

Chapter - V
*Summary, Findings
and Conclusion*



“Woman is the companion of man, gifted with equal mental capacities. She has the right to participate in very minutest detail in the activities of man and she has an equal right of freedom and liberty with him”.

Mahatma Gandhi

5. Introduction

A Woman regarded as better half of a man but in reality they are not treated as equal partners both inside and outside of the home because our society is still male dominated and follow patriarchy. In our society female still treated as weak and dependent on their male family members. This is happening in spite of woman being recognized by our ancient saints and culture as not merely a mother but as a superior scholarly Institution. It is said in **Manu Samhita** –

**Upadhyayan-dasacarya acarryanam satam pita
Sahasram tu pitrn mata gauraveratiricyate.**

(Chapter II, Para 145)

Meaning -A Guru who teaches Veda is ten times superior to an ordinary teacher and the father is hundred times more than a teacher, but the Mother is thousand times more superior to the father.

Education used as an agent of basic change in the status of women. Education involves movement in to public spaces, interaction with males or being socialized as boy. Once girls are given access to schools, the assumption is that as girls and women have entered the public sphere, empowerment will follow implicitly. Their life options will expand and they will be in a position to take greater control of their lives. Unequal education ratio stunts the freedom and growth of women to develop their human capacities to their fullest. Domestic responsibilities and the widespread perception of girls merely as future homemakers contribute to the problem and girls get short shrift when the costs of education magnify. At present, there is need of individual to collective transformation towards achieving substantive citizenship.

To achieve the aim of equality of women in society, there is need of inequality of treatment i.e. special treatment for the socially disadvantaged learners, to enable them to achieve equality of outcome. The issues of gender equality constantly takes on new configuration especially in context of the challenges brought up by changes in the economy in the last 15 years.

In the history of human development, woman has been as important as man. In fact, the status, employment and work performed by women in society are the indicator of a nation's overall progress. Without the participation of women in national activities, the social, economical or political progress of a country will stagnated.

Empowerment can be viewed as a means of creating a social environment in which one can take decision and make choice either individually or collectively for social transformation. It strengthens innate ability by way of acquiring knowledge, power and experience. Empowerment is a multi-dimensional social process that helps people gain control over their own lives communities and in their society, by acting on issues that they define as important. Empowering women puts the spotlight on education and employment which are an essential element for sustainable development.

5.2 Statement of the Problem

“Empowerment of Rural Women through ICT Education - A Case Study”

5.3 Objectives of the study

1. To study the role of ICT education in the overall empowerment of rural women with reference to their-
 - i. Personal empowerment
 - ii. Educational empowerment
 - iii. Economic empowerment
 - iv. Social empowerment
 - v. Psychological empowerment
 - vi. Technological empowerment
 - vii. Political empowerment
2. To critically examine the role of various agencies in empowering the rural women through ICT.

5.4 Method

Researcher used mixed method approach that is basically the combination of both quantitative and qualitative approach. The research method used for the study was Case Study Method (Multiple Case Study Design), because it was an in-depth investigation of empowerment of women through ICT education. The in-depth study of a person, a small group, a single situation or a specific ‘case’ is called a case study.

5.5 Population/Sample

A population is a totality of items or things under consideration. It is a collection of all measurement of a particular type of interest to the decision maker. The present study was carried out in Jaipur, Rajasthan. In the present study, the population included all the women learning ICT education at ITGK centers in rural areas of Jaipur district of Rajasthan. For the purpose of collecting data and fulfilling the objectives of the study, the investigator had purposefully chosen only those computer education centers (ITGK centers) where free computer education available for women. Thus the selection of the sampling was purposive (computer centers) because it was an appropriate technique for drawing sample from large population without any biasness. Total 32 respondents had selected randomly (Random sampling) form selected computer centers for sample to collect information.

5.6 Tools used for the study

This study was based on both primary data gathered during the field work and secondary data gathered from other relevant sources. Primary data was collected through the multiple methods of interview schedule, interview guide, observation, Overall assessment card of computer education for women empowerment and project detail information. Multiple sources were used. Findings obtained from all sources and draw on the same or similar, are best way to ensure validity of the study. The study aimed at documenting multiple realities from different perspectives. The use of different data collection techniques contributed in corroborating findings that confirmed a valid and reliable study. The source of secondary data was official records, news papers, internet, websites of Rajasthan governments, reports; issued by various local, national and international organizations.

5.7 Statistics Used

Frequency and percentage were used for tabular analysis. Mean and percentages were calculated for better understanding of facts and figures. **Bar, Pie, Line & chart** is a part of technical procedure to differentiate different groups and show the comparison among different variables. The descriptive analysis was made, to study the socio-demographic condition of the women living in jaipur, Rajasthan. Qualitative analysis was used to interpret the findings from qualitative data.

