RESEARCH ARTICLE   OPEN ACCESS

Self Help Group to enhance the Quality of Education and Lifestyle of Disabled Women

Dr.C.Sunitha Ram

Department of CSE, SCSCMV University, Tamil Nadu - India

ABSTRACT
The purpose of this is to educate the disabled women and initiative to meet their needs and also who were not aware of technical advances in and around Kanchipuram. Self Help Group (SHG) is created for disabled women to facilitate Women empowerment and it will lead to a novel and effective solution, based on the scientifically and technically sound concept and keeping in view the user needs and local availability of resources. This proposal shows the importance of context of the current status, and demonstrate how the proposal will progress beyond the "state-of-art" or the best initiative tried by others in providing new innovative technological solution to the identified problem and user needs of disabled women.
Keywords: - **Women** empowerment, Quality of Education, physically challenged.

I.   INTRODUCTION

Disabled women are more marginalized than their male counterparts due to their disability as well as gender-specific challenges. The availability of work, access to training, credit, raw materials, marketing facilities, treatment and an increased awareness by stakeholders can enhance the livelihood options for disabled women. The aim is to explore different experiences of disabled women in accessing the livelihoods in rural areas from the perspectives of social model and sustainable rural livelihoods approach. The disadvantages suffered by disabled women due to lack of access to education using Augmented Reality (AR) delivered through mobile devices, training, and employment and credit schemes. The objectives of this proposal:

- o   To identify the disabled women around Kanchipuram
- o   To identify their skill and area of interest
- o   To provide basic education and skill training in their area of interest through SHG
- o   To explore perspectives of disabled women with regard to opportunities and challenges for accessing livelihoods

Self-help groups are informal groups of 10 to 20 individuals, mostly women and usually from the same village, formed with the objective of promoting collective savings. Self Help Groups are voluntary, small group structures for mutual aid and the accomplishment of a special purpose. They are usually formed by peers who have come together for mutual assistance in satisfying a common need, overcoming a common handicap or life-disrupting problem, and bringing about desired social and/or personal change. The initiators and members of such groups perceive that their needs are not, or cannot be, met by or through existing social institutions. Self help groups emphasize face-to-face social interactions and the assumption of personal responsibility by members. They often provide material assistance, as well as emotional support: they are frequently 'cause' oriented, and promulgate an ideology or values through which members may attain an enhanced sense of personal identity

II.   METHODOLOGY

Training must think about the activities of trainees inside their environment. Trainees may likewise have gotten various degrees of instruction and, subsequently, they should be urged to fill in as a group, helping each other. The two trainees and mentors must figure out how to cooperate towards a shared objective, which is to prevail with regards to begin a small-scale enterprise. The trainees have deficiency in educational qualification will be given provision to improve it and work on their specialized groups using Augmented Reality.

In the event that the trainees help one another, they would all be able to gain from each other and will feel more joyful during the preparation. They should comprehend that it is beyond the realm of imagination to expect to close the undertaking during the end of the week. Rustic needy individuals regularly work seven days since certain exercises can't be ceased. Mentors must organize their calendar as indicated by provincial day by day substances.

Coaches ought to incorporate masters in big business improvement, inability matters, and farming and provincial undertakings. The preparation can be furnished either by one individual with every one of these specializations or by a deliberately chosen preparing group.

A. SHG:

Self-help groups are not only a source of microcredit, they also encourage saving among members. The money raised through internal savings within the SHG is lent to group members for specific purposes. The group decides which members will be lent money and for what purpose. When groups are able to manage their savings and lending portfolio successfully, banks can step in to provide additional loans for onward lending to members.

The economic empowerment through 'assisted' self-employment or credit lending to SHGs is not alone sufficient to achieve poverty alleviation. There is a wider role for the state. The success of large-scale SHG promotion programs, such as the Velugu project in Andhra Pradesh and the Kudumbashree project in Kerala, is in ensuring back-end subsidies to borrowing SHGs that effectively reduces their interest rates when the borrower returns the last loan instalment – through a subsidy from the government. In other words, there is a bigger role for the state in ensuring institutional credit, livelihood training, raw materials, and marketing of finished products [1].

Through the mechanism self-help groups (SHGs), poor women and their families are provided not only with access to finance in a way that is understood to improve livelihoods, but also in many cases with a range of basic health services. Figure 1 shows the stages of SHG for disabled women.

