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Economic Empowerment of Tribal Women Through Digital Literacy to Achieve SDG 5 With Special Reference to Indore

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Abstract- In August 2015 India took a step ahead in field of digital transformation by taking an initiative that seeks to transform India digitally in every aspect of daily life transactions through **DIGITAL INDIA PROGRAMME** and using this as a pivot tool for achieving SDG 5 .However, the policy documents itself doesn't include women as a special focus segment of digital literacy (*Chami 2018*). So in this paper we are trying to seek the impact of Digital literacy on women's life. Are Digital literacy programs the catalytic agents to bring the women into the economic empowerment? Are Digital literacy programs would be a better tool to achieve SDG 5? To explain, this study is a small initiative in this regard.There are several visible factors that are responsible for the gender gap in digital literacy such as- infrastructure, geography, motivation, social norms, domestic environment and economic conditions etc. But there are also certain invisible factors like cultural and moral policing or obligations, cultural taboo, and patriarchal mindset which directly restrict the women access to certain resources arising out of the traditional mindset of masculine jobs and feminine jobs, therefore, resulting only 35 percent minority of Indian women are currently working on STEM subjects. Globally only 39 percent of the population has internet access. Out of which 77 percent in developed countries and remaining 31 percent in developing countries, that makes digital gender gap in developing country more serious especially in overpopulated India in which women's systematic deprivation of digital and technological literacy coupled with unpaid household work, which further disempowered them and snatches the financial as well as decision-making powers also. The objectives of the study as follows.

Keywords - SDG, Digital India program, Tribal women, Digital literacy, women empowerment, STEM.

Introduction : India as a nation believed in digitization as the key for a transparent and holistic development. In August 2015 announced a nationwide digital India initiative that seeks to transform India digitally in every aspect of daily life transactions. It was found that attention required especially on half population of the country i.e. women was missing. This paper summarily aims to find the impact of this digital literacy impact on the life and development of women.

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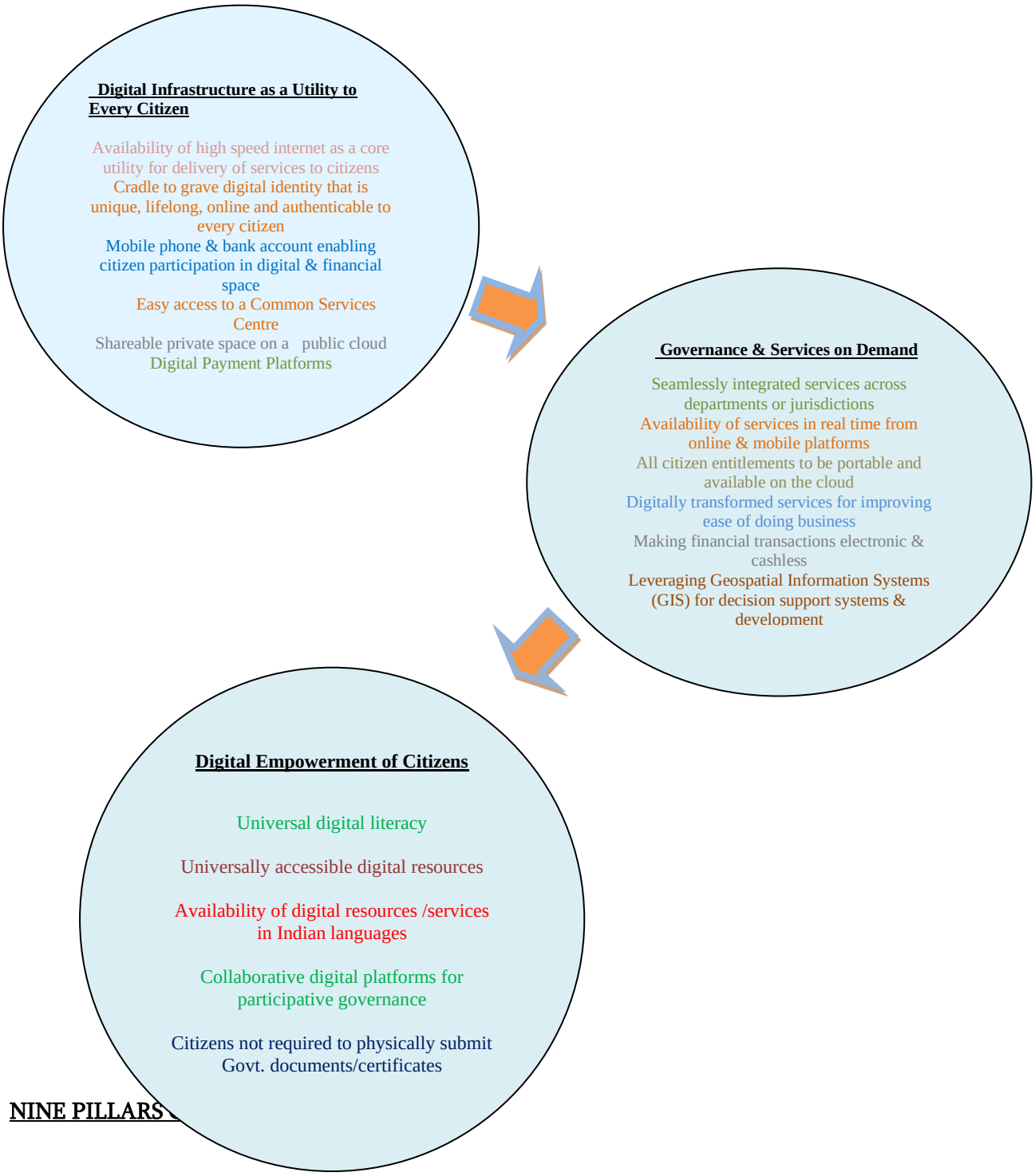
It is observed that there are various factors like specific women oriented infrastructure, geography, motivation from different spheres, family or regional economic conditions and other apparent variables may be responsible for the gender gap in digital literacy. There are various invisible factors like cultural taboos, sexual difference and attitudinal changes etc are indirectly affecting the digital literacy among women especially tribal folk.

