy module to train poor urban women in the use of digital applications using mobile phone. Gender Analysis Frameworks approach (GAF) has been used to map the gender specific needs of women pertaining to digital literacy. The results of the training revealed statistically significant gains in all aspects of digital literacy. The present study has shown that when contextual training based on a thorough analysis of the Practical and Strategic Gender Needs of women is imparted to women in safe, secure and familiar environment, it is well accepted by them and can be a tool for their empowerment.

Key words: Gender Analysis Frameworks, ICTs, Practical Gender Needs, Strategic Gender Needs, Women empowerment.

First National Conference on Nexgen Technologies

YWCA of Delhi, Ashoka Road, Connaught Place, New Delhi



29th -30th June 2019

www.conferenceworld.in

ISBN : 978-93-87793-93-4

I. INTRODUCTION

ICTs have a tremendous scope of alleviating problems of developing countries. Studies conducted across different countries have shown that use of ICTs can work as catalysts to enhance the rate of change in different areas including women empowerment. The increased use and penetration of ICTs across the globe presents several new opportunities for development.

India too has a vast potential in exploiting ICTs for development as more than 940 million homes have access to television, 1.19 billion people use mobile phones and almost 445.96 million people have access to the internet (TRAI, 2017). However, looking at international scenario, India ranks as low as 134 in ICT Development Index ranking out of a total of 176 countries. The performance of India is low across most sub-components of ICTs such as pertaining to access, use and skills required.

1.1 THE GENDER DIVIDE

On one side Information and Communication Technologies (ICTs) are being recognized as the engine for growth and development, on the other hand, there are various challenges which limit their potential and benefits. One of the major challenges is the digital divide across various sections of society such as the rich and the poor, the urban and the rural, the educated and the illiterate as well as the gender divide which is very vividly reflected in the use and access of technology. Such divides often overlap with each other. As an example, rural women have a dual disadvantage in accessing and using ICTs owing to their geographic location, limited resources as well as gender. Women fail to benefit from ICTs because they lack severely in the awareness, exposure, access and skills in the use of ICT based services.

The number of mobile phone users in India has been continuously increasing over time while in 2013, there were more than 524 million mobile phone users, which increased to 730 million in 2017 and are expected to touch 831 million in 2019. However, according to GSMA intelligence consumer survey 2017, there is gender gap in mobile ownership pattern. On the whole, only 65 percent women in India own mobile phones as compared to 84 percent men. The same study has also shown that 78 percent of people (males and females) use mobile phone for calling purposes. Only 35 percent females, as compared to 46 percent males are able to send or receive SMS. The gender gap in internet connectivity on mobile phone is clearly visible by the fact that about 31percent males have internet connections on their mobiles as compared to only 13 percent females. Of this population with access to internet on the mobile phone, only 50 percent males as well as females browse the internet, use social media or download and use different mobile applications. About 57 percent people (males as well as females) use internet for making video

First National Conference on Nexgen Technologies

YWCA of Delhi, Ashoka Road, Connaught Place, New Delhi 

29th -30th June 2019

www.conferenceworld.in

ISBN : 978-93-87793-93-4

calls. The data clearly points towards low internet connectivity of both males and females and still lower usage of internet-based applications, reflecting poor digital literacy skills of both males & females (GSMA, 2017).

Despite the benefits of ICTs to all population, women's ownership and access to ICTs is rather low because of several socio-economic and cultural factors. Women continue to be at a disadvantage because of existing power relations in societies. The heavy burden of household responsibilities on women works against their using ICT services. Women are also less likely to own technological devices such as computers, mobile phones and internet connectivity as cultural attitudes discriminate against them (CRISP, 2011). According to the United Nations Conference on Trade and Development (UNCTAD) 2014, incorporating the gender dimension is a necessary prerequisite for the achievement of a globally equitable information society.

India is a signatory to the achievement of Sustainable Development Goals to be achieved by 2030. Many of the 17 goals and 169 targets goals ranging from no poverty to reducing hunger, sustainable cities, climate action, clean energy, water and sanitation, reducing inequalities among countries and fostering partnerships require a robust ICT related infrastructure, technologies and their usage. One of the targets of goal number 5 (achieve gender equality) is empowerment of women through ICTs. The gender gaps in literacy, education and digital literacy need to be reduced or closed to enable women to benefit from the ICT revolution. To increase ICT usage by women, the ownership of digital devices exclusively by women needs to increase instead of women sharing the family owned devices. Women also need training, encouragement and must feel the need to use digital skills to be able to benefit from the ICT revolution. In the past decade, several initiatives have been made by the government from time to time.

1.2 DIGITAL TRAINING AND WOMEN EMPOWERMENT

In order to address the gender based and other inequalities and inequities in society and empower women, it is important to tap the tremendous potential of ICTs. Isolated ICT initiatives in different parts of the world have shown how such programs can benefit women. For example, when training in digital literacy was provided to 100 women comprising of farmers, business owners and the unemployed in Rwanda, Africa, it led to increased confidence in women as they could use computers, keep records of accounts themselves and could enquire about the market prices of products on their own. Similarly, the mission of imparting digital skills to the rural poor from Rajasthan, Tripura and Andhra Pradesh, as part of the National Digital Literacy Mission of the Government of India, wherein 52% of the trainees from 1669 households were women who were either homemakers, students or stay at home mothers reported a drastic change in their empowerment. Many women became self-sufficient as they could access