SHG is to provide the members with a broad range of social and economic skills, being the overall objective. SHGs discussing a particular topic of a practical nature such as training, getting job, mobility, building network, dealing with criticisms, travelling alone etc

Fig 1 Stages of SHG for Disabled women

Technologies used

- o Audio Players and Recorders
- o Timers
- o Reading Guides
- o Augmented Reality
- o Seat Cushions
- o FM Listening Systems
- o Calculators
- o Writing Supports
- o Graphics Organizers

B. Augmented Reality

Benefits of AR is understanding of content, learning spatial structure and function, long-term memory retention and motivation, cooperative learning, and increased learning performance with AR. Visual learners would promote from the visualization capabilities of AR via digital renderings. Women can access information anywhere and anytime without any special equipment, a language-learning app.

Augmented reality can also help disabled women handle their homework and assignments better when they're not interacting with an educator. The aim of these study aids would be to encourage disabled women to explore educational content AR-enabled worksheets with at their own time. It helps disabled women easily acquire, process, and remember information. Additionally, AR makes learning itself more engaging and fun. It is also not limited to a single age group or level of education and can be used equally well in all levels of schooling: from pre-school education up to college, or even at work.

Objectives of AR
1. Analyse how the user experience in AR develops in individuals with disabled women.
2. Analyse whether the visual component provided by AR technology is more relevant than verbal/ textual contents in the learning of this collective.
3. Compare how the different levels of cognitive maturity influence the use of AR.
4. Evaluate the efficacy of AR in the spatial perception and road mobility of individuals with disabled women.
5. Evaluate whether AR stimulates the capacity of long term recalling in individuals with disabled women
6. Analyse whether the different level of access to Communication and Information Technologies (CIT) conditions learning through AR.

Benefits of Augmented Reality in Education of Disabled women

- Accessible learning materials: anytime, anywhere.
- No special equipment is required.
- Higher disabled women engagement and interest.
- Improved collaboration capabilities.
- A faster and more effective learning process.
- Real-world knowledge.
- Safe and efficient workplace training.
- Universally applicable to any level of education and training.

Gains of using augmented reality in education

- o Increasing attention
- o Making learning attractive and effective
- o Providing motivation
- o Providing interaction
- o Facilitating understanding
- o Connecting with real world experiences and problems
- o Creating contextual awareness
- o Increasing engagement
- o Ensuring permanent learning
- o Improving communication
- o Increasing collaboration
- o Triggering creativity
- o Developed imagination
- o Controlling self-learning
- o Increasing spatial ability
- o Enhancing problem-solving skills
- o Improving interpretation skills

AR technology has been mostly carried out in primary and graduate education. "Science education" is the most explored field of education. Mobile applications and marker-based materials on paper have been mostly preferred.AR technology is enabled using mobile devices [3]. These mobile devices have limited battery life, moving the computation to the cloud extend the battery lifetime. Providing AR learning module on the cloud will also allow for more efficient content sharing among educators and application developers. Therefore in addition to developing the AR learning module for disability women, this suggests for the module to be made available via the cloud.

Augmented Reality in the Classroom

AR can help the teacher explain a subject, provide a visual representation of the material, and help disabled women's test out their knowledge in practice [4].

C. Distance Learning

By using augmented reality, disabled women's can learn even outside the classroom. What's more, online or distance learning can be easier and more efficient with AR-aided educational materials. Language-learning app, has integrated an AR-based virtual teacher to help users practice their skills as if they were in a real-life setting

Role of SHGs in gaining Empowerment

Aspects of social benefits/empowerment
- Personal development
- Independent living skills
- Communication skills
- Professional development

Above skills are increasing women's self-confidence; mobility; visibility; networking; able to interact effectively in the families and public sphere. It provides additional human resources to build social skills of SHGs' members. Women learning to accept and work through each other's abilities, disabilities and individual differences due to their membership knowing the main causes of disability, realization of social and physical barriers, women making every effort to move forward proving capable of doing daily activities (domestic cores) and independent income, which in turn helping women to start family life findings .

Families beginning to perceive these women as being self sufficient in the domestic as well as economic sphere; and not, imposing restrictions on them with respect to going out and doing things .Women often attending community programs – more involved, more opened and comfortable. Positive attitudes, behaviours of the family and community towards women are the success of the SHGs.

Aspects of economic benefits/empowerment
- Employment
- Self-employment
- Effect of income
  - o Individual level
  - o Family level

SHGs' plays a larger role expanding the scope of employment for their members by building social and economic skills and linking them to the outside employment .Women having a job through the job placement of the SHGs and majority of them acquiring training prior to employment. SHGs also organize interaction programs with already self-employed persons to provide practical experiences.

SHGs teaching members accounting, book keeping, travelling to whole sale markets, bargaining with whole sellers and dealing with customers in daily bases etc.Women managing their lives financially without family support having access to resources; ability to provide economic support and care for their family members so strong in several cases. Other non-income benefits to women like changes in personality, greater self-confidence and greater say within and outside the house recognized because of their economic contribution [2].

