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ROLE OF ICT IN EMPOWERMENT OF WOMEN TEACHERS

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Abstract—ICT enabled education is a strong mode in teaching learning process. ICT has brought to the classroom more learning resources and computing facilities. Teacher and Students can be benefited through collaboration, autonomous and shared learning. ICT can go a long way in quality improvement of classroom management. Use of ICT helps in improvement of professional competencies of teachers. In the United States. Total Quality Management (TQM) is often used to refer to the management approaches being developed in the current era of strategic quality management while the new paradigm is emerging. The word Total conveys the idea that all the persons in the classroom. The word 'quality' suggests excellence in every aspect of the classroom and Management refers to the pursuit of quality results through a quality management process. Women empowerment and ICT have played both in a way of act (Law & order) and in a way of conveyance with the other forms of technologies that have the potential to those women who have been reached out by media or by any other means. Thereby, empowering them to participate in economic and social progress, and make informed decision on front-line issues that affect them. Women empowerment is very much cognizant at all level that covers the totality of the following or similar capabilities with the help of ICT.

Index Terms— Women, Empowerment, ICT, Management, Classroom

I. INTRODUCTION

Information and communication technologies (ICTS) are information handling tools that are used to produce, store and process, distribute and exchange information. These different tools are now able to work together and combined to form networked world which reaches and brings education into every corner of the globe. The idea is that teaching and learning can successfully take place through the application of electronic communication facilities between teachers and students.

The word is in the midst of a knowledge revolution, where the entire society tends to becoming "Knowledge Society" which complementally by opening up of entirely new spectrum in the areas of communication technology. Recent development in the field of communication technology is indeed of a revolutionary in nature.

Communication technologies area a divers set of technological tools and resources to create – recreate, disseminate, store, bring value – addition and manage information.

Information Technology and cybernetics are simultaneously being utilized by women teachers for upgrading both knowledge and skills. Explosive growth of technology is fuelling a new wave of teaching tools Computer Aided Video interactions (CAVI), Hypermedia, Multimedia, CD-ROMs, LANs, WANs, internet connections and collaborate software environments.

Instead of one-way information flow i.e., a teacher addressing a group of passive students, Information and Communication Technology (ICT) based teaching learning strategies have made this process, a two-way information flows these strategies have involved more student – women teacher interaction, collaboration between students and interdisciplinary approaches, that is why, ICT is seen as a wonderful knowledge media.

Empowerment of Women:

Empowering women is actually strengthening them to confront family, community, caste, religious and traditional practices, patriarchal forces and biases working within government departments, authoritarian ideologies and powerful patriarchal interacts. The process of change requires struggling against in efficiencies, insensitivity, corruption and centralization at various governmental levels also.

Women recently gained a sense of identity and empowerment. Women became autonomous agents of change and the basis of voluntarism, Empowerment enables autonomy and control over their lives. The empowered women become agents of their own development, able to exercise choices to set their own

agenda and be strong enough to challenge and change their subordinate position in the society. In order to achieve this, emphasis should be on formulation of appropriate organizations for women to facilitate communication, learning and organized action.

Empowerment refuses to the spiritual, social or economic strength of individual and communities. It also involve in women, the empowered developing confidence in their own capacities.

Empowerment of women in the context of knowledge society's understood as building the ability and skills of women to gain their insight of actions and issues in the internal and external environment which influence them, and to build their capacity to get involved and voice their concerns in these process of internal and external environment, and make informed decisions in a effective and better way. If entails building up of capacities of women to overcome social and institutional barriers, and strengthening their participation in the economic and political process of an overall empowerment in their qualities of lives.

Women Empowerment and ICT:

Women empowerment and ICT have played both in a way of act (Law & order) and in a way of conveyance with the other forms of technologies that have the potential to those women who have been reached out by media or by any other means. Thereby, empowering them to participate in economic and social progress, and make informed decision on front-line issues that affect them.

Women empowerment is very much cognizant at all level that covers the totality of the following or similar capabilities with the help of ICT.