First National Conference on Nexgen Technologies

YWCA of Delhi, Ashoka Road, Connaught Place, New Delhi



29th -30th June 2019

www.conferenceworld.in

ISBN : 978-93-87793-93-4

MGNREGA information while some women got jobs as teachers. The women reported a sense of inclusion and confidence on themselves (Digital Empowerment Foundation, 2013). Another study conducted in Andhra Pradesh highlighted that ICT leveraged information/ knowledge could create digital opportunities and make a difference in the lives of Indian women, and over time, helped bridge the digital divide (Mathur& Karan, 2010). Such initiatives could also create opportunities for women in the poorer areas of India, narrow the information gap between rural and urban areas, and enhance the ease of understanding of government operations even among the not so literate population. Vodafone's initiative 'Connected Women' has estimated 5.3 million women could be lifted out of illiteracy through mobile technology by 2020. Such technology could reduce violence against women and enable women to seek new opportunities leading to an increase in economic activity estimated at 3.4 billion US dollars. ICT enabled initiatives could also help women in setting up micro-enterprise work and self- help groups, give access to market prices, connect to buyers, lead to increased farm productivity and improve livelihoods. Thus, for ICT based initiatives to be successful it is important that all sections of the population including women use them. In other words, it is very important to enhance the digital literacy skills of women especially from the poor sections of society who are often excluded from the development benefits due to their gender, poverty, illiteracy and lack of awareness. These women are not the target audience for digital training and thus fail to avail any benefits of ICT initiatives in different sectors. Thus, empowerment of women through the use of ICTs remains a dream for them.

The present study is being conducted to examine if capacity building of poor women residing in urban areas in digital literacy skills will enable them to use the ICT based programs and derive benefit from them. The second objective of the study was to assess the impact of a need based ICT use related capacity building module and training programs conducted by other organizations for poor women on the digital literacy skills of women as well as the uptake of ICT initiatives in different sectors and their consequent empowerment.

II. METHODOLOGY

The study is based on the training of capacity building of women in digital literacy and skills in two Gender Resource Centers in Delhi on a sample of 100 female respondents. The GRCs were purposively selected based on their accessibility, seating and projection facilities. The GRCs are an initiative of the Government and are present all over Delhi to cater to the education and training needs of women living in slums and related settlements in various areas in Delhi.

The capacity building module for women was of 10-hour duration and spread over a period of three days. The first day involved rapport formation with women, telling them the purpose of the training and helping them download selected applications on their phones. The next two days involved delivering the actual training program. The

First National Conference on Nexgen Technologies

YWCA of Delhi, Ashoka Road, Connaught Place, New Delhi



29th -30th June 2019

www.conferenceworld.in

ISBN : 978-93-87793-93-4

selection of trainees was done considering a number of factors such as their present digital skills, the willingness of the women and their families to attend the training program and the regularity of women in attending other programs at the GRC. Both pre and post-test were conducted to examine the gains in digital literacy as a result of the training program. Inputs were taken from the GRC staff and the local community leaders for the selection of women. The potential trainees comprised of both slum and rural women living in the areas adjoining the GRC. The GRC staff helped the team in explaining the advantages of training women in digital skills. The families were then asked to depute one woman for undergoing the training. Only the families who were willing to let their women participate were selected for the training program.

Further, the data was collected using quantitative techniques. For quantitative technique, a pre and post-test training schedule was designed based on an extensive review of literature and discussion with subject matter experts to gather the data of awareness, knowledge and skills of women in mobile related digital literacy skills. The tool was revised several times to make it suitable to the needs of the urban poor, be comprehensive and crisp without repetitions. The secondary data on different trainings given to women in different states on use of ICTs and barriers faced by women across the globe was collated from published research papers, reports of national and international organizations in journals, other print media and websites.

For the training sample, preferences were given to the following:

- Women who had access to a smartphone
- Willingness of family and women themselves to take part in the training
- Women who possess basic literacy skills in 3R's – Reading, Writing and Arithmetic
- Currently or formerly using any one form of internet-based application

The help of a local counselor was taken to look into any problems or dissent arising out of selection of women for training. Since most women had very limited literacy skills, had little exposure to digital literacy and related training, designing a need based capacity building program was a real challenge. It was necessary to assess if the capacity building program made any difference in the digital literacy skills of the poor urban women. Chi square analysis was used to assess if the differences between pre and post training scores were significant.

III. RESULTS

In order to see if the differences between pre and post training scores were statistically significant, Chi square test was used. This was because conclusions needed to be drawn about the frequency distribution of the population for different variables and the proportion of cases falling under different categories in the study before and after the intervention of training in digital literacy skills.

III.1 USE OF MOBILE PHONE FOR MAKING AND RECEIVING PHONE CALLS

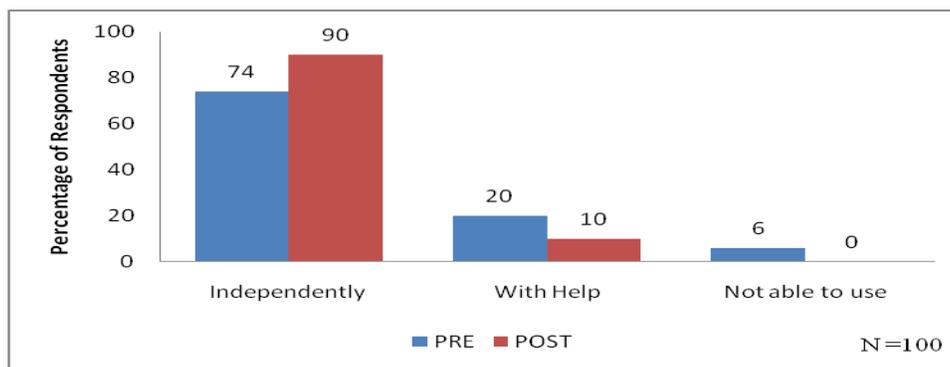


Figure III.1 Usage of mobile phone (Source: Primary Survey)

Almost all the women used their phones for calling their relatives or friends. They said they learned the same from their children or by themselves. For some women, the children connected the calls for them and they only did the job of talking. $\chi^2 = 10.894$ $P = 0.004$

Figure III.1 shows the percentage of women using their phones independently for making and receiving calls with help and who were not able to use their phones for calling. Almost 74 percent women could make phone calls independently, about 20 percent women could use their phones for calling with some help and a mere 6 percent were not able to use it at all (Fig. III.1). After the training the number of women who could independently use their phone for making calls and receiving increased to 90 percent whereas the rest 10 percent said they would still need help.