Accordingly, Digital India has a central role in the achievement of Sustainable Development Goals (SDGs) by 2030. India is a signatory and if can't make progress will directly impact the lives of over 1/6th of its population.

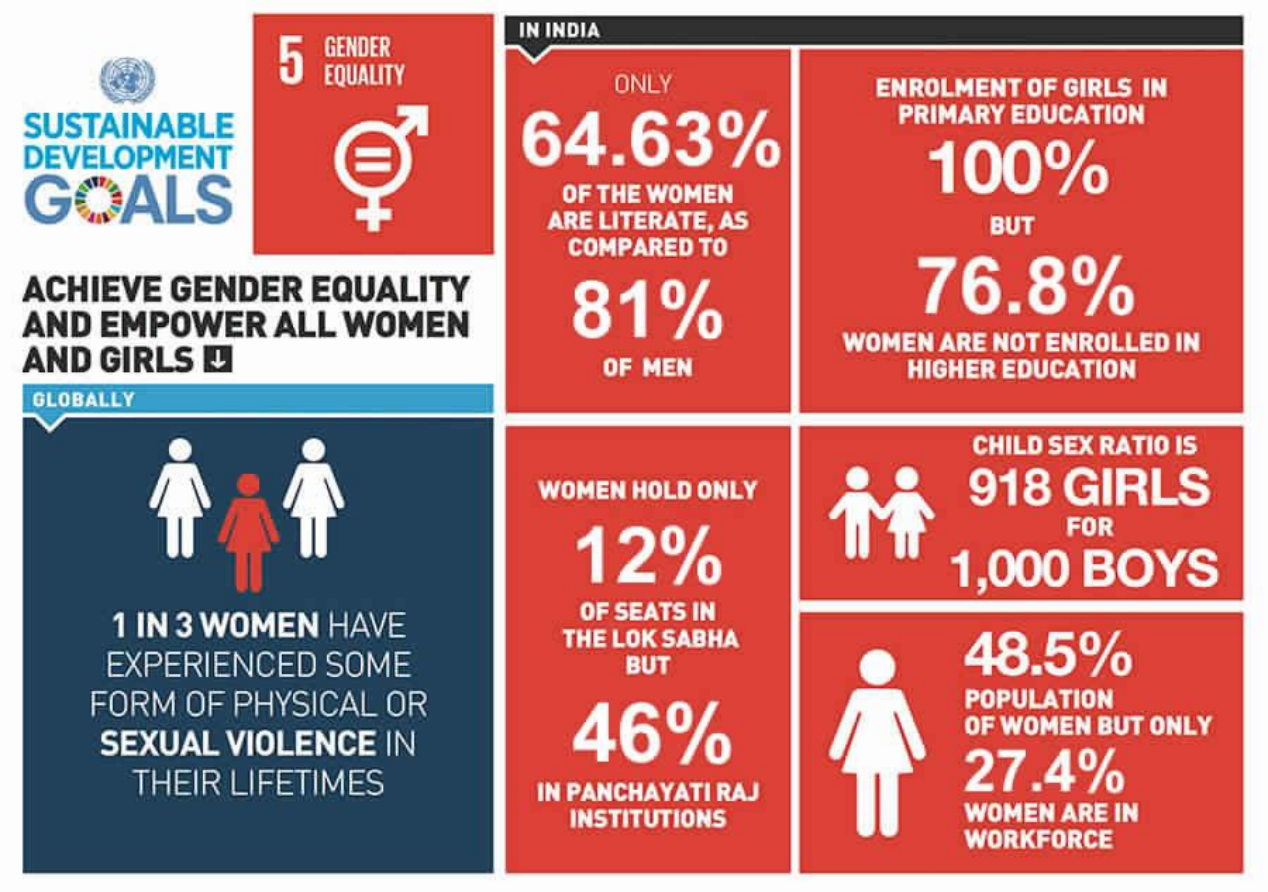
SDG INDICATORS

The steps to progress as a digital India



NINE PILLARS

IT for Jobs
Information for all
E-Governance
Electronic Manufacturing – Zero Import
Digital India Program
E-Kranti – Electronic Delivery of Services
Universal Access of Phones
Digital Identity- Literacy & Services
Broadband for all- Urban and Rural


SUSTAINABLE DEVELOPMENT GOALS
5 GENDER EQUALITY
ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS
GLOBALLY
1 IN 3 WOMEN HAVE EXPERIENCED SOME FORM OF PHYSICAL OR SEXUAL VIOLENCE IN THEIR LIFETIMES
IN INDIA
ONLY 64.63% OF THE WOMEN ARE LITERATE, AS COMPARED TO 81% OF MEN
ENROLMENT OF GIRLS IN PRIMARY EDUCATION 100% BUT 76.8% WOMEN ARE NOT ENROLLED IN HIGHER EDUCATION
WOMEN HOLD ONLY 12% OF SEATS IN THE LOK SABHA BUT 46% IN PANCHAYATI RAJ INSTITUTIONS
CHILD SEX RATIO IS 918 GIRLS FOR 1,000 BOYS
48.5% POPULATION OF WOMEN BUT ONLY 27.4% WOMEN ARE IN WORKFORCE

1. <u>Objectives of the study</u>

- To Assess and address the challenges of the particular area.
- To study the strategies of government to bridge the digital gender divide in tribal area (Indore) of Madhya Pradesh.
- To Study the socio-cultural barriers in tribal communities (women) regarding technological and digital restrictions.
- <u>Methodology</u>

Universe of the study : Tribal women of Indore district of MP
Sample size : 300 women (approx) selected through Random sampling
Unit of the study : Women

Sampling method : Stratified and random sampling was done in the tribal-rural area of Indore District.