5.8 Results and Discussion

Analysis of quantitative and qualitative information provides important results to comprehend the phenomenon of women empowerment. The results of the presents study are discussed in two sections under the following heads:-

5.8.1 Section A: Quantitative analysis

The findings of the study in this section based on frequency, percentage and mean presented with the help of tables and graphs. Study found that women empowerment was directly or indirectly influenced by socio-economic status of respondents. The study revealed that women living with full facilities of life were more empowered than the women living with the lack of these facilities.

5.8.1.1 Socio-economic characteristics of the respondents

a) Age

Majority of women were of young age group (68.75%) of 16-25 years while 28.12 percent belonged to middle age group. Usually women of young age are more enthusiastic and efficient than middle and old age group. Women of young age group aspire to earn more as compare to middle and old age groups. They have curiosity to learn new things and gain knowledge. This might be the reason to find majority of the respondents in the young age group.

b) Caste

Respondents of OBC category were maximum (34.37%), followed by the general category with 31.25 percent, 21.87 percent and 9.37 percent of respondents

belonged to SC and ST category respectively. Only 3.12 percent of respondents include in the category of others.

With respect to the caste status, majority of women belonged to the category of backward caste followed by general community, but there was no much gap among the respondents on the basis of caste. It may be because concentration of those castes in this particular area. These findings are similar to the findings of study conducted by Sarada (2001).

c) Education

It is revealed from table 4.1 that fifty percent of the women completed their graduation and they had high aspiration for government job. Similarly, equal per cent (21.87%) of women had post-graduation and intermediate school education and only 6.25 percent of respondents were educated up to high school. Realization of the influence of formal education had beneficial impact for getting them better education by their parents. Poor economic status and rural social environment was overcome by facilities provided by government and high aspiration for government job.

Considerable percentages of rural women were graduated because they want to compete with the highly developing society. Less number of respondents belongs to high school because of poor economical condition and due to various responsibilities of home and younger siblings.

d) Marital status

Marital status of respondents indicated that majority (53.12%) of them were unmarried because awareness of parents for bright future, healthy life and wellbeing of their girls and strict law of Government of India on marriage, both give the positive impact on society and help in reducing the child marriages.

e) Family type

The data pertaining to family type revealed that majority of the respondents (62.5%) belonged to joint family whereas 37.5 percent of them belonged to nuclear family. In rural areas of India follow the customs and rituals, they believe in joint family system and all the family members live in a combine way.

f) Material possession

It was found that about 53.12 percent respondents possessed high material possession followed by Medium (37.5%) and low (9.37%). These possession are helpful in easy and luxurious life that includes facilities like having of television, motor cycle etc. These results are in close conformity with the findings of Sarkar (2001) and Arun kumar (2004).

g) Mass media participation

The study indicated that about 56.26 and 37.5 percent of respondents belonged from medium and high mass media participation. High literacy rate of women, social participation, interest and high aspiration for Government job lead to high mass media participation because mass media is the largest and reliable source for dissemination of information and inculcate awareness regarding various issues. Similar results were also found by Usharani (1999).

h) Annual income of the family

The economic position of the families of the respondents indicated that 40.62 percent of women belonged to high income category followed by medium income category (46.87%). At present scenario economic status of the family play very important role for the position in the society. These results are in consonance with the results of Arun kumar (2004).

5.8.1.2 Extent of Empowerment of Rural Women through ICT Education

Data from the table 5.1 indicate the value of Empowerment Index of all dimensions of women empowerment *i.e.* Educational Empowerment (Edu.EI), Economical Empowerment (Eco.EI), Social Empowerment (Soc.EI), Psychological Empowerment (Psy.EI), Political Empowerment (Pol.EI), Technological Empowerment (Tech.EI), Personal Empowerment (Pers.EI) and Summative Empowerment (SEI). On the basis of value of empowerment index, level of empowerment of women is divide in to three categories-High (0.8 to 1.0), Medium (0.6 to 0.7) and Low (0 to 0.5).

Table 5.1 : Measurement of empowerment level of rural women through Empowerment Index

Dimension of empowerment	Respondents (%)	Mean value of Edu. Emp. Index (Before training)	Mean value of Edu. Emp. Index (After training)	Gain value
Educational Empowerment	90.62	0.666	0.925	0.259
	9.37	0.388	0.666	0.278
Economical Empowerment	50	0.338	0.531	0.193
	37.5	0.452	0.678	0.226
	12.5	0.546	0.812	0.266
Social Empowerment	81.25	0.413	0.686	0.273
	18.75	0.319	0.525	0.206
Psychological Empowerment	53.12	0.319	0.525	0.206
	43.75	0.413	0.686	0.273
	3.12	0.594	0.901	0.307
Political Empowerment	50	0.562	0.882	0.320
	50	0.507	0.742	0.235
Technological Empowerment	3.12	0.281	0.562	0.281
	87.5	0.415	0.718	0.303
	9.37	0.593	0.822	0.229
Personal Empowerment	84.37	0.543	0.888	0.345
	15.62	0.466	0.666	0.200
Summative Empowerment	65.62	0.476	0.736	0.260
	34.37	0.548	0.828	0.280

