

Incorporation of Action Plans on Women's Perspective in ICT

1.V.SUZAN SHALINI ,2. Dr.S. KRUPA SHEELA

1.K L University,Vaddesarramm, GUNTUR A.P, 522502GUNTUR A.P, 522502,
E-mail:suzanshalini@gmail.com, Mobile No:7893489969
2.K L University,Vaddesarramm, E-mail:Sheela.sk@kluniversity.com,

Abstract- This paper aims to highlight the role of women in adopting new learning trends needed for everyone and women have to be an equal beneficiary to the advantages offered by the technology i, Technology has become the crucial parts of everyday lives “women and girls are poorly placed to benefit from the knowledge of ICT because they have less access to scientific and technical education specifically, in rural areas of India even the Internet is provided in English and women, Who do not speak or read English may not be able to gain knowledge .The impact of having few women web developers and software programmers, particularly working in the Urban regions, may be lack of Opportunities . I think it's very important to understand what actually want to achieve As we know, We have a variety of technologies available and we need to somehow assess them to highlight some Pros and Cons of using ICT It entails building up of capacities of women to overcome social and institutional barriers and strengthening in their participation in the economic process for overall improvement in their qualities of lives..

Key words: *Communities, Education, Ensure, Knowledge, Literacy, Opportunities ,Technical, Education, Women*

Introduction

A literary review on women in Indian context has been facing many obstacles to develop in technology. The World is on the edge of the brink of new era where new modes of Information and Communication Technology have swept people off their feet refers to the use of in the fields of [socioeconomic development](#), [international development](#), and [human rights](#). The theory behind this is, more. Women's active participation in the ICT sector is essential for better development of a society. Despite strong evidence regarding the importance of fully incorporating women into the Information and Communication Technologies (ICT) sector, a gender ICT gap still remains in India. Communication for development is a social process, designed to seek a common understanding among all the participants of a development initiative, creating a basis for concerted action. —UN FAO, 1984

Indian females do not take ICT studies. Moreover, women are underrepresented in the sector, particularly in technical and decision-making positions for's long-term growth and economic sustainability. The study Women Active in the ICT Sector is another step in the on-going efforts to tackle the problem. This is achieved by: (1) updating current data regarding females' roles in the sector; (2) identifying role models and career paths to inspire women and girls; (3) assessing the economic impact

of incorporating women into the sector; (4) reviewing the status of the Indian Code of Best Practices for Women and ICT; and (5) analyzing successful social media campaigns. The conclusions of this study provide useful insights, which it is hoped will help to attract women to, play a major role in ICT.

Rural women folk are deprived of ICT infrastructure

The ICT has made a global impact across the world. Like any other sector, the rural women are the sufferers in this sector. Though ICT has impacted in the rural sector, but still it is insignificant in compare to their counterparts in cities. This is the area where the government, NGOs working in the rural areas, and civil society should work appropriately. It is also found from the survey that they are deprived sections of the society. 218 and 104 strongly and somewhat agreed respectively. 31 respondents said that they are equally enjoying the ICT benefits like their counterparts in the urban areas

Dr. A P J Abdul Kalam calls this revolution of information as a nationwide movement to make India a superpower by using ICTs in both rural and urban areas.

The development and proliferation of electronically communicated information has accelerated economic and social change across all areas of human activity worldwide – and it continues to do so at a rapid pace. While the use of information and communication technologies (ICTs) remains concentrated largely in the developed world, ICT diffusion is beginning to reach developing countries, including poor rural areas, bringing with it high hopes of positive

development outcomes. Strong inequity still remains. The rapid growth of ICTs in developing countries is partly a result of very low initial access, and therefore in absolute terms developing countries are still well behind the developed world in access to ICTs. Here is a detailed report of evolution of an attempt to reach the facilities at doorsteps of the rural poor by means of establishing Village Information Centre (VICs) and its impact and success stories. ICTs are unique in having an impact beyond the individual user's welfare. ICTs enable interactive communication unhindered by distance, volume, medium, or time. They promote greater inclusion of individuals within networks and, even more important, increase the diversity of participants by overcoming the barriers of physical distance and social standing. The immediacy and reach of ICTs also

Promote faster, more efficient, and ultimately better decision making across all fields of endeavors.