Data collection : Primary Data- Multi-dimensional questionnaire-based Survey

- **Structure of The Paper**

It is an analytical research project that investigates the benefits of digital literacy programs implemented by the Government of India and their impact on tribal women's financial empowerment to achieve SDG 5. The study sought to discover the relationship between socio-economic variables and digital literacy.

- **Review Of Literature Matrix**

Year	Name	Research Design	Data	Variable	Remark
2023	P k, Lakshmi, Krishna, Sebastian	Descriptive Analytical, and exploratory.	Secondary Data	Education	1. Financial Literacy To Women Apart From Minimum Level Of General Education. 2.SMS Alerts In More Regional Languages 3. ICT Awareness Camps 4. Internet Facilities Tele-density Be Further Expanded To Rural areas 5.ICT-Based Kiosks (Weather, Prices Of Agricultural Commodities)
2021	Khairnar, P Ashok.	Analytical Research	Secondary Data	Family Support, Gender, Education	1. Digitalization Women Empowerment.
2020	Journal, IERJ	Evaluating Research	Secondary Data	Economy, Caste, Class, Gender, Culture	1. Economic empowerment promotes equality, liberty, and fraternity. 2. Empowering Rural Women Through Universally Recognised Instruments Like Education And Digital Initiatives
2020	Nayak, Kant, Anjali	Exploratory And Descriptive Research	Primary And Secondary Data	Education, Socio-economic Condition, Language, infrastructure	1. Indigenization and Modernization of Education. 2. Increase Participation In Higher Education With The Help Of Ict

2018	Nedungadi, P.P., Menon, R., Gutjahr, G., Erickson, L. and Raman, R.	Analytical Research	Primary Data	Health, Educatin, Financial Literacy, Culture, Language, Age, Gender	1. Role Of Civil Societies School And Government Institutions in Digital Literacy (Social Institutions). 2. An innovative Digital Learning Model. 3. Empowering youth through digital Literacy to address socioeconomic problems. 4. Challenges (Unplanned Training, Language Issue) 5. Privacy Concerns (Awareness).
2018	Vij, Dimpal.	Evaluation Research	Secondary Data	Education	1. Government support to telecom service provider 2. Digitally encouraging with the assistance of secondary Social Institutions
2017	A. Mohan, G. Gutjahar, N.M. Pillai, L. Erickson, R. Menon and P. Nedungadi,	Analytical Research	Primary data	Education, Health, transportation, family support, socio-psychological factor (low self-esteem)	Multilingual mobile technology

1. Research Paradigm

This study's research paradigm is quantitative. The data is collected and analyzed scientifically. Digital survey forms are filled on a one-to-one interaction basis to minimize the affect of the digit interface. To improve the accuracy of their responses, respondents were informed about the survey and the meaning of each question in their native language. The data was collected from respondents belonging to the age range of 12 to 60. To assure accuracy and gain a deeper understanding of the responses, the obtained data was analysed using various statistical techniques.

2. Description of Questionnaire

To gather comprehensive data, a multi-dimensional questionnaire consisting of 32 questions was designed. The questionnaire was strategically divided into four sections. The first section comprised of eight questions to gather demographic information. The second section consisted of seven questions

designed to explore socio-cultural obstacles that may hinder technology adoption and digital access among tribal women. The third section contained twelve questions aimed at examining and addressing the unique challenges faced by the Indore tribal-rural region. Finally, the fourth section included five questions specifically geared towards investigating the government's initiatives to close the digital gender gap in the tribal area of Madhya Pradesh.

3. Description Of The Field

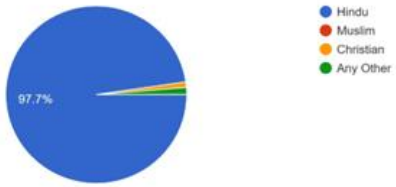
Indore, located in the western middle part of Madhya Pradesh, shares its borders with Ujjain , Dewas, Khargone and Dhar district. The mode of transportation between these cities is by road and rail. As we know that indore is Economic capital of MP, metro city, literate district and cleanest city of India. Still, there are some tribal villages in Indore district like Sindora, Banjari, Amla jhiri, Nahar jhabua, Naya gaanv, Badi jam etc showing there undeveloped status. The lack of proper transportation facilities has led to limited economic growth opportunities for the people of these tribal villages

Details about Indore district:

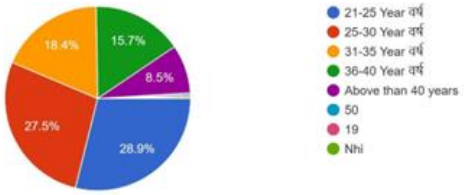
Item	Description
Area	3898 Sq.Km
Total Population	32,76,697
Urban Population	24,27,709
Rural Population	84,8988
Male Female Ratio	928
Literacy Rate	80.87%
Gram Panchayats	312
Scheduled Tribes population	217679
STP Male	112687
STP Female	104992

INDORE
DISTRICT
N
UJJAIN
DEWAS
DHAR
KHARGONE
Girota
Runji Gautampura
Sanwer
Kachhalya
Ataheda
Banedia
Depalpur
Sumatha
Solsinda
Budhi Barlai
Dakachya
Mangliya
Neori
Hatod
Bhawrasla
Rangwasa
INDORE
Bicholi Hapsi
Khudel
Betma
Machal
Ghatabillod
Kalibillod
Nayta Mundla
Tejaji Nagar
Tillor Khurd
Kampel
Umariya
Datoda
Mhowgaon
Mhow
Simrol
Bhicholi
Ashapur
Patal Pani
Choral
Manpur
Mend
LEGEND
National Highway
State Highway
Major Road
District Boundary
Railway
River/Lake
District Headquarter
Major City/Town
Other Town/Village
Map not to Scale
Copyright © 2018 www.mapsofindia.com