- Having decision – making power of their own.
- Having access to information and resources for taking proper decision.
- Having range of options from which women can make choices (not just yes/no, either/or)
- Ability to exercise assertiveness in collective decision making.
- Having positive thinking on the ability to make change.
- Ability to learn skills for improving one's personal or group power.
- Ability to change others perceptions by democratic means.
- Involving in the growth process and change that in never ending and self-initiated.
- Increase one's positive self-image and overcoming stigma.

Women stand to benefit tremendously from the inroads laid by ICT in the domain of knowledge networking. At the very conceptual level, ICT have the potential to digitally link each and every women in the world in star topology network which opens up endless possibilities for information exchange.

This mechanism could be used by women in creative ways, both to communication with other people who are online, and also to information to people in the outside world who are not online through the use of conveyance and hybrid technology such as community news letters, videos etc. This forms the skeletal process through which women communities could overcome the constraints of seclusion, mobilize resources and support, reach out new markets, and open up avencles for lifelong learning.

Today women with their smartness, grace and elegance have conquered the whole world. They with their hard work and sincerity have excelled in each and every profession. Women are considered to be more honest, meticulous, and efficient and hence more and more companies prefer hiring women for better performance and result.

ICT opens up a direct window for women to the outside world. Information now flows to then without distortion or any form of censoring and they have access to same information as their male counterpart. This lends to broadening of perspective, building up of greater understanding of their current situation and causes of poverty, and initiation of interactive processes for information exchange. Further, such forms of networking open up alternate forms of communication to those offered by the conventional or the government controlled media sources, and therefore catalyses the empowerment process.

ICT makes the role of time and distance less significant in organizing business and production related activities. As a result of the technology, a high proportion of jobs outsourced by big firms are going to women. Women therefore can work form anywhere and at any time and raise that extra income to become more financially independent and empowered.

Empowerment of Women Teachers:

Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life so that, we can't neglect the importance of education in reference to women empowerment. Education is the first step towards empowerment and the most crucial factor in overall development of the individual as well as nation. Literacy sets one free from ignorance, exploitation and

poverty. It liberates the minds, opening up new horizon, new hope / opportunities and self-confidence further equipping them with the knowledge, skills, self-respect and freedom to participate sustain and excel in their life. Illiteracy on the other hand, breeds ignorance, which, leads to exploitation, poverty, neglect crimes and number of social evils. Literacy deprives women from all opportunities and further prospects of leading a meaningful life and enjoying good standard of living. Education is an effective instrument for social and economic development and national integration. There is a scope for explanation of the ideas of education and how education enables women to understand their social and legal rights, become economically independent acquire a voice in the affairs of the family and the community. Education is a gateway to information, opportunities and empowerment. Education plays a key role in women empowerment which is an important tool for women's development. Empowerment of women is achieved through public participation particularly with working women teachers from school level to university level.

ICT and Empowerment of Women Teachers:

It is important to realize the 21st century class rooms demands and students aspirations. We need to bring learning to people instead of people to learning. To apply the different innovative technological devices in teaching and learning process, the women teachers should have interest in the use of ICT in teaching. It is expected that the women teachers should develop more interest in using ICT in teaching which leads to their empowerment.

The Gender dimensions among Science & Technology and ICT:

The gender dimension of science and technology has become one of the most important and debated issues worldwide. Over the past 30 years, the United Nations General Assembly and UN Economic and Social Commission (ECOSOC) have emphasized issues related to inequalities, insufficiencies and disparities in the access of women to education, training and the labour market. Various major international initiatives have been undertaken on the subject; including the United Nations Decades on Women and Development (1975-1995), and special attention has been directed towards the role of women in science and technology. Gender equality is one of the eight United Nations Millennium Development Goals, which clearly call for action related to science, technology and gender. Women are identified as seriously under-represented in science, mathematics and engineering fields. They are an under-utilized pool of talent and resource as they comprise more than half of the population of any society and could contribute immensely towards the social and economic development of societies through participation in science and technology programmes. The challenge is to find ways of changing the situation such that women can be used as a resource for science and technology. There is no doubt that worldwide, countries need to open up opportunities to bring more women to science and technology, thereby producing a critical mass of scientifically skilled women. It is important for ordinary women to appreciate and to access the findings of science and technology to improve the living conditions of their families. It is also important that women scientists take up this agenda and develop projects to address the under representation of women. There is need to remove structural obstacles and barriers that continue to exclude girls and women from the study of science and technology. There is urgent need for the development and mobilization of all segments of populations across cultures to contribute to the eradication of poverty, fighting diseases, stemming environmental degradation and improving global economic competitiveness through the application and development of science and technology. Science and Technology have been an integral part of Indian civilization and culture. Over the years Indian women have overcome the traditional mindsets and have excelled in professions like teaching, medicine and pure sciences. Women have made important contributions in all walks of life and made inroads into new fields like engineering, information technology, biotechnology, nuclear science, space science and many such specialized fields in the domain of science and technology. While these developments have been highly satisfying, constraints in the form of socio-cultural factors, such as discrimination, lack of self-confidence and gender disparity continue to affect Indian women and their choices of career. In an Indian National Science Academy (INSA) study on "Gendered Science: Trends and Analysis of Contributions of Indian Women Scientists", taken up with a view to focusing on achievements and recognition of Indian Women scientists, it has been pointed out that women reaching to higher positions in the cadre in their science careers are few and far between. Many women have done exceedingly well in their scientific and academic pursuits, however not many are seen being awarded and rewarded. Some of the contributing factors mentioned in the INSA study were: family, motherhood, inadequate support systems, societal/cultural issues that could be due to fixed mind set, restriction on movement, nepotism and sexism. The study revealed dissatisfaction of most respondents regarding professional growth and career advancement. Reasons cited were lack of time; household

responsibilities; lack of encouragement from the organization and ill health. Respondents who were denied promotion attributed it to gender bias and lack of connections. The parameters focus on strong flavor of gendered science. The study suggests that implementation of remedial measures to improve women's participation in science need to become priority in policy making. Kalpana Sharma has pointed out that in India, as in many other countries, women have had to fight to be accepted as capable of being equal partners with men in science and technology. Within science, there are areas considered suitable for women and others considered outside their realm of capability. Thus it has taken a struggle, for instance, for women to become engineers. Rather than looking at the reason why more women do not pursue careers in a particular branch of science and technology, it is generally concluded that women have no aptitude for that stream. Each time a woman becomes an aeronautical engineer, or a nuclear physicist, or excels in some area previously considered a male preserve, she is applauded and celebrated, but strictly as an exception. Every year, girls do far better than boys, in science and arts, in the Class X and Class XII examinations. In some institutions, the majority of the top x achievers are girls. What happens to them after that? Do they drop out? Are they forced by their families to make choices which are not their own? Do they fail to get through the competitive entrance examinations? Are they forced to make pragmatic choices about the future because they are conditioned to believe that marriage and family come first? Is there no way for them to balance their commitments to family with their desire to follow a career? There are great concerns now being shown in India about careers for women in science and consideration is being given to nurturing their talent by facilitating and providing various options. The declining number of girls who follow through on their apparent aptitude for science at the school level is evident in the few women scientists at the top of the academic pyramid. Those women, who do manage to pursue a career in science, often have to strategize how to survive and to move ahead. In the education sector, information and communication technologies (ICTs) hold great potential. Distance education can enable women who don't have physical access to schools to participate through online, radio or other ICTs in education classes and programmes. E-learning, which can involve a wide variety of technologies such as DVD, CD-ROM, or internet, offers students access to a vast amount of information and resources that are not possible in a single instructional setting. Online teaching support programmes for teachers who have minimal teaching background can assist with lesson planning, curriculum design and other learning tools. Training of women in the use of ICTs, media management and content development can enable them to participate in decision-making processes at government, private sector and civil society levels. Moreover, teaching methods and tools must be gender sensitive and responsive to women's and girls' unique need and learning styles. Education, training and skill development are critical to ICT interventions. Scholars argue that women suffer from an unequal attainment in other scientific fields too–from engineering and biology to nuclear science–and the inequality is observed along some important dimensions: recognition, awards, productivity, consulting, and inventions (scientific entrepreneurship). Some recent evidence gives cause for optimism showing that, especially in the field of biological sciences, the gender gap has narrowed. This evidence pertains only to the most-developed societies of Western countries and it does not necessarily represent the situation in a wide range of countries

II. CONCLUSION

Women teachers should empower digitally by developing their thinking on emerging trends in education. This will meet the future need of our Education System.

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