There was a significant difference in pre and post training scores in performance of women with respect to usage of mobile phones for making and receiving phone calls, $\chi^2(2, N=100) = 10.894, P=0.004$.

III. 2 USAGE OF INTERNET

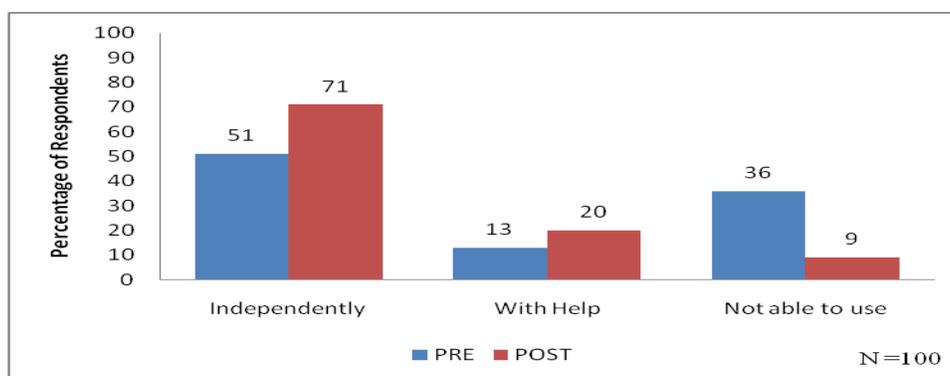


Figure III.2 Usage of Internet (Source: Primary Data)

$\chi^2 = 20.964$ $P = 0.000$

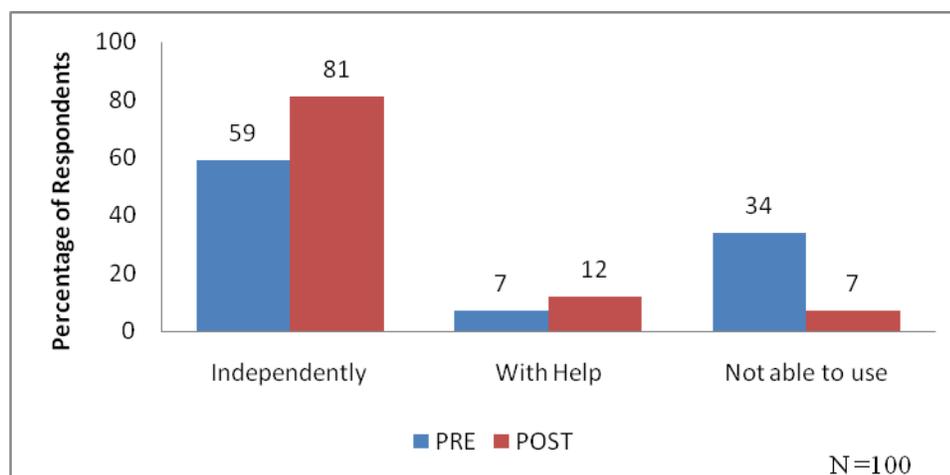
Only 51 percent said they could use internet related applications independently while the rest either needed help (13 percent) or could not use at all (36 percent). However, after the training, the number of women who were able to use internet-based applications independently increased to 71 percent. About 20 percent women said they could use but still needed help at least initially (Fig. III.2). Only 9 percent women said they could not learn how to use the internet as they were quite old and did not feel the need to use internet. Besides, their children knew how to use the same and could undertake the required tasks for the family.

There was a significant difference in pre and post training scores in performance of women with respect to usage of internet, $\chi^2(2, N=100) = 20.964, P=0.000$.

III.3 USING BASIC FUNCTIONS OF PHONE

This section contains basic functions of a smartphone like making and receiving phone calls, sending SMS, viewing calendar and setting alarm. The results of 100 women respondents are as follows:

III.3.1 SENDING AND RECEIVING SMS



$$\chi^2 = 22.553 \quad P=0.000$$

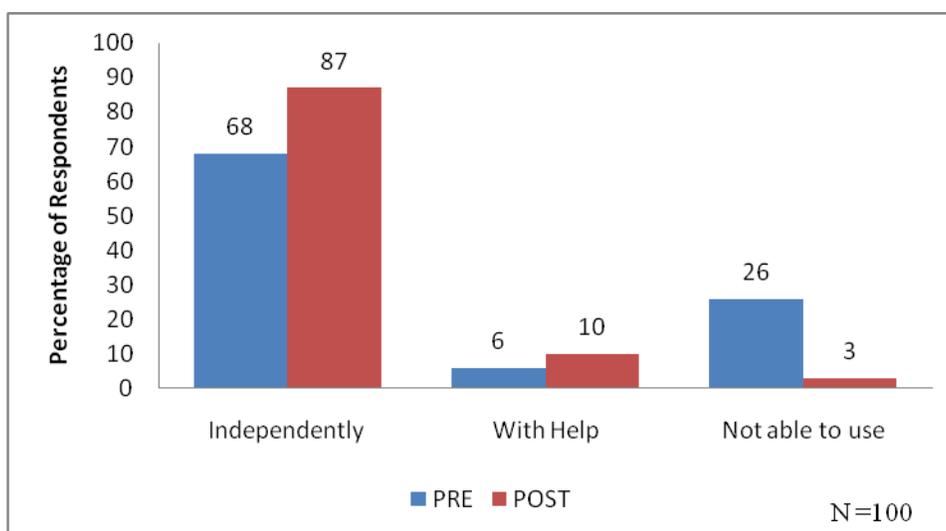
Figure III.3.1 Sending and receiving messages through SMS (Source: Primary Survey)

Out of the 100 women trainees, about 59 percent women knew how to see and reply to text messages through SMS, 7 percent said they could do with some help. Almost 36 percent of the women could not send or receive SMS. After the conduct of training, as many as 81 percent women were able to send SMS (Fig. III.3.1). The major challenge in training the women on how to send, receive and read messages was the low literacy level of women. A large number of women were primary school dropouts; other had left their education a long time ago and was totally out of touch

of reading and writing. Therefore, to overcome the limitations related to limited language skills, standardized commonly used messages were used. The women found this activity very useful as they required using SMS on many occasions.

