



## WOMEN'S SOCIO-ECONOMIC EMPOWERMENT THROUGH SKILL DEVELOPMENT

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### Abstract:

Men and women are the two pillars of the society. The progress of the society, Nation as well as the world is in the hands of Men and women. In ancient India, it is remarkable that both have equal status. Women like Gargi, Maitreyi known as 'vidushi' (scholar lady) also we finds the proof of women artist from ancient era. The social conditions was same before British rule in India. Rajmata Jijai, Ahilya bai Holkar like many women known as good manager. Seeds of discrimination were there in Indian society due to imperialist attacks, grow rapidly after 'Divide and rule' policy of British rulers reached in the Indian families. Socio – economic condition of Indian Women changed. Some women who received support of the family can show their talent ( Dr. Aanandi Joshi, Sarojini Naidu) and try to change the mind of society. A Development of Women's Socio Economic status becomes a social problem in independent India. 8<sup>th</sup> five year plan aim shifted from development to empowerment. In the present paper women empowerment through skill development is discussed in the light of NEP 2020 by Indian Government. Present paper is trying to suggest some innovative ways to empower women through skill development.

**Key words:** Socio- Economic Empowerment, Five Year Plan, Skill Development.

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### INTRODUCTION:

Men and women are the two pillars of the society. The progress of the society, Nation as well as the world is in the hands of Men and women. In ancient India, it is remarkable that both have equal status. Women like Gargi, Maitreyi known as 'vidushi' (scholar lady) they perform the task of transforming knowledge. King used to invite women for the discussion on philosophy and other areas of knowledge. We know great Bhaskaracharya wrote 'Lilawati" volume to teach Mathematics to his daughter. Ancient Indian society honor women. The Social status of women was notable in this era. Also

we find the proof of women artist from ancient era. They practice art like dance, music, instrumental music. The social status of women was same before British rule in India. In spite of some ill practices in the society a women was treated as a reverend. In 16<sup>th</sup> -17<sup>th</sup> century Rajmata Jijai, Ahilya bai Holkar like many women showed their talent as good manager. In the areas like Self defense, state affairs, organizational work they were famous. Rani Laxmi bai made the batalin of ladies. Even in bhakti movement many women has contributed in spiritual literature. Seeds of discrimination were sowed in Indian society by imperialist , grow rapidly after

‘Divide and rule’ policy of British rulers reached in the Indian families. Socio – economic condition of Indian Women changed. Some women who received support of the family can show their talent. First Indian women Dr. Aanandi Joshi, Ramabai Ranade, Madam Bhikaji Kama, Sarojini Naidu have contributed greatly in Indian Society. They try to change the mind of society with their work. A Development of Women’s Socio Economic status

becomes a social problem in independent India.

### **FIVE YEAR PLAN OF INDIA AND THE CONCEPT OF WOMEN’S EMPOWERMENT:**

After independence the main focus of development and planning in India was women’s development. India policy or five year plan approaches have been shifted from the concept of ‘welfare’ to .development and to ‘development ‘to ‘empowerment’.

Plan	Policy approach	Steps taken
<b>First five year plan (1951-56)</b>	<b>Women’s welfare</b>	Establishment of welfare board( CSWB) Organization of Mahila Mandal (women’s club) Community development program
Second five year plan ( 1956-61)	Rapid development of Agriculture	Steps for women welfare continue in this period
Third five year plan ( 1961-66)	Women’s education	Child health care program Health education Food and family planning
Fourth five year plan ( 1969-74)	Promote welfare of women within family	Family planning program Immunization and supplementary feeding program
Fifth five year plan ( 1974-79)	Income issues and protection needed in women training	Active Literacy program Women’s welfare and development bureau was founded (1976)
Sixth five year plan (1980-85)	Growth in women’s participation in economy	Program in increase access to capital
Seventh five year plan (1985-90)	Wealth and empowerment of women	Program for awareness raising and skill training for better employment
<b>Eighth five year plan ( 1990-95)</b>	<b>Empowerment of women at the grassroots level</b>	Program for empowering women through Panchayat Raj
Ninth five year plan (1997-2002)	Benefits for women in different fields	Program conducted by five ministries- family welfare, education, nutrition, women and child, Indian medicine and homeopathy welfare
Tenth five year plan ( 2002-2007)	Aims to empowering women by translating into action	Ten different policies for women entrepreneurs Self help group of women, development bank for women)

Eleventh five year plan (2007-2012)	Centre of economic, political, academic, social is women	Nutrition, education, income generating program, rehabilitation of women in the stress, gender equality
Twelfth five year plan (2012-17)	Faster ,sustainable and inclusive growth	Provision for 'quota' for single women in job

After twelfth five year plan the Planning Commission dissolved, no more formal plans are made for the economy, so there is no Thirteenth Five-Year Plan.