a) Educational Empowerment

Table 5.1 related about Educational Empowerment of respondents through Edu. Emp. Index (Edu.EI). Mean of empowerment index value of 90.62 percent women were 0.666 before training and 0.925 after training, these values show that 90.62 percent women achieved high level of empowerment after training. Whereas 9.37 percent women show mean value 0.388 before training and 0.666 after training at empowerment index. Women with value 0.666 show medium level of empowerment after training.

b) Economical Empowerment

Results from the table 5.1 revealed that the Economical Empowerment of the respondents through value of Eco. Emp. Index (Eco. EI). It makes apparent that 12.5 percent women indicated high level of economical empowerment after computer training from value 0.546 to 0.812 with gain of value of 0.266 at Eco. Emp. Index, whereas 50 per cent women show raised level of empowerment after computer training from the value 0.338 to 0.531 and 37.5 percent women show medium level of empowerment from 0.452 to 0.678. The gain values were lied 0.193 and 0.226 at low and medium level of empowerment respectively.

c) Social Empowerment

Data from the table 5.1 shows the Social Empowerment of the respondents through value Soc. Emp. Index (Soc.EI). It makes distinguishable that 81.25 percent of women show medium level of empowerment after completed computer training and hence the mean value rises from 0.413 to 0.686 with a increase of 0.274 at Soc. Emp. Index, on the other hand 18.75 percent women show raised level of empowerment after computer training from the value 0.319 to 0.525 and here the gain value was 0.206.

d) Psychological Empowerment

Table 5.1 shows Psychological Empowerment of the respondents through Psy. Emp. Index (Psy.EI). It is glaring from data that 3.12 percent women show high level of empowerment after taking computer training from mean value 0.594 to 0.901 with gain value 0.307 at Psy. Emp. Index, whereas 43.75 percent women exhibit medium level of empowerment after attaining computer training from the value 0.413 to 0.686 with a gain value of 0.273. But the majority (53.12%) of respondents faced low psychological empowerment with a mean value 0.525 from 0.319 with an increment of value by 0.206 at index of psychological empowerment.

e) Political Empowerment

Table 5.1 shows Political Empowerment of the respondents through Pol. Emp. Index (Pol.EI). It makes clear that 50 percent of women show high level of empowerment after computer training from mean value of 0.562 to 0.882 and

remaining other 50 percent of women specify medium level of empowerment and value increased from 0.507 to 0.742 at Pol. Emp. Index, with a gain value of 0.320 and 0.235 respectively.

f) Technological Empowerment

Table 5.1 indicates Technological Empowerment of the respondents through Tech. Emp. Index (Tech. EI). Mean of empowerment index of 9.37 percent women were 0.593 before training and 0.822 after getting training with the gain of 0.229. Similarly, 3.12 percent women show value of empowerment index 0.281 before training and 0.562 after training. Women with mean value of 0.562 exhibits low level of empowerment after training with the increment of 0.281. Majority of women (87.5%) show medium level of empowerment at Tech. Emp. Index with the value 0.718 after training and 0.415 before training. Women with medium level of empowerment show that they are technologically empowered with an increased by 0.303 as gain value.

g) Personal Empowerment

The data on Personal Empowerment of the respondents through Pers. Emp. Index (Pers. EI) shows that 84.37 percent women show high level of empowerment after computer training from mean value of 0.543 to 0.888 with a gain value of 0.345 at Pers. Emp. Index (Table 5.1), whereas 15.62 percent women show medium level of empowerment after computer training from 0.466 to 0.666 with an increase by 0.200 as gain value.

h) Summative Empowerment

Summative Empowerment of respondents through Summative Emp. Index (SEI) revealed that about 65.62 percent respondents accomplish medium level of empowerment after attaining computer training from mean value 0.476 to 0.736 at summative Emp. Index, whereas 34.37 percent women show high level of empowerment after getting computer training from the mean value 0.548 to 0.828. The mean of gain values were 0.260 and 0.280 at medium and high level of empowerment respectively.

5.8.1.3 Comparison between the means of Summative Empowerment Index (SEI) of the categories within variables

➤ Age

By comparing the means of Summative Empowerment Index (SEI) for each category of age, it was found that respondents in lower age group had lower mean score (0.761) of SEI and respondents in higher conjugal age group had higher mean scores (0.815). Hence, it can be concluded that empowerment was increased with the increase in age that indicates age of respondents play a crucial role in empowering women. The rationale of this relationship proves that with an increase in age, there is enrichment in knowledge and experience of the woman which helps them to acquire greater control over their environment and support them to be empowered. These findings and views were supported by Parveen (2005).