There was a significant difference in pre and post training scores in performance of women with respect to sending and receiving messages, $\chi^2(2, N=100) = 22.553, P=0.000$.

III.3.2 USE OF CALENDAR ON THE PHONE



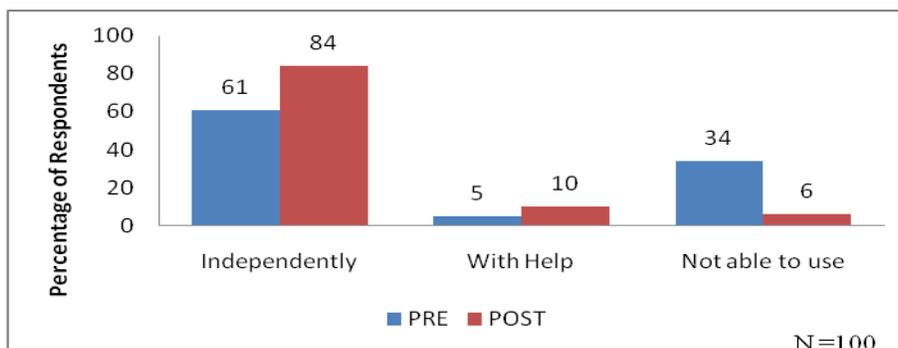
$$\chi^2 = 21.570 \quad P=0.000$$

Figure III.3.2 Usage of Calendar (Source: Primary Data)

Calendar was another basic function that was taught in the training. Even before the training, as many as 68 percent women knew how to see a calendar and set a reminder on phone. About 6 percent women required help whereas 26 percent women said they were not able to see the calendar or set a reminder. After the conduct of training, as many as 87 percent women could use the calendar on phone independently (Fig. III.3.2). Another 10 percent said they knew how to use the calendar but needed help for setting reminders. Only 3 percent women said they would not be able to use calendar or reminder on phones. This was because of poor literacy level, lack of need and low motivation of the women for the same. Some women also said most of the times there is already calendar on the wall, where was the need to see the calendar on the mobile phones.

There was a significant difference in pre and post training scores in performance of women with respect to usage of calendar on the mobile phone, $\chi^2(2, N=100) = 21.570, P=0.000$.

III.3.3SETTING ALARM



$\chi^2=24.915$ $P=0.000$ *Usage of alarm (Source: Primary Survey)*

When asked about how to set an alarm, more than 60 percent women said they could do so independently. After the conduct of training, the number of women who learned to set an alarm increased to 84 percent. Almost 10 percent women as compared to five percent earlier said they would need help initially while six percent women (as compared to 34 percent earlier) said; they would not be able to set the alarm (Fig. III.3.3).

There was a significant difference in pre and post training scores in performance of women with respect to usage of alarm, $\chi^2(2, N=100) = 24.915, P=0.000$.

III.4 USE OF MOBILE APPLICATIONS

Women were also imparted training in selected mobile phone applications which was selected on the basis of analyzing their Practical as well as their Strategic Gender Needs as shown in Fig 2.4.

III.4.1 Use of WhatsApp

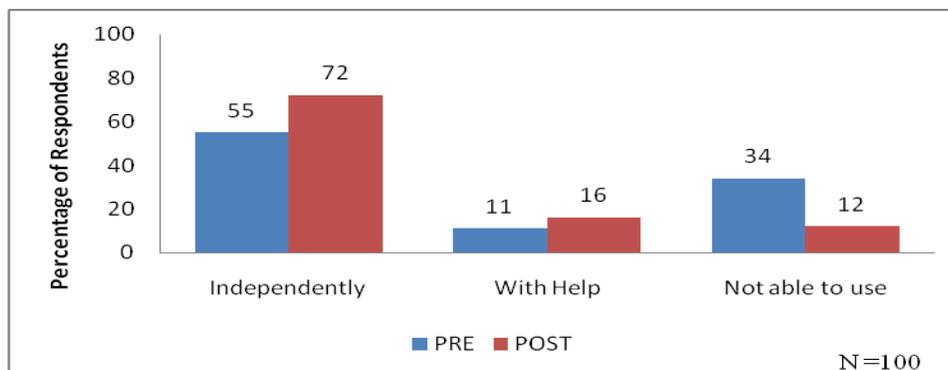


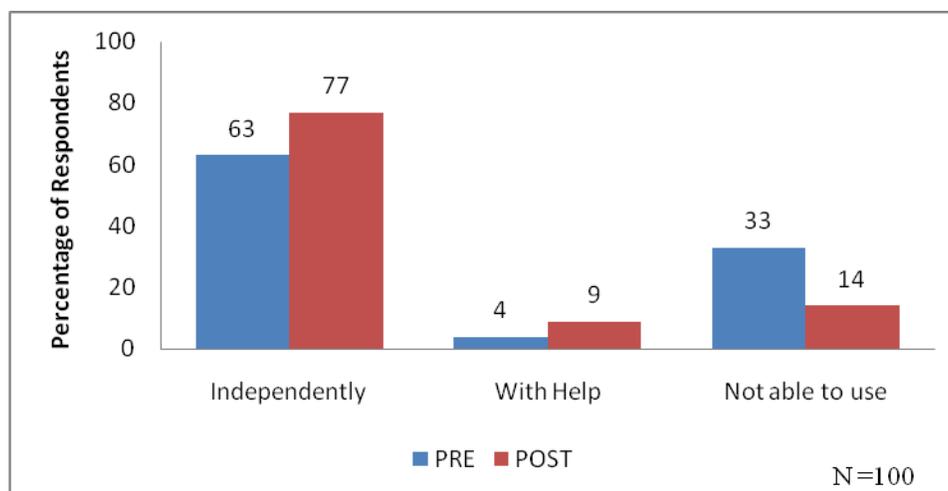
Figure III.4.1 Usage of WhatsApp (Source: Primary Survey)