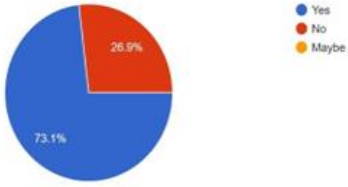
Caste जाति
305 responses



Age of the respondent? उत्तरदाता की आयु?
305 responses

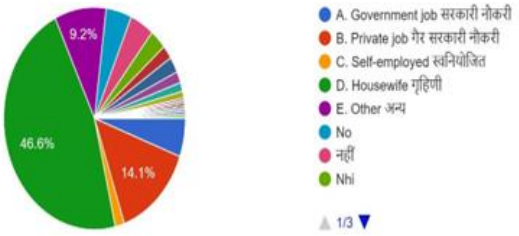


Is the respondent literate? क्या उत्तरदाता साक्षर है ?
305 responses

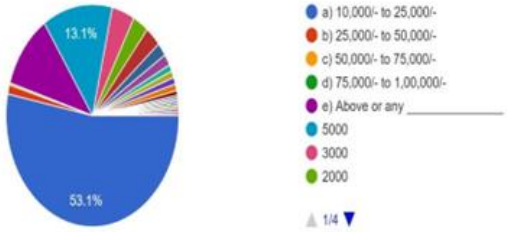


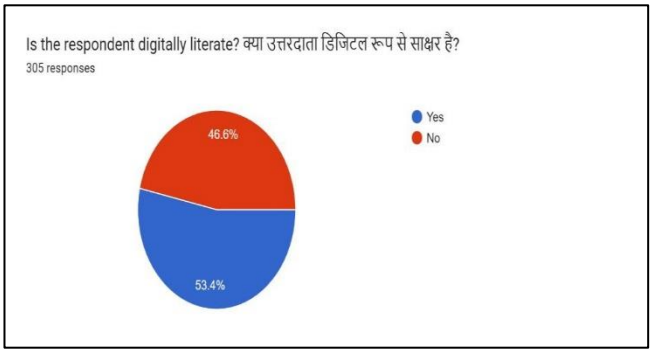
If Yes, Academic qualification of the respondent?उत्तरदाता की शैक्षणिक योग्यता?
305 responses

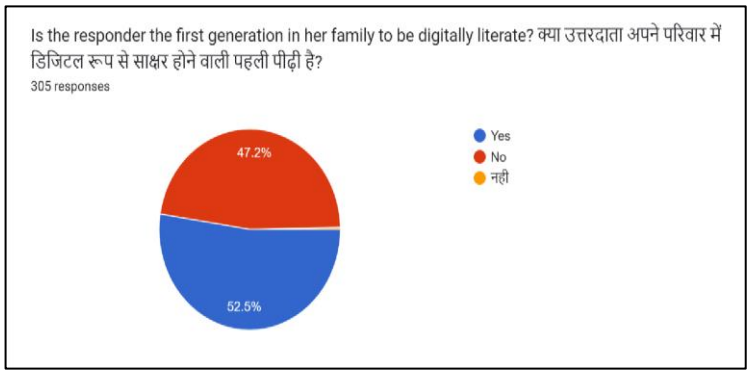
What kind of occupation does the respondent have?उत्तरदाता के पास किस प्रकार का रोजगार है?
305 responses

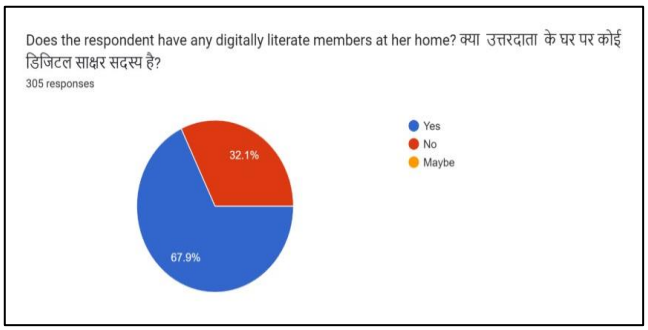


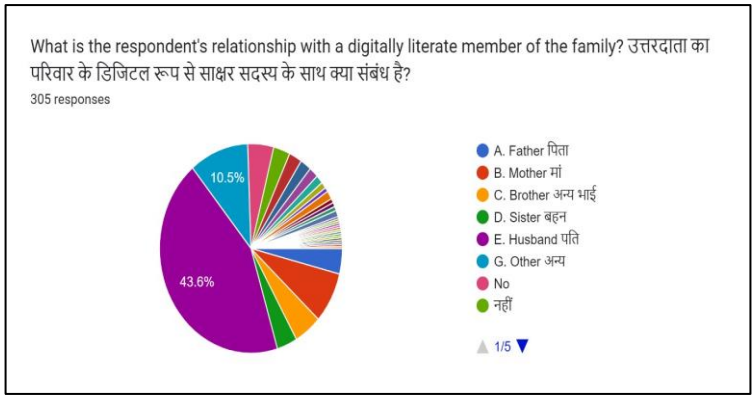
Family Income per Month: प्रति माह पारिवारिक आय:
305 responses