➤ Caste

Mean score of Summative Empowerment Index (SEI) was high of women of general category (0.793) and was low for others (0.674). SEI of SC and ST caste was same (0.786) and for OBC it was 0.742.

Mostly in general categories, there is freedom for girls to choose education stream, career, personal life etc. that is base of empowerment for this category as supported by high SEI value.

➤ Education

It is commonly perceived that education plays a crucial role in empowering women. Mean score of Summative Empowerment Index (SEI) was low (0.751) at intermediate level of education and was high (0.778) at graduation level education. SEI scores at high school and post graduation were (0.763) and (0.771) respectively. These values indicated that women empowerment increased with the increase in education level from intermediate to graduation. The reason for the increase in empowerment with the increase in education is obvious because education provide awareness, confidence and knowledge to women. SEI scores at high school and post graduation were 0.763 and 0.771 show that women of these groups have medium level of empowerment.

➤ **Marital Status**

Mean score of Summative Empowerment Index (SEI) was highest (0.806) for the women of separated marital status followed by married and widow respondents with 0.793 and 0.762 respectively. Mean score of unmarried respondents was lowest 0.752.

As data indicated high SEI (0.806) value for separated women show that these women's want to become self dependent whereas low value of SEI (0.793) of unmarried respondents represents that the girls are not much serious about their career, responsibilities as these are the keys of empowerment as compare to married and widow respondents.

➤ **Family Type**

In cultural perspective of India it was assumed that women are living in nuclear families and face different type of atmosphere than the women living in joint family system. Keeping in view the above assumption, it was attempted to investigate the influence of type of family on women empowerment. It was found that Summative Empowerment Index (SEI) of women of nuclear families was higher (0.779) as compared to SEI of women of joint families (0.764).

The higher value of SEI indicate that women of nuclear families have greater opportunities to control the resources that prove supportive to empower them whereas in joint families most of the decisions are taken up by the parents and husband and hence most of the resources were controlled by other family members. These findings are also supported by Sridevi (2005), Jejeebhoy (2000), Kabeer (2001), Malhotra and Schuler (2002).

➤ **Material Possession**

Study revealed that material possession play a crucial role in empowering women. Moreover, mean score of Summative Empowerment Index (SEI) was more (0.793) for women of high material possession, medium (0.745) for women of medium material possession and less (0.735) for women of low material possession.

It indicate that facilities provide appropriate environment to make women self dependence and self efficient that is shown by the high SEI value for women of high material possession and low SEI value for women of low material possession.

➤ **Mass Media Participation**

The data indicated that mean value of Summative Empowerment Index (SEI) was less (0.745) for lower level of media exposure, medium (0.765) for women of medium mass media exposure and mean value of SEI was higher (0.780) for larger level of media exposure.

There is a strong relationship between mass media and empowerment because mass media participation provides opportunities to know about outer world and create awareness about the society. It help to update women's knowledge and as shown by SEI value, high level of empowerment (0.780) was achieved by greater level of media exposure. These findings and views were supported by Parveen (2005).

➤ **Annual income of the family**

Mean value of Summative Empowerment Index (SEI) was less (0.748) for low income group and mean of SEI was greater (0.802) for high income group.

On the basis of SEI value of respondents it can be concluded that income enhances the status and living standard of the family and the economic status is a good predictor of empowerment. It provides safe and secure environment for the growth of women.

5.8.1.4 Hindrances on use of ICT Education as perceived by Rural Women

About 59.37 percent women perceived that ICT services are affordable. Nearly equal members (56.25% and 59.35%) of respondents believe that lack of time and infrastructure creates hindrances in the use of ICT services. There is another big obstacle in rural areas of Rajasthan is that the ICT services are far away (43.75%) for respondents to learn computer at ITGK centers. That is why time and distance of computer centers creates problem for respondents. Nearly half of respondents (53.12%) state that they don't have knowledge and skills to handle the

computer and other ICT services. India is a developing country and women gaining equal position in society and which is proven by the 59.37% of respondents who said that the cultural taboos does not create problems in their growth and development.

5.8.1.5 Overall Assessment Card of Computer Education for Women Empowerment

Analysis of Overall assessment card of computer education for women empowerment has divided in to two parts, one is benefits from ICT Education and other is satisfaction among women's from ICT Education.

I. Benefits from ICT Education

All respondents (100%) were accepted that ICT help in improvement of their education and 75 percent respondents believed that ICT services provided economic growth and freedom to them. About 59.37 percent respondents accepted that ICT education and use of ICT services made improvement in their position in the society. Majority of respondents (90.62%) agreed to accept that ICT helps them in improving their confidence and self efficiency. Nearly 71.87 percent respondents had same opinion that ICT is helpful to make them more aware about political issues and their impacts on them. All respondents (100%) confessed that ICT education makes them skilled to use technology professionally and domestically as well. About 56.25 percent respondents believed that ICT education and use of ICT was helpful in raising their standard of living.