$\chi^2= 13.723$ $P=0.001$

WhatsApp is the most widely used application worldwide because of the ease of sending messages. It sends free messages, pictures, and videos at no cost (except the cost of internet connectivity). Before training as many as 55 percent women knew how to use WhatsApp application independently whereas 11 percent could use it with the help of their children. 34 percent women said they were not able to use WhatsApp at all. After the training, almost 72 percent women could use WhatsApp application independently including forming groups but 16 percent said they would need help from someone. Only 12 percent women as compared to 34 percent earlier said they would not be able to use WhatsApp even after the training (Fig. III.4.1). These women also said they could communicate face to face with people and there was no need to learn WhatsApp.

There was a significant difference in pre and post training scores in performance of women with respect to usage of WhatsApp application, $\chi^2(2, N=100) = 13.723, P=0.001$.

III.4.2 VIDEO CALLING



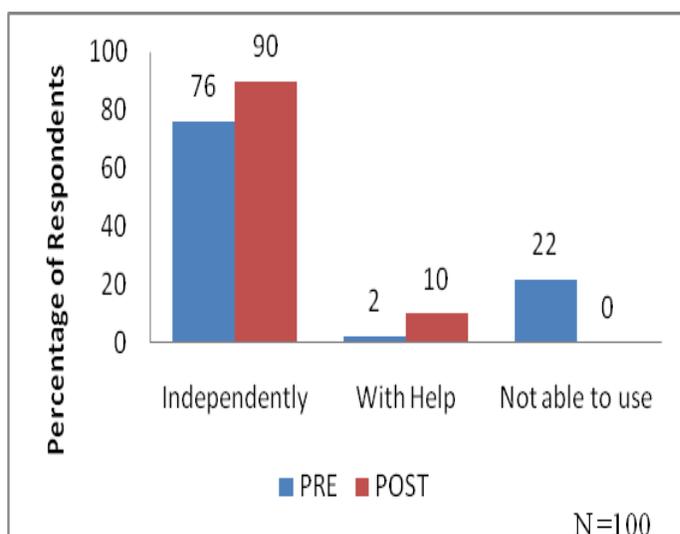
$$\chi^2=11.004 \quad P=0.004$$

Figure III.4.2 Video Calling (Source: Primary Survey)

Video calling facility was considered very important by the women as it helped them to stay in touch with their family staying far away from them. While 63 percent women said, they had learnt about how to make and receive video calls independently, 37 percent did not know how to do so. After the training, a larger number of the women (77 percent) could make video calls on their own, 9 percent said they would still need help and the rest 14 percent said they would not be able to use the facility on their own(Fig. III.4.2).

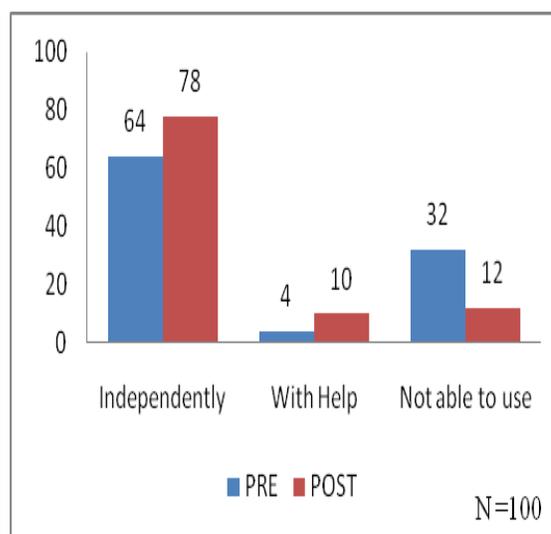
There was a significant difference in pre and post training scores in performance of women with respect to usage video calling, $\chi^2(2, N=100) = 11.004, P=0.004$.

III.4.3 CLICKING AND SENDING PICTURES



$\chi^2=13.170$ $P=0.001$

Figure III.4.3 Clicking picture (Source: Primary Survey)

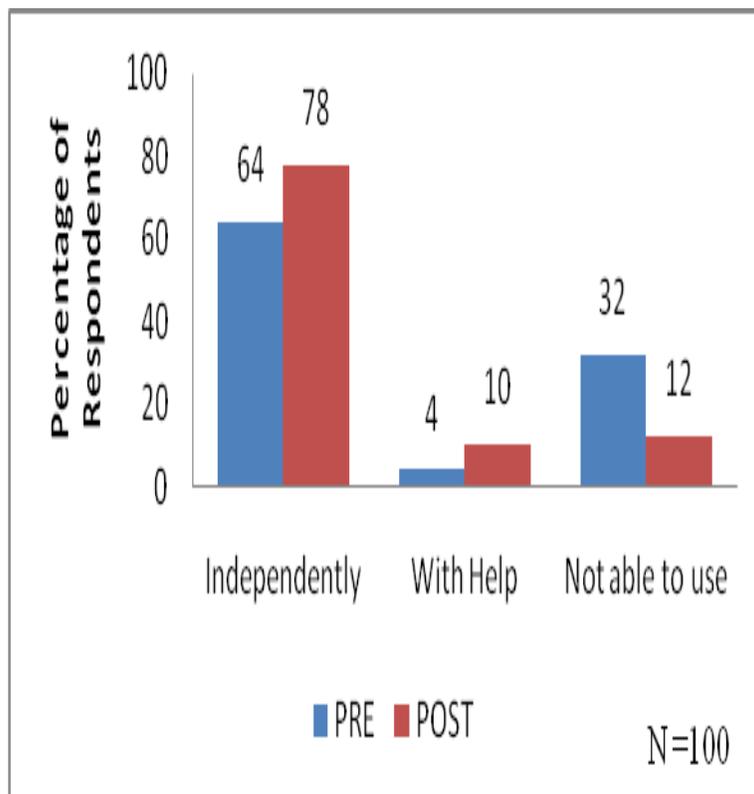


$\chi^2= 13.043$ $P=0.001$

Figure III.4.4 Sending picture (Source: Primary Survey)