These to be consider the most important benefit of participating in SHGs by women. SHGs and social capital Self-help group meetings are coordinated by a facilitator (credit officer in case of a microfinance institution) and occur at regular intervals. They generally adopt strict financial discipline regarding collection and accounting for savings and credit transactions. This involves significant face-to-face interaction between members and strong commitment to the well-being of all group members.

Typically, each member of the group tries to help other members as the need arises, according to the 'helper therapy principle'. Members help to find solutions to the personal problems of other members and at the same time contribute to the groups collective. This promotes horizontal associations among group members that enhances mutual trust and reduces their sense of isolation. The key feature of SHGs is the principle of reciprocity and the strong emphasis on building social cohesion among members.

To achieve this, members have to overcome their social, economic, and political differences and develop the strength to promote their collective interests. By strengthening the networks and trust within their communities, these groups are better able to work collaboratively to resolve the social, economic and health care issues affecting the community.

Membership in these groups can therefore act to create solidarity and social capital among group members. Social capital refers to the networks, norms and trust that exists within communities and that can be mobilized as a resource for addressing several development needs. A greater digital alphabetization as well as the acquisition of usability protocols specific for individuals with disabled women are strategically and indispensable to overcome the digital gap existing between healthy individuals and individuals suffering this intellectual disability

III. RESULT AND DISCUSSIONS

The working structure model is to be centralized access for all of the content shared across the system.

Fig 2 Proposed Architecture of SHG for Disabled Women

Self help interface is used to interact with database connectivity and shares the content of knowledge. Figure 2 shows the proposed architecture of Self Help Group for Disabled women. Figure 3-6 shows new user registration, login page, job opportunities and study material which was created for SHG for disabled women.
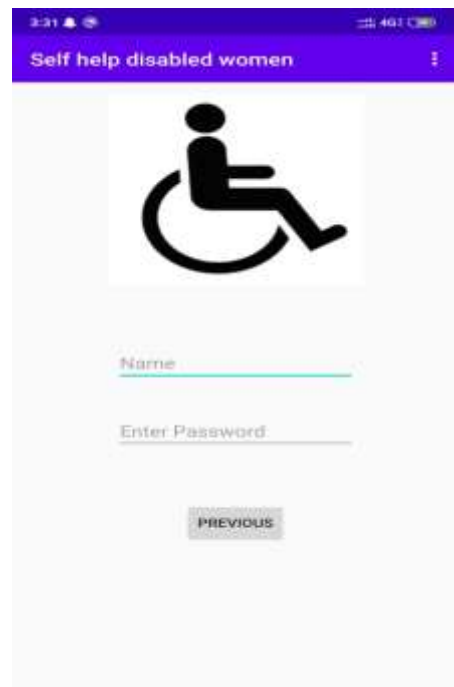

Fig 3 New user registration

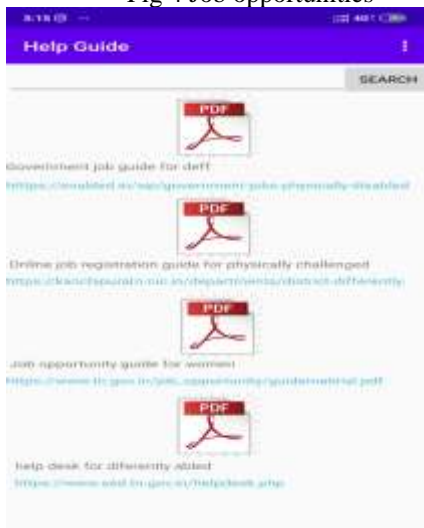Fig 4 Login page

Fig 4 Job opportunities

Fig 5 Study material

IV. CONCLUSIONS

Governments and non-government organizations in India have implemented large-scale programs for promotion of SHGs. In the absence of rigorous evaluation, the potential for working with SHGs to improve disabled women access to health services has not been an active part of the national policy discourse. Advancement in technology has benefitted the education system. It gives a more interesting learning experience to the disabled women. Education for disabled women can also be improved with the advancement in multimedia technology. The possibility of providing AR based education for these disabled women via cloud computing can be explored. It is believed that cloud computing is able to provide AR based education with lesser cost, more centralized, better resources and content utilization.

ACKNOWLEDGMENT

REFERENCES

[1] Joshi, Gaurav. "An analysis of women's self-help groups' involvement in microfinance program in India." *Rajagiri Management Journal* (2019).

[2] Sabhlok, Smita G. "Development and women: The role of trust in self-help groups." *Indian Journal of Gender Studies* 18.2 (2011): 241-261.

[3] https://www.mdpi.com/journal/information/special_issues/augmented_reality_technologies_systems_applications

[4] Quintero, Jairo, et al. "Augmented reality in educational inclusion. A systematic review on the last decade." *Frontiers in psychology* 10 (2019): 1835.