ICT offers opportunities that provide economic growth and freedom which is responsible for improving the economic condition and self efficiency among women. ICT education makes women laced with knowledge and skills.

Satisfaction among women's from ICT Education

Majority of respondents (68.75%) stated that ICT education helps in improvement of education. 53.12 percent respondents partially satisfied from the statement that ICT services provided them economic growth and freedom. About 56.25 percent respondents partially satisfied to accept that ICT education and use of

ICT services made improvement in their position in society. Majority of respondents (75%) were fully satisfied and accept that ICT helps them in improving their confidence and self efficiency. Nearly 43.75 percent respondents partially satisfied in accepting that ICT useful to make them more aware about political issues. Majority of respondents (65.62%) were fully satisfied from the ICT education and its implication in their daily life. Nearly 62.50 percent of respondents were partially satisfied from the statement that ICT education and use of ICT was helpful in raising their standard of living.

5.8.2 Section B: Qualitative Analysis

5.8.2.1 Analysis based on key informants' interviews

The findings in this section based on interviews carried out with different respondents as follows:

Educational Empowerment

Computer education proves as an effective tool for women empowerment. It enables rural women to acquire new knowledge with skills to handle technology required for improving the status of women in the society.

Education is the basis step and the first level in process of empowering women and information and communication technology (ICT) makes it strong which enable women to compete present scenario of developing world. Researcher found that educational empowerment is the source of all round development of a woman. It creates an enthusiasm among women to achieve a respectable position and a reputable status in society. ICT Education motivates learners toward higher education. ICT education enhances their educational status with the addition of degree and diploma related to computer education that helps in their professional growth. Education create awareness among women related to their rights, duties, national growth, society, laws, politics, family and their own personality development. Education empowers the women with the knowledge, skills and self-confidence.

Economic Empowerment

ICT Education proves helpful in empowering women through providing economic resources to them. Computer education provides various occupational opportunities to women at home or outside the home. Through training of computer education they were able to stand on their feet independently and financially that increases their household income and gives ability to take decisions related to use of money in house. **Respondents feel a positive change after computer education.**

According to researcher for economic empowerment of women, there is need of economic protection that is provided by computer education. Economically strong women can raise their voice for their rights against the injustice of women. Enhancing women's economic productivity is an important strategy for improving condition of women in our society. Researchers found that education provides a base of economic development to a woman and economic growth and development is the key source of social, political, psychological, technological and personal empowerment. Studies also found that the women's income in family is supportive for educational, economical, psychological and nutritional upliftment of the family.

Social Empowerment

ICT education creates an opportunity for women to involve in various group activities. After attaining ICT education, respondents acquire knowledge about society and understand how to behave and represent themselves in the society. Education provides autonomy to everyone to participate in social activities and functions that help to raise their standard of living. They participate in social activities and acquire skills to convey their expression. Social involvement inculcates a feeling of equality among women. ICT education sets a healthy status of women in society and creates awareness in women that is more essential for their growth, development and empowerment.

Psychological Empowerment

ICT education impart a healthy status to women by creating professional opportunities, economical and social freedom, that freedom create a positive sense and confidence among women toward their life, family and society. They start to

believe in their own capabilities and potentials for betterment of their social level and improvement of their condition. Inferiority complex among women because of their education, gender, economical status and caste can be eliminated with the help of ICT Education at large extent. Education provides a critical view to a woman to take right decisions at right time for right cause.

In rural areas ICT education increase their awareness regarding new technology, computer and internet services. Introduction of technology create a place for new insight, information and skills (to handle technology & leadership skills) among women. Researcher found that a woman is psychologically empowered when she love and respect own self and her feelings.

Technological Empowerment

ICT education provides skill to handle technology *i.e.* computer, its applications and internet etc. In the present scenario there is need for acquiring information, knowledge, skills, awareness and understanding about information and communication technology. Computer education supplements all these needs of women of rural areas.

Inadequacy of technical skill and competencies give back step to 49% population of country. Lack of skill and information is a major cause of disempowerment of women. ICT education empowered women technologically in respect to educational, personal, psychologically and social development. Many studies have found that ICT education is essential for all-round development of women.

Political Empowerment

ICT education provides knowledge which creates awareness among women about their rights, duties and laws that are implemented by government especially for women. Since last two decades women are participate in politics and political activities and acting as a role model for others. With the help of information and technology, women came to know about the different activities of their society, region, nation and world. Researcher found that a woman empowered politically

when she is educated and economically sound and tie up with recent technology. Involvement of women in the politics proves their capabilities and potential. Sense of independence provides leadership quality to a woman and strength to raise voice against injustice and inequality of women. Participation of women in politics is quite essential for development and growth of half population of the country.