‘Hidden from history’:

One of the first things pointed out in the gender and technology literature is that women's contributions to the field have been left out of history. The task of early feminist scholars was to “uncover and recover the women hidden from history” who have contributed to technological developments. [Wajcman 15] During the industrial revolution, women invented and contributed to the invention of such crucial machines as the cotton gin, the sewing machine, the small electric motor, and the loom. Similarly, feminist work on the

history of computing and information technology draws attention to the fact that women have always been involved in computing. To fully comprehend women's contributions to technological development, feminist writers argue for a movement away from the traditional conception of technology (which sees technology in terms of male activities) to a greater emphasis on women's activities.

Women working on Information and Communication Technologies (ICT)

Women Encounter Technology (eds. SwastiMitter and Sheila Rowbotham) explores the impact of technology on women's employment and the nature of women's work in third world countries. The following observations provide an "authentic international perspective" on women and technology that can inform further research:

1. Gender is one of many factors that determine the impact of information technology on women's working lives. Ethnicity, religion, age and class can play even greater roles in defining women's working position. Similarly, the degrees of exclusivity that arise from the information revolution sharply differentiate regions and communities.
2. Technological changes affect the quality and quantity of women's work. Employment issues of concern to women working in technology relate to contractual terms, intensification of workloads, wages, training, and health and safety such

as VDU hazards and repetitive strain injuries.

3. Increased job opportunities bring new tensions in women's domestic lives. For example, Acero's case study documents the typical life of a woman textile worker in Argentina: "My marriage started to break down when I started to work... I had more chances than he did. So things started to go wrong." Deeper insights are needed into the links between women's status and roles at work and at home.
4. Women are rarely represented in the decision-making areas of technology. As a number of essays document, women are predominantly employed in blue-collar jobs. These are precisely the jobs that will be vulnerable in the next phase of the technological change.
5. Upgrading women's skills through a continuous learning process benefits women and society
6. Radical thinking about training is essential for utilizing women's potentials. In particular, training needs to take into account ethnicity, class, religion and age.

Women's sharing of experiences has proved rewarding at the community, national and international levels. More international exchanges of experience in organizing around some of the new issues relating to the electronic era are needed in order to ensure employment benefits of women from new technologies are not outweighed by the associated health and environmental costs.

Context and methodology

Despite the evidence which proves that women's access to an ICT career is essential for the sector's long-term growth and the sustainability of Indian economy, there remains a large gender gap in India's ICT sector. This study uses desk research, statistical analysis and economic cases as well as stakeholder interviews and surveys to analyze the problem and come up with key priorities for action.

Some Issues and Observations

1. Identifying women as diverse subjects with different experiences which shape their perceptions and identities - "as subjects of struggles, as partners of communication, as mothers, as workers, as activists, as citizens"
2. These principles and concerns address the broader issues that connect questions of gender and communication with the various ways in which race, class, culture, sexual orientation, age, history, colonialism, and the social division of labour intersect and shape women's communication experiences and identities.

Technology and democratic process

The loss of democratic control over technological choice is an important issue for women rooted in the historical debates on the impact of technology on society. It is included here because it relates to APC's dedication to equalising the free flow of information. Writing in the late 1960s,

Lewis Mumford's *The Myth of the Machine* describes the domination of society by a small, powerful elite that uses modern communication technologies to centralise social control. He warns that both individual freedom and community will be submerged to "the mega-machine (which will) furnish and process an endless quantity of data, in order to expand the role and ensure the domination of the power system."

