



TO COMPARE THE USE OF VARIOUS ICT TOOLS IN WOMEN STUDENTS

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ABSTRACT

Women play a vital role in our culture. "Women make up over half of any society's human resource," according to the Encyclopedia of Human Rights and Women's Development. Woman is embodied with the ability to give birth, and if she is left uninformed, the entire society's progress will be jeopardised. A woman is more than a mother; she is also a caregiver, an autonomous citizen, and she makes up half of the world's population; if she is left uninformed, she will have a negative impact on our country's progress. Empowerment is defined as the realisation of one's own self. It was first established as a concept during the International Women's Conference in Nairobi in 1985, when it was defined as the rebuilding of social power and resource control in favour of women. Empowerment is the process of allowing or empowering a person to think, behave, act, and operate independently. It is the process of attempting to exert control over the events of one's life. It entails taking a position for oneself and making decisions and choices that will lead to transformation. To put it another way, it is having faith in one's own talents and being powerful. Women's empowerment entails improving women's educational, spiritual, social, political, economic, and health circumstances, as well as offering possibilities in all areas of life.

KEYWORD: *Vital Role, Population, Transformation, Empowerment, Country's*

1. INTRODUCTION

"A child who receives parental empowerment grows into a responsible adult at different stages of development. Good young people with values emerge when the instructor is equipped with knowledge and experience. When technology is used to empower an individual or a team, greater possibility for success is guaranteed. When women are empowered, a stable society is guaranteed. (Source: Maraikayar, A. P. J. M. N., 2017) - A.P.J. Abdul Kalam

Women have a significant role in our culture. "Women make up almost 50% of human resource of every society," according to the Encyclopedia of Human Rights and Women's Development. The ability to bear children is embodied in women, and if they are not educated, the advancement of society as a whole will be jeopardized. Women make up half of the world's population and are not only mothers; they are also caregivers and independent citizens. If they are not educated, it can have a significant negative impact on the growth of our country.

UNO and the Indian government take a lot of steps to ensure that women grow to their full potential. On a global scale, the United Nations Organization designated 1975 as Women's Year and the years 1975–85 as Women's Decade. In an effort to maximize women's potential, the Indian government also proclaimed 2001 to be "women's empowerment year." According to the World Bank, a major component of social development initiatives should be the empowerment of women. Numerous national and international studies indicate that until one social class is being exploited and rejected, a country cannot attain complete independence. Economic parameters like growth, progress, and welfare are left undefined when half of the population is denied the chance to realize their full potential. Therefore, a number of actions were made to define the term "women's empowerment" and to identify strategies for empowering women.

1.1 EMPOWERMENT- CONCEPTUAL FRAMEWORK

Realizing oneself is the definition of empowerment. In essence, the idea was first presented during the 1985 International Women's Conference in Nairobi, when it was presented as a way to restructure societal power and resource control in favor of women.

The process of giving someone the ability to think, act, and operate independently is known as empowerment. It is the process of trying to exert control over the events that occur in one's life. It involves standing up for oneself and making choices that will change one. Literally speaking, it means becoming powerful and

confident in one's own talents. Improving women's educational, spiritual, social, political, economic, and health circumstances as well as giving them chances in all areas of life is known as women's empowerment.

The notion of welfare, development, and women's empowerment has evolved, giving women the chance to take charge of their lives, make their own choices, engage in activities, and get an equal portion of all activities. Women's self-worth, their right to make and make choices, their right to access opportunities and resources, their right to be in charge of their own lives both inside and outside the home, and their capacity to shape social change in order to establish a more equitable social and economic order both domestically and globally are the five components of women's empowerment (UNPOPIN, 2010).

The advancement of civilization depends heavily on the empowerment of women. The ability to think and act freely, exercise choice, and realize one's potential as an equal member of society is known as empowerment.

Women's empowerment, according to the United Nations Development Fund for Women (UNIFEM), is knowledge and comprehension of gender relations and how these interactions can be altered.

cultivating a sense of self-worth, confidence in one's capacity to achieve desired changes, and authority over one's own life.

Having the ability to make decisions gives you bargaining power.

gaining the capacity to plan and direct social change in order to establish a more equitable social and economic structure both domestically and globally.

The process of challenging existing power relations, and of gaining greater control over the sources of power, may be termed as "empowerment" - Batliwala, 1994 (as Cited in Mosedale, S., 2003).

In a knowledge-based society like India, women's empowerment mainly refers to improving their skills and abilities that enable them to better integrate into society, give them the chance to get past institutional and social barriers, and increase their involvement in political and economic activities in order to improve their general quality of life.