Personal Empowerment

ICT education creates a healthy environment for overall development of a woman. ICT education not only adds to the educational experience to a woman but also makes them economically independent and self reliant. Computer education raises their educational status with addition of degree and economical status with good professional opportunities and promotions. Many studies found that a woman empowered personally when she feel equality with men in the society and has enough freedom. Personal empowerment of a woman is the composition of different empowerment like educational, economical, social, psychological, political and technological etc. Personally empowered women raise their voice for their own as well as for sake of other justice and honor. They have effective communication skills to express their views and ideas with high confidence level.

5.8.2.2 Role of various agencies in empowering the Rural Women through ICT

Information and Communication Technology (ICT) cause broad-based development in personal, educational, social, economical and political life. Rajasthan government is providing **free computer literacy for women, with the aim of Digital empowerment**. At present more than 600 **ITGK- Information Technology Gyan Kendra** centers are running by RKCL in Jaipur to provide computer literacy to women and all.

Opinion of respondents about instructor

Ratio of instructors (male & female computer teachers) on the basis of gender and number of students were not fixed and they were appointed by director on the basis of their qualification and performance. Most of respondents were satisfy with their instructors with respect to their behavior, teaching and explaining ability, knowledge and experience and their discipline etc. Some of respondents also show

a little hesitation with their instructor which sometimes causes hurdle in their computer learning. Most of respondents expressed their views that they had a relationship of student- teacher and as friends with their instructors because of age and behavior of the instructors.

ITGK centers

Activities – Most of ITGK centers running various types of courses like ITI courses, University courses, Designing courses, Financial Accounting Management, Hardware and Networking Courses, Extra one year courses, Short courses and Government Recognized Courses etc. ITGK centers are also running various others courses like Distance Education Course, Rajasthan State Certificate Courses in Information Technology; Digital Saheli of 3 months and 1 month course respectively. These all are helpful to create the carrier opportunity for learners as Computer Operator, Data Entry Operator and Assistant Programmer etc.

ITGK centers also organize various programs like celebration of Independence and Republic Day, Carrier Day, Annual Day, Employment Fair and Cultural Program on New Year, Diwali and Holi. All ITGK centers are running under the supervision of RKCL and officers of RKCL and its other partner companies & universities inspect centers time to time frequently to know the proper functioning of centers, infrastructure, learning style, students learning etc.

Learning resources – Computer education centers are the learning resource centers where various activities related to learning, skill development, cultural, educational and social activities are performed.

Infrastructure – ITGK centers have their own computer laboratory with 3 to 5 rooms for director/principle, computer lab, class rooms, and wash rooms. They have separate rooms for theory as well as practical classes, separate wash rooms for boys and girls, drinking water facility etc.

Empowerment begins with a process of educational and economical empowerment and approach the multidimensional level of empowerment. For this purpose, researchers adopt a multi-disciplinary perspective and consider the seven

aspects of empowerment namely: educational, economical, psychological, political, social, technological and personal etc. The importance of ICTs is wider in education, economy, social and political life. Computers and Internet can be seen as increasingly pervasive technologies that can help to equalize gender differences. India is growing in industrial and technological field. Research has also highlighted the personal (self-confidence) and social gains (status, increased connectivity) for women that come from ICT education and use of ICT education (Hafkin and Taggart, 2001; Umrani and Ghadially, 2003). Thus our multi-dimensional perspective on empowerment has been matched by an equally multi-dimensional potentiality for ICTs.

5.9 Major findings of the study

- Most of the respondents (68.75%) belong to age group of up to 25 years. Highest mean scores of Summative Empowerment Index (0.815) achieved by respondents of category of old age (40-50 years).
- Nearly equal percentages (31.25% and 34.37%) of respondents belong to the general and OBC group. Respondents of general category show highest (0.793) empowerment index value where as SC and ST indicates equal value of 0.786 of SEI.
- Half of the respondents belong to the graduation level of education (50.0%). Respondents of graduation and post graduation show nearly equal value of SEI of 0.778 and 0.771, respectively.
- Majority (53.0%) of respondents are unmarried. Separated women show highest value (0.806) of SEI.
- Nearly three-fourth (62.5%) of the respondents belongs to joint family. Respondents from nuclear families exhibit more value (0.779) at SEI than respondents from joint families.
- Majority (53.12%) of the respondents are in high material possession category with the value of 0.793 at SEI.
- Majority (56.25%) of the respondents belong to medium mass media participation with the value of 0.760 at SEI.

- Nearly equal percentage (46.87% and 40.62%) of respondents belongs to medium and high income category with the value of 0.743 and 0.802 at SEI respectively.