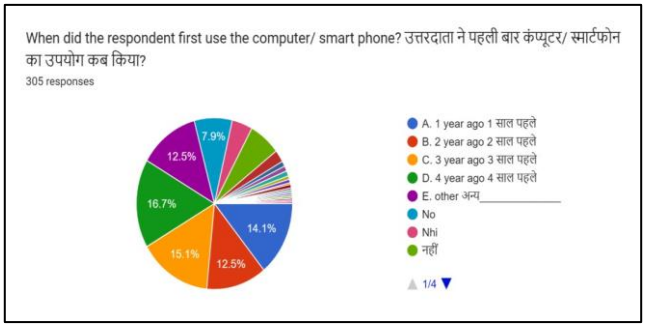


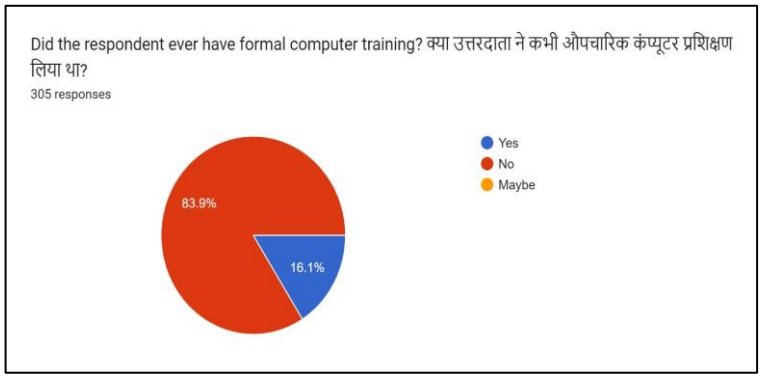

Is the respondent digitally literate? क्या उत्तरदाता डिजिटल रूप से साक्षर है?
305 responses
46.6%
53.4%
Yes
No

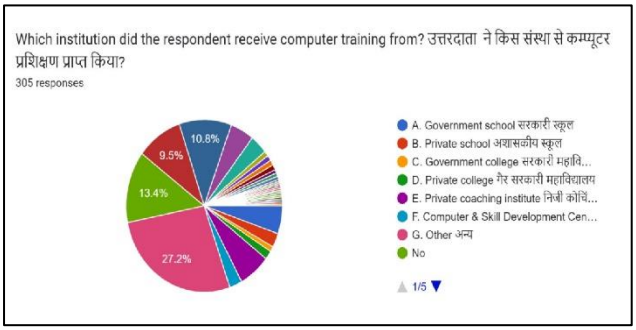

Is the responder the first generation in her family to be digitally literate? क्या उत्तरदाता अपने परिवार में डिजिटल रूप से साक्षर होने वाली पहली पीढ़ी है?
305 responses
47.2%
52.5%
Yes
No
नही

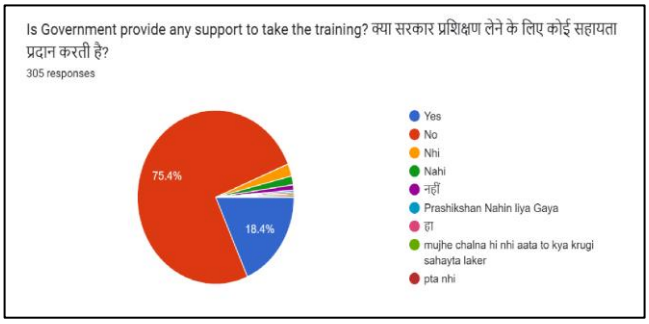

Does the respondent have any digitally literate members at her home? क्या उत्तरदाता के घर पर कोई डिजिटल साक्षर सदस्य है?
305 responses
32.1%
67.9%
Yes
No
Maybe

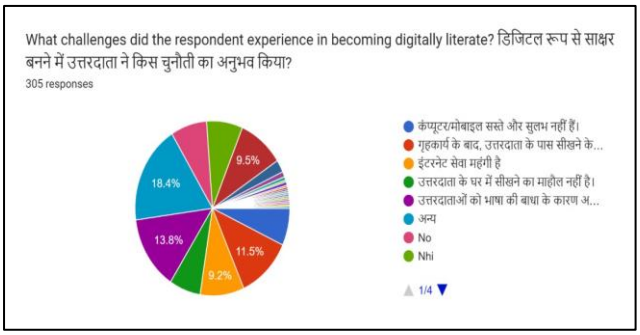

What is the respondent's relationship with a digitally literate member of the family? उत्तरदाता का परिवार के डिजिटल रूप से साक्षर सदस्य के साथ क्या संबंध है?
305 responses
10.5%
43.6%
A. Father पिता
B. Mother मां
C. Brother अन्य भाई
D. Sister बहन
E. Husband पति
G. Other अन्य
No
नहीं
1/5

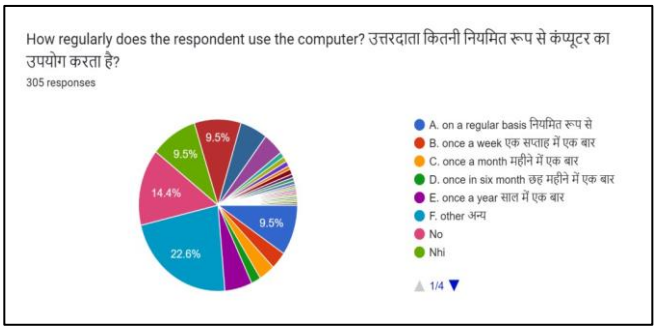

When did the respondent first use the computer/ smart phone? उत्तरदाता ने पहली बार कंप्यूटर/ स्मार्टफोन का उपयोग कब किया?
305 responses
7.9%
12.5%
16.7%
14.1%
15.1%
12.5%
A. 1 year ago 1 साल पहले
B. 2 year ago 2 साल पहले
C. 3 year ago 3 साल पहले
D. 4 year ago 4 साल पहले
E. other अन्य_____
No
Nhi
नहीं
1/4