Clicking and sending pictures to friends and relatives was a very popular activity among the women. A large number of women (76 percent) knew how to click and send pictures through WhatsApp, while 24 percent either needed help or did not know the same at all. After the training program as many as 90 percent women could perform the task independently (Fig III.4.3). The rest 10 percent women said they could do the same with some help. They could click the pictures but faced problems in sending the same. The women were trained to send pictures directly through WhatsApp as well as select and send picture from the photo gallery. There was a significant difference in pre and post training scores in performance of women with respect to clicking and sending of pictures, $\chi^2(2, N=100) = 13.170, P=0.001$ and sending pictures, $\chi^2(2, N=100) = 13.043, P=0.001$

III.4.5. SEARCHING FOR INFORMATION (USE OF GOOGLE)



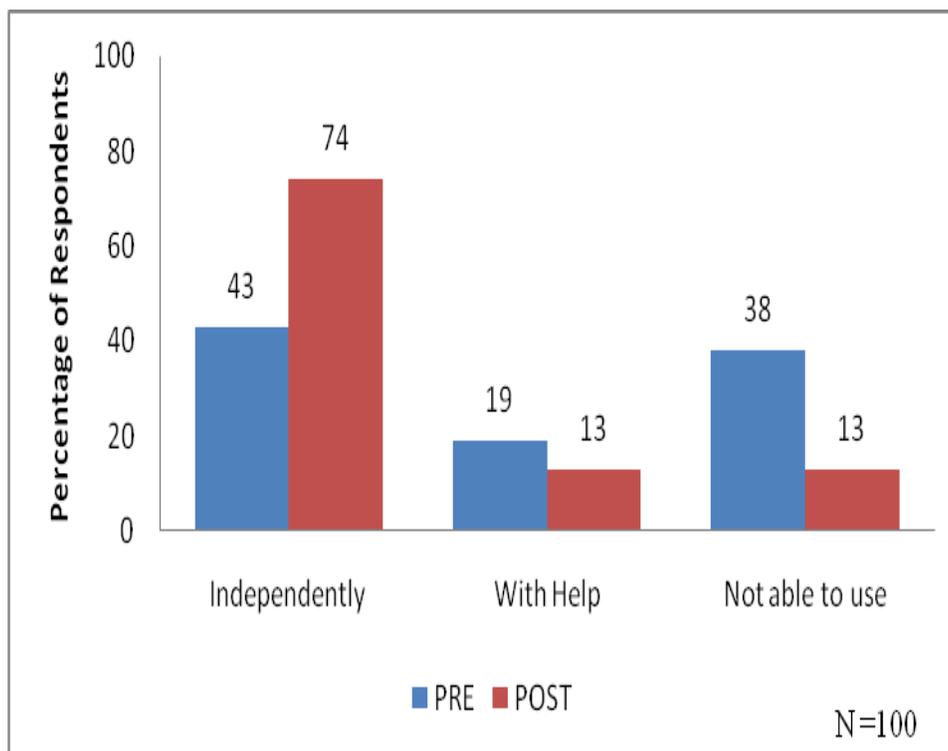
$$\chi^2=21.594 \quad P=0.000$$

Figure III.4.5 Searching information (Source: Primary Survey)

Searching for information such as of recipes of food, designs of garments and *mehendi* (henna application) were a craze among many women. Approximately 64 percent women were able to search information independently on the phones. Another 4 percent said they needed help and 32 percent had no idea how to search information. The women were imparted training on Google search related to search for nearby schools, dates of filling forms, design of outfits. The session was quite popular among the women as they learned more about the activity. After the training session, 78 percent women could search for information all by themselves (Fig. III.4.5). Another 10 percent women felt that they could search information with someone's help and 12 percent said they still could not search information.

There was a significant difference in pre and post training scores in performance of women with respect to searching of information, $\chi^2(2, N=100) = 21.594, P=0.000$.

III.4.6 CONNECTING TO YOUTUBE



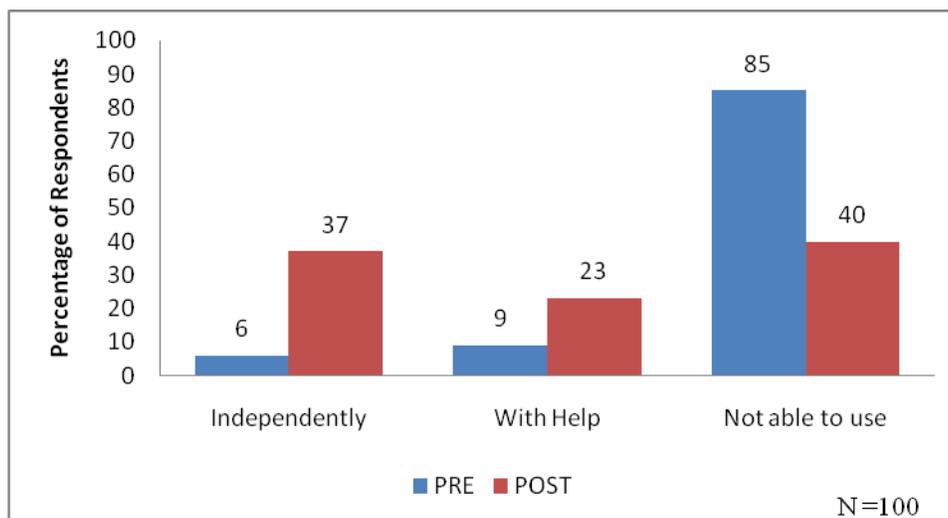
$$\chi^2 = 14.182 \quad P = 0.001$$

Figure III.4.6 Usage of YouTube (Source: Primary Survey)

YouTube was a very popular application especially among the younger women. Before the training was conducted, only 43 percent of women knew how to use YouTube, 19 percent said they needed help and the rest 38 percent said they could not use the application. The women searched for videos of nutritious and other recipes, household remedies, healthcare, etc. After the training session, 74 percent of women could do so independently (Fig. III.4.6). Another 13 percent could use it with help and the rest 13 percent could not use the same at all. They said, because of their limited/ no literacy, it was difficult for them to learn.