➤ **Extent of Empowerment of Rural Women through ICT Education**

- Mean of educational empowerment index value of majority of women (90.62%) show high level of empowerment after getting training with index value of 0.925 from 0.666 before training.
- Mean of 50 per cent women show raised value of economical empowerment index from the 0.338 to 0.531 after computer training and 37.5 percent women show medium level of economical empowerment from 0.452 to 0.678.
- Most of women (81.25%) exhibit medium level of social empowerment after computer training from mean value of 0.413 to 0.686.
- Nearly 53.12 percent women indicate high level of psychological empowerment after attaining computer training from mean value of 0.594 to 0.901 and 43.75 percent women show medium level of empowerment after computer training with value of 0.686.
- About 50 percent women show high level (0.882) of political empowerment index and other 50 percent women show medium level of empowerment with index value of 0.742.
- Majority of women (87.5%) show medium level of technological empowerment at Tech. Emp. Index value of 0.718 after training and 0.415 before training.
- Nearly 84.37 percent women indicate high level of personal empowerment after computer training from mean value of 0.543 to 0.888 at personal empowerment index.
- About 65.62 percent respondents' exhibit medium level of empowerment after computer training with mean value of 0.736 at summative Emp. Index and 34.37 percent women show high level (0.828) of empowerment after computer training.

➤ **Hindrances on use of ICT Education**

- 59.37 percent women perceive that ICT services are affordable.
- Nearly equal (56.25% and 59.35%) respondents said that lack of time and infrastructure creates hindrances on use of ICT services.
- 43.75 percent respondents feel that distance of ICT services creates hindrance in computer learning.
- 53.12 percent respondents state that the lack of knowledge and skills create problem in computer learning.
- 59.37 percent of respondents said that the cultural taboos do not create problems in ICT learning.

➤ **Overall Assessment Card of Computer Education for Women Empowerment**

Benefits of ICT Education

- All respondents accept that the ICT helps in improvement of their education.
- 75 percent respondents believe that ICT services provide them economic growth and freedom.
- 59.37 percent respondents accept that ICT education and use of ICT services has made improvement in their position in the society.
- Majority of respondents (90.62%) accept that ICT helps them in improving their confidence and self efficiency.
- 71.87 percent respondents accept that ICT helpful to make them more aware about political issues and their impacts on them.
- All respondents accept that ICT education make them skilled to use technology professionally and domestically as well.
- 56.25 percent respondents accept that ICT education and use of ICT helpful to raise their standard of living.

Satisfaction from ICT Education

- 68.75 percent are fully satisfied with statement that ICT education helps in improvement of their education.
- 53.12 percent respondents are partially satisfied with the statement that ICT services provide them economic growth and freedom.
- 56.25 percent respondents are partially satisfied to accept that ICT education and use of ICT services make improvement in their position in society.
- 75 percent respondents are fully satisfied with statement that the ICT helps them to improve their confidence and self efficiency.
- 43.75 percent respondents are partially satisfied with statement that the ICT helps to make them more aware about political issues.
- Majority of respondents (65.62%) are fully satisfied from statement that ICT education and its implication helpful in their daily life.
- 62.50 percent respondents are partially satisfied with the statement that the ICT Education helps to raise their standard of living.

5.10 Educational Implications

Research in any branch of human knowledge is never a closed chapter. There is always a need of finding solution to new problems and testing the reality of the solution to older problem. In the light of the results, subsequent conclusions are experiences gained in the course of this study, following suggestions may be made.

Keeping in view the findings of study following suggestions are being proposed for execution at various levels and making effective policy for women empowerment. Some of the suggestions regarding educational implication of present findings from researcher point of view.

At Government Level

- ❖ Women feel insecurity, uncertainty and vulnerability within home and outside home. The government should make strong laws with strict implementation of the laws regarding women. In this connection local, regional and national level committees should be made effective for providing women quick justice and positive environment.

- ❖ Women studies largely associated with the women's movement and did not engage with education department in any systematic and sustained manner. There is an urgent need to include women studies to focus on various issues with the health, violence and livelihood.
- ❖ Gender disparity in education and in government and private job participation was dominant in the study areas therefore, government should pay due attention towards this issue by focusing on female education. Forward steps of government will lead women towards economic self reliance.
- ❖ Policymakers could generate new programs and policies for the underprivileged sections according to their needs.
- ❖ Various scheme running by government and non-governmental organizations for the growth of level of women empowerment related to lower, higher and technical education. Government should pay attention toward the follow up of these schemes whether their functioning satisfactory for the women empowerment.
- ❖ This research would help to policymakers to formulate various computer related small courses and programs for women and girls at root level.
- ❖ Television was the most commonly used mass media in the area under study therefore this media can be used as an agent of change by introducing new television channels which present effective programs on women's issues, educational programmes, especially for creating awareness among women about their rights, motivating them for organizing their groups and developing strong base of society.