Therefore, the phrase "empowerment of women" has been used to refer to different things at different times and in different contexts. Some have interpreted it as a means of empowering women politically, while others

have interpreted it as a means of granting them the skills necessary to become economically independent. The phrase has a distinct meaning. Meaning has evolved along with the times. The measure, which was once associated with religious freedom, is now progressing in all areas, including political, social, economic, and educational opportunities, as themes have evolved. "Affirmative action designed for the holistic empowerment of women will be affected by a synergy of development measures," according to the 1996 draft of the National Policy for Women's Empowerment. In particular, health, education, information, lifelong learning for self-improvement, vocational skills, employment and income earning opportunities, technical services, land and other forms of property, including through inheritance and matrimony, common property resources, credit, technology, and markets, should all be fully and equally accessible to and controlled by women.

1.2 EMERGENCE OF THE PROBLEM:

Any nation's human resources are made up of both men and women, thus if the nation is to advance, both must advance as well. Women have never been in the same position as males. Today, women's lack of self-reliance is the primary reason why they are unable to grow as individuals. And the biggest contributing cause to this is their inability to acquire higher education, particularly vocational education.

ICTs have now permeated every aspect of education, and women must fully utilize ICTs if they are to reach their full potential. Women's inadequate educational attainment causes them to lack awareness. They are unable to fully employ ICTs because of this. They can advance their own social, political, economic, and personal growth if they use ICTs and education effectively.

Without ICTs, any task appears challenging these days. Because it is successful and makes work easier and more efficient. Nowadays, women's greatest need is to use ICTs since there are a lot of issues pertaining to women about which no one has reliable information, and they don't have enough time to go to someone for help. They won't need to rely on anyone if they learn how to use ICTs effectively. They won't be victimized by anyone and will be able to obtain comprehensive knowledge on their own issues.

ICTs are a way for women to overcome all of their challenges, whether it's culinary classes or self-defense. ICTs are beneficial in all spheres of life, including social, professional, educational, and economic. In addition, they can use ICTs to carry out the projects and goals that are required for their total development, which can guide not only their academic but also their financial and personal growth.

ICTs should therefore be viewed as a tool to address women's developmental needs, and as such, all types of ICTs should be taken into consideration in order to choose the best one for a certain program and context. Few studies have been conducted in India about the role and impact of ICT on women's empowerment in higher education, despite the fact that numerous national and international studies have been conducted on the subject. Given the paucity of research in this field, the current study would be beneficial in an educational setting.

2. REVIEW OF LITERATURE

In order to observe the discrepancies in ICT use between the two opposing groups, Kwapong, O. A. T. F. (2009) investigated the ICT situation among female distance learners in both underserved and endowed areas of Ghana. 174 respondents participated in the study, which was carried out using the survey method. Considering the size of the developmental gap that regional disparities present, there were no significant differences in ICT knowledge and usage between the two groups. However, time or convenience, space, and other factors were shown to be significant in women's use of ICT for education and development. It was determined that exposing the ladies to a variety of ICT applications was essential. Regardless of whether they came from underprivileged or well-off neighborhoods, the non-tech-friendly women were found to be overcoming at least that.

In 2009, Sisodia and Singh developed the Adolescent Girls Empowerment Scale (AGES). Both Hindi and English are used in the construction of the scale. There are seven statements in each of the seven sections that make up the scale. These seven areas are: decision-making, capacity building, autonomy and self-reliance, power and entitlement, social, political, and legal understanding, and media exposure. Thus, there are 49 assertions on the scale. It is a five-point point scale that goes from 5 to 1 in descending order. As a result, each dimension can have a minimum score of 7 and a maximum score of 35, while the entire scale can have a minimum score of 49 and a maximum score of 245. Teenage girls between the ages of 13 and 18 can receive it. Using the test-retest method, the scale's reliability was determined to be 0.71. The scale has construct validity and high substance.

In 2011, Mehta, H. D., created a measure to gauge women's empowerment. The tool's creator separated it into three sections during the development phase. The purpose of the first cover letter is to introduce the research to the respondents. It outlined the goal and methodology of the study. The second section dealt with the

respondent's background information. The third and most important component was the empowerment scale for women, which was broken down into five sections: political, social, economic, cultural, and psychological. There were options on a five-point scale. somewhat disagreed, completely disagreed, neutral, agreed, and somewhat disagreed. The tool was validated using experts' opinion, and 225 items in all were prepared. The Women's Empowerment Scale was first presented in the Compendium of Gender Scales by Nanda, G. (2011). Three categories of items are included in the tool: women's mobility, their independence from family dominance, and their financial stability and support of their families. There are three subscales with eighteen items ($8+5+5=18$), and each subscale had its own scoring process. The tool's predictive validity was examined using logistic regression.