Similarly, in *The Real World of Technology*, Ursula Franklin writes about her concerns on the scale of intervention by technologies in everyday life which results in "a culture of compliance" where technology itself becomes an agent of social control. Today, the monopolisation of global information and communication structures where government monopolies control a huge share of the world's telecommunication flows, while a few huge corporations dominate the world's mass media presents a very real challenge to women and the democratic process of society.

Increasing disparities

Increasing disparities as a result of new information technologies relate to APC's dedication to bridging the gap between the information rich and the information poor. The consensus in the literature suggests there will be an even wider gap between the information-haves and have-nots in the new electronic era. It is particularly important to ensure women from the South participate in the new communication processes since they are often marginalized because of inadequate infrastructure and the cost of transmitting data.

Democratisation of communications

‘Democratization of communications’ is an important issue that appears in the gender and communications literature. It is understood as a process whereby: (a) the individual is an active subject and not only an object of communication, (b) various messages are exchanged democratically, and (c) “the extent and quality of social representation or participation is augmented.” [Riano 281]

The concept was introduced by the MacBride report “Many Voices, One World” where discussions on a new world information and communication order saw democratisation being achieved through policy regulation and institutional change at the national and international level. Riano adds, however, that all actors, at all levels (including local and grassroots) need to be considered for an adequate debate on the democratisation of communications to be carried out.

Difficulties of access for women

The difficulty of access to new information and communication technologies for women includes access in terms of sheer hardware and software, as well as requiring access to meaningful resources about women. The fact that most computer networks are currently dominated by men raises further questions about women’s access to new information technologies. (One study quantifies the male domination of computer networks at 95%). [Ebben and Kramarae 17]

In Nattering on the Net, Dale Spender notes that women’s marginalisation from the new

communication technologies has “less to do with women and more to do with computers” arguing that computers are the sites of wealth, power, and influence. She warns women cannot afford “to permit white male dominance of these technologies because a very distorted view of the world is created when only one social group, with one set of experiences pronounces on how it will be for all.” Relevant and useful resources about women will not appear unless women work to create them (often under difficult situations). But, since women’s knowledge is presently encoded in books, women’s knowledge may be endangered if the shift from the print to electronic medium is not made.

Currently, there are few women in positions of leadership making the decisions about what electronic materials will be constructed and what they will contain. Women’s task, according to Maureen Ebben and CherisKramarae is “to create, electronically, a cyberspace of our own that fosters women’s communication in this time of rapid technological transition”. [16]

Failure of training programs

Another important observation is the shortcoming of mainstream training methods for women. Many writers and researchers, including Maureen Ebben and CherisKramarae contend that the problem is not so much a problem of how to teach women effectively, but rather “training (as) ad hoc, unsystematic, and male-centred.” [18] One such training offered at computer sites at universities consisted of “directions posted on walls, photocopied sections of published manuals left in strategic places, or an hour’s worth of group instruction in which participants are led through a

manual's directives". [18] They concluded that the instruction is seldom customised and there is little opportunity to follow-up on questions and problems that arise during actual use.

Other commentators suggest that the lack of training is a more severe problem for women than for men because of the culture of technology which "shares an image of machismo and valorizes the adventurer." [Hacker; Turkle]

Research findings also point out different learning styles for men and women. Sherry Turkle and Seymour Papert's research say that women prefer to learn through an orderly routine where they understand the reason for each step, whereas men (and boys) have been encouraged to learn through experimentation and trial and error. Women take fewer risks than men who also prefer to tinker new environments. This, coupled with male-style, unsystematic learning practices, puts women at a disadvantage.

Several problems prevent women from fully participating in the ICT sector

1. Cultural traditions and stereotypes about women's role in society and about the sector.
2. Internal barriers, socio-psychological factors pulling back women from the sector and its top positions: lack of self-confidence, lack of bargaining skills, risk-aversion and negative attitudes towards competition.
3. External barriers, ICT sector features strengthening the gender gap: strongly male dominated environment, complex reconciliation between personal and professional

life, and lack of role models in the sector.