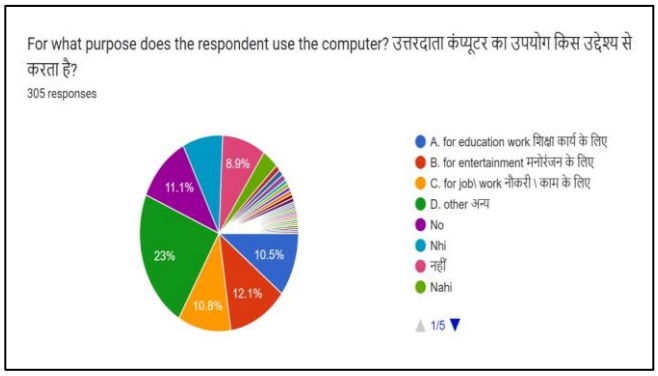

Did the respondent ever have formal computer training? क्या उत्तरदाता ने कभी औपचारिक कंप्यूटर प्रशिक्षण लिया था?
305 responses
83.9%
16.1%
Yes
No
Maybe

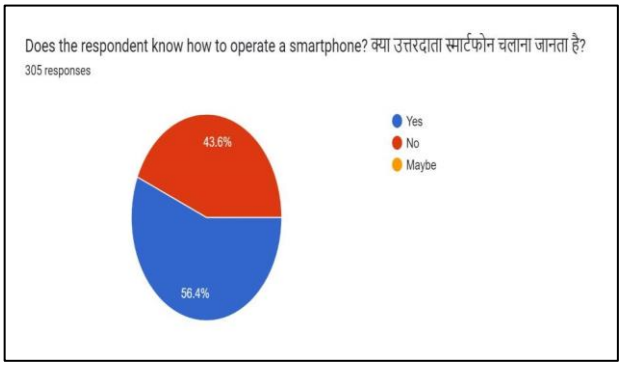

Which institution did the respondent receive computer training from? उत्तरदाता ने किस संस्था से कम्प्यूटर प्रशिक्षण प्राप्त किया?
305 responses
10.8%
9.5%
13.4%
27.2%
A. Government school सरकारी स्कूल
B. Private school अशासकीय स्कूल
C. Government college सरकारी महावि...
D. Private college गैर सरकारी महाविद्यालय
E. Private coaching institute निजी कोचिं...
F. Computer & Skill Development Cen...
G. Other अन्य
No
1/5

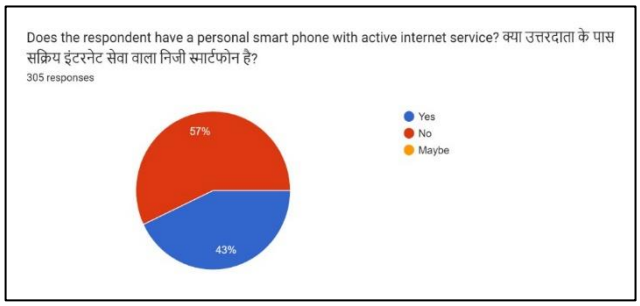

Is Government provide any support to take the training? क्या सरकार प्रशिक्षण लेने के लिए कोई सहायता प्रदान करती है?
305 responses
75.4%
18.4%
Yes
No
Nhi
Nahi
नहीं
Prashikshan Nahin liya Gaya
हा
mujhe chalna hi nhi aata to kya krugi sahayta laker
pta nhi

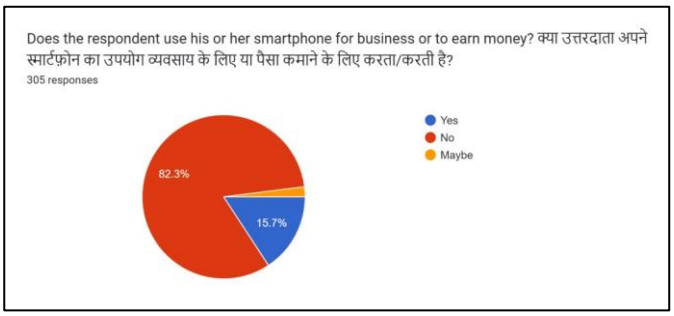

What challenges did the respondent experience in becoming digitally literate? डिजिटल रूप से साक्षर बनने में उत्तरदाता ने किस चुनौती का अनुभव किया?
305 responses
9.5%
18.4%
13.8%
11.5%
9.2%
कंप्यूटर/मोबाइल सस्ते और सुलभ नहीं हैं।
गृहकार्य के बाद, उत्तरदाता के पास सीखने के...
इंटरनेट सेवा महंगी है
उत्तरदाता के घर में सीखने का माहौल नहीं है।
उत्तरदाताओं को भाषा की बाधा के कारण अ...
अन्य
No
Nhi
1/4

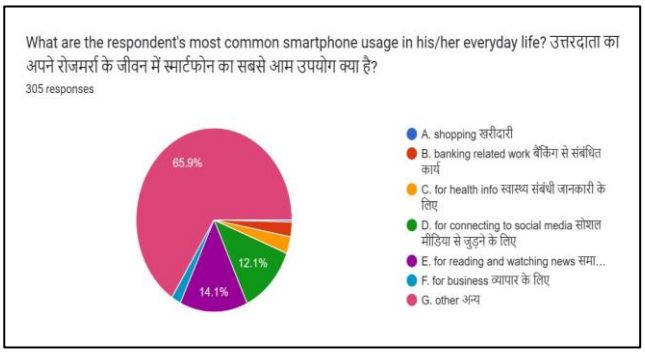

How regularly does the respondent use the computer? उत्तरदाता कितनी नियमित रूप से कंप्यूटर का उपयोग करता है?
305 responses
9.5%
9.5%
14.4%
9.5%
22.6%
A. on a regular basis नियमित रूप से
B. once a week एक सप्ताह में एक बार
C. once a month महीने में एक बार
D. once in six month छह महीने में एक बार
E. once a year साल में एक बार
F. other अन्य
No
Nhi
1/4