There was a significant difference in pre and post training scores in performance of women with respect to connecting to YouTube application, $\chi^2(2, N=100) = 14.182, P=0.001$.

III.4.7 ONLINE BILL PAYMENTS



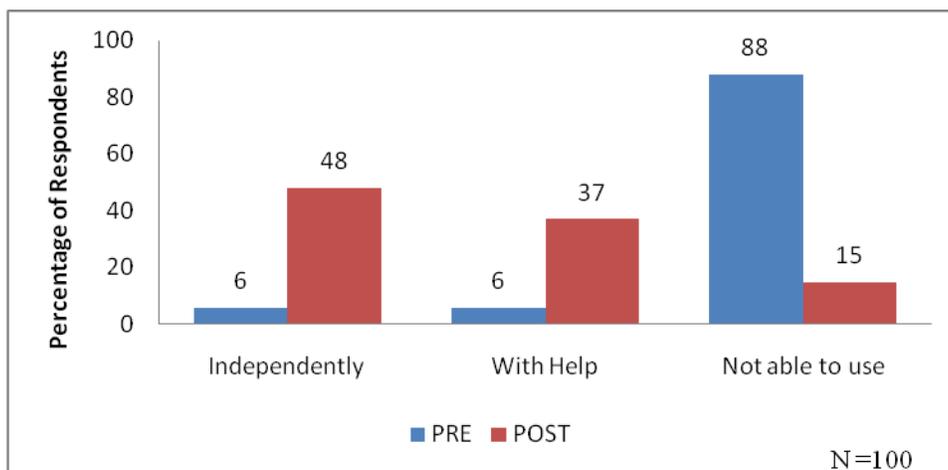
$$\chi^2 = 106.753 \quad P = 0.000$$

Figure III.4.7 Usage of BHIM (Source: Primary Survey)

There are different applications for online payment of bills. When asked from women about the payment of bills, only 6 percent knew how to pay bills independently through PayTM and majority of women (94 percent) did not know how to use any online payment application. BHIM while is a Government approved application used for payment of bills and other transactions. Only 6 percent women knew how to use BHIM application and 85 percent did not know how to use it. After the training was conducted, only 37 percent women handle BHIM application independently while 23 percent said they could need help, another 40 percent women said they would not be able to use the application because of their limited education and the complexity of the app (Fig. III.4.7).

There was a significant difference in pre and post training scores in performance of women with respect to online bill payments, $\chi^2(2, N=100) = 106.753, P=0.000$.

III.4.8 ONLINE SHOPPING

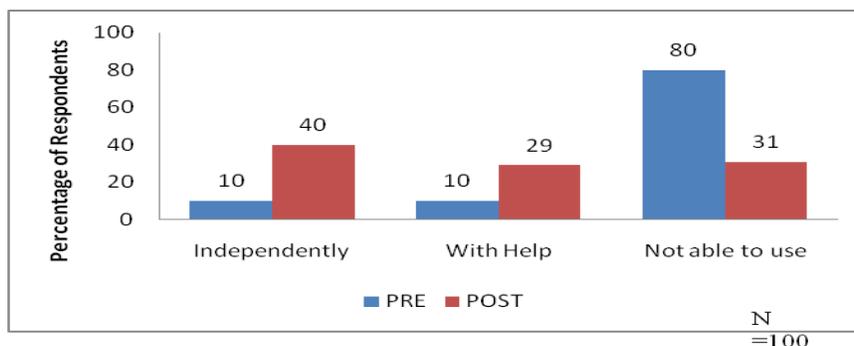


$$\chi^2 = 48.887, P=0.000$$

Figure III.4.8 Usage of online shopping apps (Source: Primary Survey)

Only 6 percent of women used shopping application independently and a large majority of women (88 percent) did not know how to use any online shopping application. Training was imparted to women about online shopping from Myntra and Jabong. After the training, 48 percent women said they would be able to do online shopping independently, but 37 percent said they would need help and 15 percent said they would not be able to do the same at all (Fig. III.4.8). Some challenges were lack of credit cards/ debit cards and fear of making wrong payments. There was a significant difference in pre and post training scores in performance of women with respect to usage of online shopping application, $\chi^2(2, N=100) = 48.887, P=0.000$.

III.4.9 ONLINE REGISTRATION SYSTEM (ORS)