The past two decades have demonstrated the growing strength of the global women's movement in advocating issues on women's equality and empowerment. Among these issues are women's marginalization and invisibility in all aspects of technology.

Key priorities for action

Priority 1. Build a renewed image of the sector among women and mainstream society Young women usually see jobs in the ICT sector as solitary, boring and useless in terms of helping others. They prefer working with people on tasks involving strong human relationships. Current stereotypes relating to the sector include: long working hours, a largely male-dominated environment, and difficulties in balancing personal and professional life.

To guarantee a comprehensive approach a double perspective should be applied by disseminating both the creative side of technologies and their enabling role.

Top recommendations:

1. Disseminate most appealing ICT topics for young people, and particularly for women such as: exciting, diverse, challenging, full of opportunities and profitable. Create role models through visibility of key women in the sector.
2. Disseminate evidence of equal capabilities of women for STEM studies.
3. Promote a "diversity" approach and use integrating terms to encourage

girls to take up an ICT-related career and further involve men in the solution.

To guarantee a comprehensive approach a double perspective should be applied by disseminating both the creative side of technologies and their enabling role.

Priority 2. Empower women in the sector
Empowering women in the context of violence against women

Strategies for addressing the gender digital divide

Use of multiple forms of media and communication technologies

Improving sex-disaggregated data, indicators and benchmarks

Full implementation of gender mainstreaming

Certain psychological and socio-psychological factors have important effects on the labour market outcome, particularly in very male-dominated sectors such as ICT. These factors include gender differences in risk preferences, attitudes towards competition, strengthening other-regarding preferences, and attitudes towards negotiation. Those differences have a significant impact on gender gaps in the ICT sector and are partially explained by lack of confidence of women in their own capabilities as well as a cultural and social environment which is still dominated by strong preconceptions regarding appropriate jobs for men and women.

Top recommendations:

1. Promote harmonized Indian educational curricula (working closely with the industry) to foster clear and straightforward ICT careers paths, particularly in innovative and young sectors while encouraging informal and lifelong ICT learning.
2. Improve confidence of women in their managerial capabilities through training and coaching programs and promote mentoring programmes within companies
3. Showcase inventions, developments and innovations coming from women: more visibility of success tangible products or services from women.

Priority 3. Increase the number of women entrepreneurs in the ICT sector

The number of female entrepreneurs in the ICT sector is low compared to other sectors. Women constitute 53.9% of entrepreneurs in non-ICT sectors and 31.1% of all Indian self/employed while accounting for a mere 19.2% of ICT entrepreneurs¹⁰ Promoting entrepreneurship in India, both among men and women, is critical for Indian economy.

Top recommendations:

1. Improve access to funding for women entrepreneurs, particularly seed and venture capital programs.
2. Promote the idea of entrepreneurship in the ICT sector as easier than in other sectors: programming can be done from a PC anywhere and requires low initial investment! Use role models as examples

Priority 4. Improve working conditions in the sector

There are two main problems in the sector which affect the working conditions of women: the persistence of certain informal rules in the sector (the so called “oldboys' network system”), and working conditions (working hours and schedules). With this said, maternity remains the turning point of women’s careers in this sector as well

Top recommendations:

1. Communication campaigns should disseminate existing economic data relating to the improved performance of companies with women (and a diverse workforce) and the foreseeable lack of qualified ICT workers in the future. Indeed, this reinforces the idea that women have the same capabilities as men.
2. Companies should “speak female language”: to become more attractive to women, they must focus their offer on the aspects which women value the most (reconciliation, personal fulfilment, etc.).
3. Reform the Code of Best Practices for Women and ICT in the shape of an "ICT diverse workforce" label.