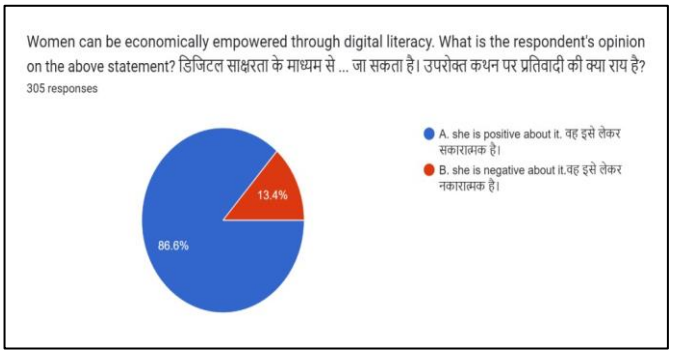

For what purpose does the respondent use the computer? उत्तरदाता कंप्यूटर का उपयोग किस उद्देश्य से करता है?
305 responses
8.9%
11.1%
23%
10.5%
12.1%
10.8%
A. for education work शिक्षा कार्य के लिए
B. for entertainment मनोरंजन के लिए
C. for job\ work नौकरी \ काम के लिए
D. other अन्य
No
Nhi
नहीं
Nahi
1/5

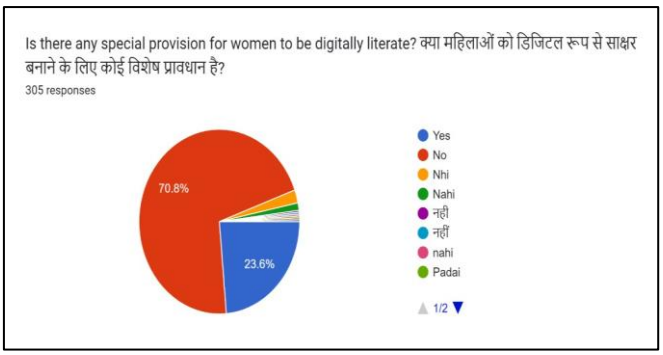

Does the respondent know how to operate a smartphone? क्या उत्तरदाता स्मार्टफोन चलाना जानता है?
305 responses
43.6%
56.4%
Yes
No
Maybe

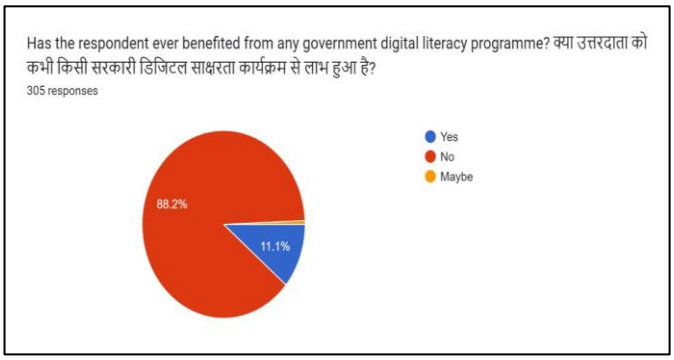

Does the respondent have a personal smart phone with active internet service? क्या उत्तरदाता के पास सक्रिय इंटरनेट सेवा वाला निजी स्मार्टफोन है?
305 responses
57%
43%
Yes
No
Maybe

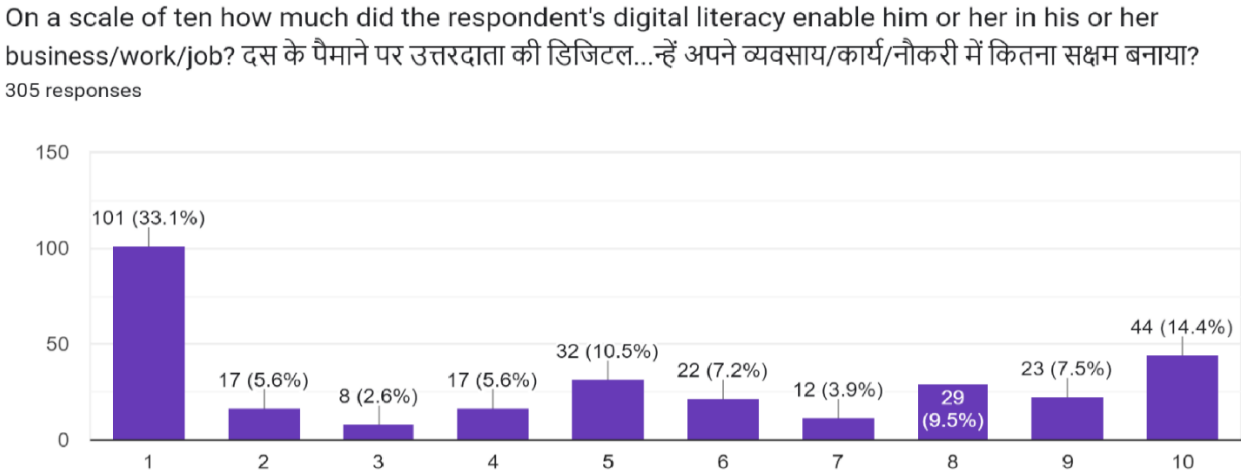

Does the respondent use his or her smartphone for business or to earn money? क्या उत्तरदाता अपने स्मार्टफ़ोन का उपयोग व्यवसाय के लिए या पैसा कमाने के लिए करता/करती है?
305 responses
82.3%
15.7%
Yes
No
Maybe