At Institution Level

- ❖ Non Governmental Organizations (NGOs) and Self Help Groups (SHGs) can play a vital role in addressing the issues of women's empowerment. So it is necessary to organize women's groups and organizations that provide women a platform where they can solve their problems, facilitate their learning, develop personal interest and raise their voice collectively.

- ❖ Schools and colleges should take steps to provide computer education to girls and women of their area as they have well settled computer laboratories and experienced instructors.
- ❖ This work would promote effective utilization of computer education centers in furthering formal and non-formal education of girls.
- ❖ It was found that large number of respondents wanted to do paid job but persisting social setup does not permit them to do so. In order to develop favorable atmosphere for them, women groups should be promoted for economic activities so that they can attain the status of economic independence.
- ❖ The present study explored that husband's cooperation and good family environment is essential for women's empowerment within domestic sphere as well as in public sphere. Therefore, for better marital adjustment of the married couple in the family, programs should be launched which guide the couples for their successful marital life.
- ❖ Majority of the people especially men do not want change in the status of women due to some cultural constraints. Therefore, there is need to change the mindset of the people. Hence for this purpose more conferences, seminars and symposiums should be arranged in order to educate masses regarding women issues.

At Household Level

- ❖ Home environment should be positive for developing confidence among women. Cooperation of husband and his parents can be used as an effective tool.
- ❖ Parents should also give share of property to their daughters without any discrimination. Marriages of the daughters should be arranged by their parents with their formal consent.
- ❖ Husband and wife should share household responsibilities jointly and power should be given to women in household decision making. Women should be allowed to develop their social network in order to share their feelings with their peers.
- ❖ Women should be allowed to involve in paid work for the income and prosperity of their family and for their economic independence.

At Individual Level

- ❖ At individual level women should recognize themselves and build up capacity among them to enhance awareness about their rights, increase their knowledge and develop a sense to bring positive change in their status.
- ❖ As individual, women have few chances to improve their status; therefore, there is a need for them to engage themselves in groups where they can share their problems and can work out solutions for these problems.
- ❖ Women should have some political enlightenment that will enable them to put forward their problems in front of political leadership and also help them to select the leaders that have greater commitment for solving women's problems.
- ❖ It was found in study that education is the first step of empowerment. Women will know their rights if they are educated. Mass media play an important role in awareness of women. Low literacy rate among women accompanied by lower level of awareness about their rights.
- ❖ It would help in achieving equality of girls and women that is the base to empower a woman and open the door of growth and prosperity.
- ❖ Computer education enables those to upgrade their knowledge about new innovations and technologies and effects of these technologies on development of women and empowerment of women in the field of education, politics and science.

Therefore, it is suggested that women should think about themselves and should be aware of their rights as well as the existing status of women.

5.11 Delimitations of the Study

The investigator was fully conscious of the wide scope of subject area as well as various constraints and so the study has been delimited in terms of following:-

- The study was confined to the women of rural areas of Jaipur district only.
- The study of computer education was confined for empowering rural women of Jaipur district only.

5.12 Suggestions for further Research

Women's empowerment is a broad area of study but present study is not an end in itself rather it highlights some of its aspects; therefore, there is need for further studies in this area. After completion of present study the following suggestions are recommended for further studies:

- ❖ In the present study it was revealed that husband's and family cooperation is one of the determinant of empowering women, therefore it is needed to conduct studies on husbands in order to take their point of view regarding women's empowerment and to evaluate the extent to which they want to empower their wives.
- ❖ There is no universal yard stick for measuring women's empowerment and in most of the studies researchers develop their own measuring tools. Moreover, in such cases, amount of empowerment computed in various location or studies cannot be used for further comparison. Therefore, further studies are needed to develop universal tool kit for measuring women's empowerment especially at household level.
- ❖ Present study identified seven aspects of women empowerment with their indicators and other socio economic factors which significantly influence the women's empowerment. However, there is a need to identify some more factors that influence the women's empowerment. Each aspect of women empowerment can be explored more and in-depth study can explain need, process and effects of women empowerment.
- ❖ Limited resources for present study restricted the researcher to rely on one qualitative approach (key informant interviews) for collecting qualitative information. However, there are several other qualitative methods especially the participatory approaches that can be used in order to get in depth knowledge about the phenomenon of women's empowerment.
- ❖ Similar study can be done at different types of academic and non-academic computer education courses.

- ❖ A limitation of this study was that the sample was restricted to the Jaipur district of the Rajasthan state. It should be considered to other district of Rajasthan and other state have similar sample and educational courses.

In the light of findings of the current study, different projects regarding women's empowerment and information and communication technology can be launched with the coordination of governmental and non-governmental agencies. For instances; empowering women through developing awareness among them about their rights, empowering women through developing social networking and increasing group participation, empowering women through enhancing their economic productivity and empowering women by providing them safe and supportive environment.