Based on accepted practices in the literature, Yusuf, M. O. & Balogun, M. R. (2011) created a tool for their research titled "Student-teachers' competence and attitude towards information and communication technology: A case study in a Nigerian university." There were four parts to it. Four questions made up Section A, which asked about the department, course, level, and gender of the student-teachers. The attitude of student-teachers toward information and communication technology (ICT) was the main topic of Section B. The Likert response modes of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were employed for the 14 items in the section. The questionnaire's two items in Section C asked where student instructors learned their ICT skills and knowledge, while Section D sought to determine the students' and teachers' level of fundamental ICT competency. "I am fully competent with this application/operation" (FC coded 4); "I am a regular and confident user of this application" (RCU coded 3); "I have used this occasionally but need further training" (OU coded 2); "I do not use" (DU coded 1); and "I am not aware of this application/operation" (NA coded 0) were the various response options for the section, which had 35 items. Test-retest reliability values were 0.76 (attitude), 0.86 (basic computer operation and issues), 0.81 (application software use), 0.80 (internet resource use), and 0.76 (use of peripheral ICT equipment) for the five instrument sections.

3. OBJECTIVES OF THE STUDY:

1. To study the Use of ICTs in women students of higher education.
2. To compare the use of ICTs in women students
3. To compare the use of various ICT tools in women students

4. RESEARCH METHODOLOGY

Type of Research:

The goal of the current study was to comprehend how information and communication technology contributes to women's empowerment in higher education. Descriptive research, then. Descriptive research using a quantitative method (approach) was employed. Descriptive research focuses on the present and aims to ascertain the current state of the phenomena being studied. The primary feature of this study is that the researcher can only describe what is occurring; he has no control over the variables. The purpose of descriptive research investigations is to gather accurate and relevant data about the state of phenomena today and to make sound generalizations and inferences based on the facts gathered.

Research method:

Given the nature of the current study, the researcher has chosen to use the survey method for descriptive research because it allows for elegant data collecting.

By interviewing a small number of people, the descriptive survey method focuses on "gathering information" about a vast number of people. Sampling and the most precise and thorough description of the variables and techniques are key components of descriptive survey research. Due to the demands of the research project, the researcher employed the survey method with standardized tools to gather quantitative data for the study.

5. RESULT AND DATA INTERPRETATION

Table No. - 5.1 Use of Search Engine

S. No.	Items	Never		Occasionally		Regularly	
		N	Percentage	N	Percentage	N	Percentage
1	Google	1	0.25%	25	12.75%	174	87%
2	Yahoo	3	1.5%	50	25%	147	73.5%

3	Bing	46	23%	92	46.25%	61	30.75%
4	MSN	83	41.75%	88	44.25%	28	14%
5	Ask	61	30.5%	96	48.00%	43	21.5%

According to Table 5.1, 87% of 200 female college students regularly use Google. Just 0.25% of them never use it, compared to 12.75% who use it occasionally.

Regarding Yahoo, 73.5% of female college students routinely use Yahoo. 1.5% said they never use it, whereas 25% said they use it occasionally.

41.75% of the 200 students in this study reported using Bing often, while 46.25% said they use it occasionally. Of the 200 students, 23% said they have never used Bing.

According to the aforementioned table, just 14% of the 200 female college students routinely use MSN, 44.25% do so occasionally, and 41.75% never use it.

According to the information gathered, 30.5% of the 200 female college students never use Ask's services. Of them, 21.5% said they use it frequently, compared to 48.00% who use it occasionally.

Table No. - 5.2 Use of Social Media

S. No.	Items	Never		Occasionally		Regular	
		N	Percentage	N	Percentage	N	Percentage
1	Facebook	0	0%	49	24.5%	151	75.5%
2	WhatsApp	1	0.25%	36	18%	163	81.75%
3	Telegram	36	18.00%	114	57%	50	25.00%
4	Hike	39	19.5%	97	48.5%	64	32.00%
5	Twitter	23	11.5%	119	59.75%	57	28.75%
6	Linkden	66	33.25%	82	40.75%	52	26%
7	Youtube	0	0%	45	22.5%	155	77.5%
8	Google+	51	25.5%	52	26.00%	97	48.5%

9	Instagram	31	15.25%	103	51.75%	66	33%
10	Blog	102	51%	66	33.00%	32	16.0%

According to data presented in Table 5.2, 75.5% of female students in the study's higher education institutions reported using Facebook on a regular basis, 24.5% said they use it occasionally, and none of the female students reported not using Facebook at all.