**MEANING OF WOMEN’S EMPOWERMENT:**

‘Empowerment is a process of increasing the capacity of individual or group to make choices and to transform those choices into desire actions and outcomes.’ United Nations Development Fund for Women include some factors in the concept of ‘Women empowerment’

1. Acquiring knowledge and understanding of gender relation and the way in which those relations may be changed.’
2. Developing the sense of self worth, a beliefs one’s ability to secure desired changes and the right to control one’s life.

In fact, the concept of empowerment changes with the need of society, with the arrival of new knowledge and skills, new challenges in the society. According to the present situation some fields of Women’s Empowerment are early childhood care, basic computer education, self defense techniques, awareness of sanitization, financial literacy, learning world language.

**SKILL DEVELOPMENT AND WOMEN’S EMPOWERMENT:**

Jawaharlal Nehru has pointed out, “To awaken the people, it is the women who must be awakened, once she is on the move, the family moves, the village moves and the Nation moves”. Empowering

women in India leads to achieve equal opportunities to contribute to Indian economy as productive citizens. With higher literacy rates and equal pay for equal work, women are able to be economically strong and rise out of poverty. Empowerment is related to various skill developments which are required in various field of life. It may include labor skill, life skills, communication skill. Apart from these skills traditional skills will help women to empower themselves economically. Skill development is the most essential aspect of the development of our country. India has a huge ‘demographic dividend’ which means that it has a very high scope of providing skilled manpower to the labor market. This needs a coordinated effort from all stakeholders including Government agencies Industries, Educational and training institutes and Students, trainees and job seekers.

The idea of skilling should redevelop. Skilling need to be integrated with measurable outcomes like employability, job retention. Skilling program would involve re visioning design models that integrate traditional skills with involved digital technologies. According to Rajeev Chandrasekhar, Minister of State for Skill Development and Entrepreneurship and Electronics and Information Technology, “Digitisation and re-skilling are key tools in not just empowering women to re-join the workforce in the post-pandemic era but also in creating new booming sectors in the economy”. The government is therefore directing its skill-building

initiatives and the New Education Policy to ensure that more women participate in previously underserved fields. The aim of the government is to provide equal possibilities to men and women in terms of skills, and encouraging them to use those abilities to generate opportunities for themselves in the workplace or through micro-entrepreneurship. Various initiatives like the digital platform DESH stack have been put in place to provide both male and female micro-entrepreneurs the opportunity to come online to skill themselves, work on various opportunities and seek finances.

In order to enhance the employability of female workers, the Government is providing training to them through a network of Women Industrial Training Institutes, National Vocational Training Institutes, and Regional Vocational Training Institutes. To ensure the economic independence of women through skill development and vocational training, the Government has also introduced '**Skill India Mission**'.

#### **SKILL DEVELOPMENT AND NEW EDUCATION POLICY:**

The question of employability, women empowerment and gender equality is rooted in the system of education. If education exposes vocational skills to students from school age, it will help them to expose their aptitude. Education will empower them with competencies like critical thinking. Decision making and problem solving as well as inspire girls to earn from skills. Education will give student the economical awareness. NEP 2020 holds special significance for Lend A Hand India, because it strongly acknowledges the fact that exposure to vocational education at middle and secondary school level is an essential. It capacitates

students to make informed career and higher education choices as they grow up. The NEP 2020 states that important vocational skills such as carpentry, electric work, metal work, gardening, pottery, etc. will be sampled at school level to provide students with a hands-on experience of skills based occupations in the real world. The Policy also encourages 10-day bag-less school sessions with "local vocational experts" to help the students gain a better understanding of the vocation. Moreover, the NEP also proposes similar internship opportunities to students between Classes 6 to 12. Firstly the policy clearly sets the mandate for inclusion of vocational education in India's core education delivery system, and secondly we believe that the policy will have a long term positive impact on women empowerment.

Women must be included in the development of the country. It is only possible when the inclusive democracy will be a reality. An inclusive democracy implies the equal distribution of social, economic, political power and even institutional structure. Bringing Indian women in the main stream is need of the hour. Positive discrimination for women may create 'gender-just' society in new future.

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