Conclusion

I started this paper by supporting how an untrained women faces problems can be avoided and to develop in different stages of their career will benefit in varying ways

from different, Gender issues need to be identified and addressed in all aspects of development and implementation of ICT policy and regulatory frameworks. Such frameworks cover a range of issues, including the development of a national communication infrastructure (including technology choices), Government information services, and tariffs and pricing, which influence women’s access to and use of ICT. Policies and regulatory

frameworks, including legal protection and the right to privacy and anonymity in transactions, interaction and expression, directly affect the rights and security of users, and are of concern to women as well as men.

Top recommendations:

1. Project planning
2. Funds for ICT for development
3. Further development of gender-specific tools
4. Training is needed at national, regional and local levels. Government bodies could support the development of, and fully utilize the training capacity of, NGOs or civil society organizations involved in ICT
5. Enhanced role for national machineries for the advancement of women
6. Research on gender equality and ICT

References

1. Role of Information & Communication Technology (Ict) In Women Empowerment
ShikhaMathur KumarPublished by Kalpaz Publications
- 2.WOMEN Active in ICT sector Iclaves
S.L. Calle de Santa Engracia 108, 6º Int.
Drcha. 28003 Madrid
- 3.Wajcman, Judy. Feminism Confronts
Technology. London: Polity Press, 1991. 14-
20, 166
- 4.Women Using Media for Social Change.
New York: International Women’s Tribune
Centre (IWTC), 1984
5. Allen, Donna, Ramona R. Rush and
Susan J. Kaufman, eds. Women
Transforming Communications -
Global Intersections. London: SAGE,1996.
6. Carter, Kathryn and Carole Spitzack, eds.
Doing Research on Women’s
Communications: Perspectives on Theory
and Method. Norwood, New Jersey: Ablex
Publishing Corporation, 1989.
- 7.Mies, Maria. Patriarchy and Accumulation
on a World Scale - Women in the
International Division of Labour. London:
Zed Books, 1986.
- 8.educed by Technology: the Human Costs
of Computers.” New Internationalist No.
286/ December Issue. (1996).
- 9.Plant, Sadie. Zeros + Ones - Digital
Women + the New Technoculture. New
York: Doubleday, 1997.
10. Enhancing Women Empowerment
through Information and Communication
Technology

11. Department of Women & Child
Development Ministry of HRD Government
of India

AUTHOR’S BIBLIOGRAPHY

**NAME:V.SUZAN SHALINI
(P.hd)**

1. (Ph.D) ELT From KLU University in
the year 2015 (Part Time)
2. 2009 JANUARY to till date–
Working as a ASSTIANT
PROFESSORS in Department of
Humanities and Sciences at
*NAGOLE INSTITUTE
OF TECHNOLOGY & SCIENCE (*
ENGINEERING,
HAYATHNAGAR(M)R.R DIST
3. Worked as English teacher at
MALDIVES INTERNATIONAL (IN
MALA SCHOOL).
4. Paper Presented at, KLU University
Green Fields, Vaddeswaram, Guntur,
Andhra Pradesh (national journals
oral presentations).
5. ARTICLE:”English with
technology”(national journals oral
presentations).
6. English studies:*INTERNATIONAL
RESEARCH JOURNAL VOLUME*
3”ISSUE 2” ,” ISSN -2347-3479” ,
”ISBN: 978-93-84124-46-5” , IMRF
PUBLICATIONS
- 7 .ARTICLE:” Ad hoc and driven
teacher education programmes,
need’s to fill the gaps existing
changing needs in the education

system of english teacher education”.

- 8 National seminar on English language Education in India: Theory and Practice. by Centre for English language studies, University of Hyderabad. 23rd – 25th January 2012.(National)
- 9 Assessing and evaluating English language teacher education, teaching and learning. British Council. Hyderabad. 3-5 march 2012. (International)
- 10 2009 Participated in a two-day workshop on *Effective communication and soft Skills for Academicians* on December 18-19, 2009.
- 12 2011 Participated ONE DAY Practicum on *Emerging Areas of Research in English Language and Literary Studies* on 29 April organized by Department of H&S, JNTU college of Engineering Hyderabad.