What are the respondent's most common smartphone usage in his/her everyday life? उत्तरदाता का अपने रोजमर्रा के जीवन में स्मार्टफोन का सबसे आम उपयोग क्या है?
305 responses
65.9%
12.1%
14.1%
A. shopping खरीदारी
B. banking related work बैंकिंग से संबंधित कार्य
C. for health info स्वास्थ्य संबंधी जानकारी के लिए
D. for connecting to social media सोशल मीडिया से जुड़ने के लिए
E. for reading and watching news समा...
F. for business व्यापार के लिए
G. other अन्य


Women can be economically empowered through digital literacy. What is the respondent's opinion on the above statement? डिजिटल साक्षरता के माध्यम से ... जा सकता है। उपरोक्त कथन पर प्रतिवादी की क्या राय है?
305 responses
13.4%
86.6%
A. she is positive about it. वह इसे लेकर सकारात्मक है।
B. she is negative about it.वह इसे लेकर नकारात्मक है।


Is there any special provision for women to be digitally literate? क्या महिलाओं को डिजिटल रूप से साक्षर बनाने के लिए कोई विशेष प्रावधान है?
305 responses
70.8%
23.6%
Yes
No
Nhi
Nahi
नही
नहीं
nahi
Padai
1/2


Has the respondent ever benefited from any government digital literacy programme? क्या उत्तरदाता को कभी किसी सरकारी डिजिटल साक्षरता कार्यक्रम से लाभ हुआ है?
305 responses
88.2%
11.1%
Yes
No
Maybe



2. Data Analysis

a. Literate And Digital Literacy:- The analysis of the collected data provides information on the literacy and digital literacy rates among tribal women. The literacy rate among tribal women is reported to be 73.1% and among them 53.4% women are digitally literate. The analysis provides insights into the training patterns of digitally literate tribal women. Specifically, the data shows that 16.1% of digitally literate tribal women have taken formal computer training

b. Working Tribal Women And Digital Literacy:- The survey has uncovered that a noteworthy percentage (53.7%) of the tribal women who were surveyed are employed, with 8% of them working in government jobs, 14.1% in private jobs, and 5% being self-employed. The literacy rate among working tribal women is reported to be 73.9%, indicating that a considerable proportion of employed women are literate. Additionally, 53.4% of the working tribal women are digitally literate, including familiarity with smartphones. However, only 16.1% of the digitally literate women have received formal computer training, and out of those who have received training, 7% have received it from computer skill development centers.

c. Tribal Housewives And Digital Literacy:- The survey indicates that a significant proportion (46.6%) of the tribal women surveyed were housewives. The literacy rate among tribal housewives is reported to be 70%, which is lower than the overall literacy rate of tribal women. Moreover, the digital literacy rate among tribal housewives is only 53%, including familiarity with smartphones, indicating a need for more targeted digital literacy initiatives for this group. However, the digital literacy rate among literate tribal housewives is higher at 74.1%.

3. Analysis

a. Overall, the analysis emphasizes the importance of addressing the barriers to digital literacy faced by tribal women through accessible and effective initiatives. It is crucial to harness the willingness among tribal women to embrace digital literacy as a means of achieving greater economic empowerment through targeted policies and programs. The higher digital literacy rates among literate and first-generation tribal women suggest that targeted initiatives can yield positive results in promoting both literacy and digital literacy among tribal women.

b. The research highlights both the progress made and the challenges faced in promoting digital literacy among working tribal women. While a considerable proportion of women are employed and digitally literate, there is still a need for more targeted digital literacy initiatives, increased accessibility of government-run programs, and a more significant emphasis on regular computer usage to ensure that tribal women can benefit fully from digital literacy.
c. The research highlights the need for more targeted digital literacy initiatives for tribal housewives, including increased accessibility and better implementation of government run programs. While a considerable proportion of tribal housewives are familiar with smartphones, there is still a need for more emphasis on regular computer usage to ensure that they can benefit fully from digital literacy. Moreover, the perceptions of tribal housewives towards digital literacy suggest that more needs to be done to create awareness and promote the benefits of digital literacy among this group.

4. Conclusion

a. Socio-Cultural Challenges:

- 73.1% of tribal women surveyed are illiterate, and 46.6% are not familiar with digital devices or accessing the internet.
- Only 53.7% of surveyed tribal women are employed, mostly working in private jobs.
- Only 53.4% of working tribal women use computers regularly, and few use smartphones for business or banking.
- A considerable proportion of tribal women surveyed were housewives, and their literacy rate is lower than the overall literacy rate of tribal women.
- Only 53% of tribal housewives are digitally literate, indicating a need for more targeted digital literacy initiatives for this group, especially for those who have not received formal computer training.
- Tribal women recognize the potential of digital literacy in enhancing their socio-economic status, with 86.6% of surveyed women being positively hopeful about it.

5. Challenges To Government Initiatives:

- A significant gap exist between government efforts to promote digital literacy and its impact on the ground. Only 16% of those who have received formal computer training believe that the government provides support for digital literacy.
- A lack of awareness and access to digital literacy programs that cater specifically to women.
- 70.8% of women surveyed believe there are no special provisions for women to become digitally literate, highlighting a need for more targeted initiatives.
- The need for better implementation and accessibility of government-run programs to empower women to achieve SDG 5.
- The need for more accessible and affordable training options for digitally literate tribal women and more awareness of computer skill development centers and also gender sensitization program in tribal rural areas.

6. Suggestions

1. More targeted digital literacy initiatives for housewives and those who have not received formal computer training.

2. More accessible and affordable training options for digitally literate tribal women and more awareness of computer skill development centers.
3. More targeted initiatives for women to become digitally literate and better implementation and accessibility of government-run programs.
4. Emphasis on regular computer usage to ensure that tribal women can benefit fully from digital literacy.
5. Raise awareness campaigns for the benefits of digital literacy among tribal women.
6. Raise awareness campaigns for gender senstization to achieve SDG-5.

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