Of the 200 female students, 81.75% reported using WhatsApp frequently, 18% claimed they use it occasionally, and only 0.25% stated they never use the phone.

Out of the 200 students in this study, 18.00% reported never using Telegram, 25.00% reported using it frequently, and 57% said they use it occasionally.

According to the data above, 32.00% of the 200 female students in the study reported using Hike often, 48.5% said they used it occasionally, and 19.5% said they never used it.

According to the above table, out of the 200 female students, 28.75% reported using Twitter frequently, 59.75% claimed they use it occasionally, and 11.5% said they never use it.

According to the above table, 26% of the 200 female college students use Linkden on a regular basis, 40.75% use it occasionally, and 33.25% never use it.

Regarding YouTube, they all utilize it. Of them, 77.5% use it frequently, while the remaining 22.5% use it infrequently.

Out of the 200 female students surveyed, 48.5% said they use Google+ frequently, 26.00% said they use it occasionally, and 25.5% stated they never use it.

According to the above table, just 33% of the 200 female college students use Instagram on a regular basis, 51.75% use it occasionally, and 15.25% never use it.

According to the statistics gathered, 51 percent of the 200 female college students never utilize blogs. Of them, 16.00% said they use it frequently, and 33.00% said they use it occasionally.

Table No. - 5.3 Use of Browser

S. No.	Items	Never		Occasionally		Regular	
		N	Percentage	N	Percentage	N	Percentage
1	Chrome	1	0.5%	15	7.5%	184	92.00%
2	Internet explorer	6	3%	50	25.00%	144	72.00%
3	Mozilla	17	8.50%	84	42.00%	99	49.5%
4	Opera	14	7%	62	31.00%	124	62.00%
5	Safari	154	77.00	40	20.00%	5	2.50%
6	Microsoft Edge	73	36.5%	91	45.5%	36	18.00%

According to Table 5.3, 92.0% of 200 female college students routinely use Chrome. Just 0.5% of them never use it, compared to 7.5% who use it occasionally.

Approximately 72.00 percent of female college students frequently use Internet Explorer. 3 percent said they never use it, whereas 25.00% said they use it occasionally.

Of the 200 students in this study, 8.5% reported never using Mozilla, 49.5% reported using it frequently, and 42.00% said they use it rarely and occasionally, respectively.

According to the above table, only 62.00% of the 200 female college students use Opera on a regular basis, 31.00% use it occasionally, and 7% never use it.

According to the aforementioned data, 2.50% of the 200 female students in the study reported using Safari daily, 20.0% said they used it occasionally, and 77.00 percent said they never used it.

According to the information gathered, 36.5% of the 200 female college students never use Microsoft Edge. Of these, 18.00% said they use it frequently, compared to 45.5% who use it occasionally.

6. CONCLUSION

The most effective tool available to alter the current state of the world is information and communication technology. It is a key that enhances a person's whole existence. ICT can be a potent weapon for women to overcome prejudice, attain complete equality, well-being, and participation in decisions that affect their lives

and the future of their communities, according to Hilbert, M. (2011). It suggests that ICT is a potent instrument that significantly affects women's empowerment. Women's empowerment has been acknowledged as a key factor in determining their status. The active process of empowering women to recognize their own identity and strength in every area of life is known as empowerment. In a knowledge-based society like India, women's empowerment entails improving their capacity and skill development to understand issues that affect them, giving them the chance to get past institutional and social barriers, and bolstering their involvement in political and economic activities in order to improve their lives overall. Women are essential to the development of families, communities, and society in India and other emerging nations. But women are frequently ignored and silenced. The difficulties of living in extreme poverty are more difficult for women than for men, yet these women are not included in discussions since they are frequently illiterate, insecure, and immobile. Even people who lack skills, are illiterate, have limited mobility, and lack confidence can communicate directly and interactively thanks to ICT. Certain facets of life, particularly for women, are directly impacted by ICT. ICT and women's empowerment are therefore closely intertwined. In the current environment, ICT is helping women to grow and improve their quality of life. This study aims to investigate and examine in detail how women students in higher education use ICTs and how it contributes to their empowerment.

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