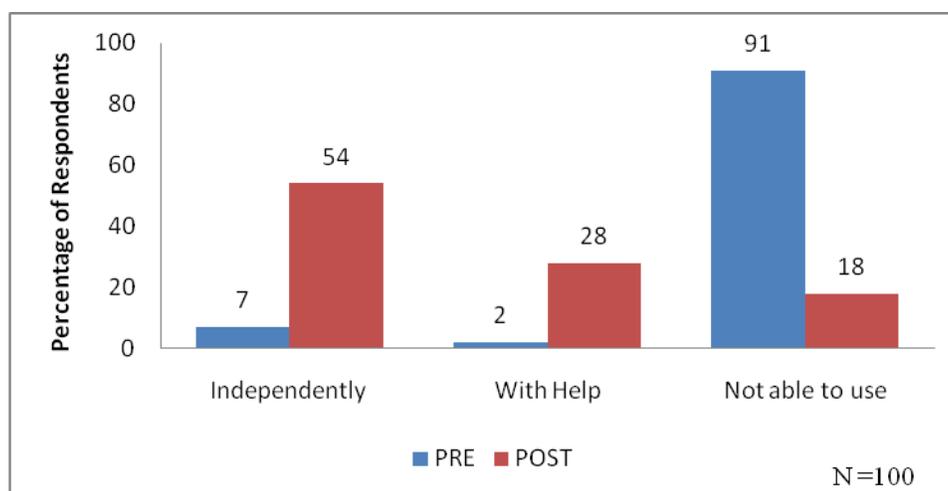


$$\chi^2 = 107.636 \quad P = 0.000$$

Figure III.4.9 Usage of ORS Application (Source: Primary Survey)

ORS (Online Registration System) is a Government approved mobile application for booking online appointment with doctors placed in different hospitals. About 10 percent women knew about the application and had used it independently while 80 percent did not know about the application at all. After the training, 40 percent women said they would be able to use the application independently, while 29 percent still felt that they could use the application with someone's help (Fig III.4.9). Another 31 percent said, it would not be possible for them to use the application. The women were imparted training in what the application was about and the steps to be followed in registration. There was a significant difference in pre and post training scores in performance of women with respect to usage of Online Registration System application, $\chi^2(2, N=100) = 107.636, P=0.000$.

III.4.10 HIMMAT APPLICATION



$$\chi^2 = 126.412 \quad P = 0.000$$

Figure III.4.10 Usage of Himmat Application (Source: Primary Survey)

Himmat application is a Government approved online safety application which helps women to feel and be safe whenever they are alone. It also helps women to contact the police and her family members in one click. This application also works in offline mode. When women were asked about this application, majority of them (91 percent) did not know about it or how to use it and only 7 percent were using this application independently. After the training, 54 percent women said that it was easy to use and they could use the application (Fig.III.4.10). There were still 28 percent women who felt they would require help to use application whereas 18 percent said they would not be able to use the Himmat application.

There was a significant difference in pre and post training scores in performance of women with respect to usage of Himmat application, $\chi^2(2, N=100) = 126.412, P=0.000$.

First National Conference on Nexgen Technologies

YWCA of Delhi, Ashoka Road, Connaught Place, New Delhi



29th -30th June 2019

www.conferenceworld.in

ISBN : 978-93-87793-93-4

III.4.11 ONLINE FIR

None of the women from the 100 respondents knew how to lodge an online FIR except one. The 1 percent women who knew about online FIR was because her husband was a police inspector. The women were made familiar with the website where FIR to be lodged. They were explained the steps to be taken to lodge an FIR except the SUBMIT step. The training session brought some clarity about the steps to be followed.

IV. CONCLUSION

The results of the study have shown that it was easier for the women to learn and perform various functions with basic features of the phone such as calling and receiving, SMS, photography, video calling, use of U-tube, internet search etc. However, the found it much more challenging to use mobile applications such as BHIM, ORS, online shopping, etc., to name a few. This was because of several reasons. One was the lack of need of the women to use these applications. The other reasons were lack of own bank accounts, lack of ownership of credit/debit cards and non-linkage of *Aadhaar* numbers to their bank accounts. Many of the applications were available only in English, making it difficult for many women to read them and fill up information. They were scared to follow the steps in apps as they were afraid of sharing their information and for fear of actually booking an appointment or filing a FIR. In terms of online shopping applications, the women said they did not need the same and preferred buying from shops by making cash payments. The study has shown that if various operations have to be done by the digital mode, it is important to train people to do so but, at the same time it is important to create a need in the people to use the online mode.

Overall, the response of women to the training was positive. The study has shown that when contextual training based on a thorough analysis of the Practical and Strategic Gender Needs of women is imparted to women in safe, secure and familiar environment, it is well accepted by them with eagerness and enthusiasm. Access of women to digital devices and support services such as internet connectivity at affordable prices is necessary to enable them to use the digital technologies. It is also important to have separate training spaces for women with trainers whom they feel comfortable with and who are well conversant in the local language who can deliver the training at the level of the women. This is important because the primary survey has shown lack of willingness of women and feelings of embarrassment in learning in the premises of training centres meant for children. Women were also not very willing to learn from male trainers. This implies that even if the venue is same as that for training of children, the time slots for training women or men need to be different and meant entirely for them to make them feel comfortable. Since the use of digital technologies has all round impact on various domains of education, health, employment and environmental sustainability; such training can actually help women to improve their confidence and enable them to

First National Conference on Nexgen Technologies

YWCA of Delhi, Ashoka Road, Connaught Place, New Delhi



29th -30th June 2019

www.conferenceworld.in

ISBN : 978-93-87793-93-4

improve the quality of their personal and occupational life. Women can also use digital skills to look for more employment options and opportunities, can enhance their own businesses and enhance their income ultimately leading to improved quality of life as well as to their own empowerment. It is therefore important to move on from 'Digital Divide' to providing 'Digital Opportunities' to the most marginalized sections of society including poor urban and rural women.

REFERENCES

- [1] Telecom Regulatory Authority of India, Annual Report 2017-2018. Retrieved from: https://main.trai.gov.in/sites/default/files/Annual_Report_21022019.pdf
- [2] GSMA. (2017). Women & Mobile: A Global Opportunity - A Study on the Mobile Phone Gender Gap in Low- and Middle- Income Countries.
- [3] Crisp, G., Palmer, E., Turnbull, D., Nettelbeck, T., & Ward, L. (2011). First year student expectations: Results from a university-wide student survey. *Journal of University Teaching & Learning Practice*, 6(1), 13–26.
- [4] Digital Empowerment Foundation, National Digital Literacy Mission. (2013). Retrieved from: <http://defindia.org/education-empowerment-2/#NDLM>