



## ROLE OF NEP2020: WOMEN'S EMPOWERMENT THROUGH SKILL DEVELOPMENT AND VOCATIONAL EDUCATION

**Anuradha Yadav**

*Research Scholar, Faculty of Commerce, Banaras Hindu University 221005.*

***“Women are the largest untapped reservoir of talent in the world”  
-Hillary Clinton***

### **Abstract**

Women's education plays a very significant role in the development of the country. The role of education cannot be ignored in women's empowerment. A famous line given by our 1<sup>st</sup> prime minister Pandit Nehru: “If you educate a man, you educate an individual, however, if you educate a woman, you educate a whole family. Women empowered means whole nation empowered.” Women are the most active and dynamic segment as well as potentially the most valuable human resources. Skills development is vital for growing household productivity, employability, and income-generating opportunities for women, as well as for enhancing rural long-term sustainability. In 2018, admissions in training institutes increased by nearly 97% compared to 2014, reaching 173,105 female trainees from 87,799. There are 18 national institutions for women's skill development that cater only to women. Empowering women socially, educationally, politically, legally, and especially economically is important for overall development. Women can easily manage the workplace if the opportunity is given to them. They must be treated with respect, love, purity, dignity, and equal rights as men. All we need is a concentrated effort focused in the right direction that would rest only on the liberation of women from all forms of evil. India's development is sluggish because of an inadequacy of female participation; women are often invisible in the development scenario. Education and trainings aids in reducing inequalities. Gender biases encourage women to contribute to society and become the most active participants in the economy.

**Objective of the study:** to study the role of National Education Policy 2020 in women's empowerment through skill development and vocational education and to describe the mahamana's vision toward women's education.

**Methodology/data sources:** The present study is mainly descriptive in nature and based on the review of literature from secondary sources. Secondary data are obtained from various published and unpublished records, books, magazines, and journals, both print and online.

**Conclusion:** The study found that the government & and its agency partners have undertaken various measures/initiatives for the effective implementation of the skill development system for women. Skill development has a very significant impact on women's empowerment. It has drastically and positively changed the overall image of the women workforce.

**Keywords:** women empowerment, women education, skill development, vocational training, NEP2020, mahamana's vision.

### **Introduction**

Women constitute about 48% of the total population of the country. But lack of acceptance from the male-dominated society, Indian women suffer immensely. Most Indian women are uneducated



(Ahamad et al., 2016). Education is observed as an important tool of women's empowerment because it enables them to face challenges, confront their traditional roles, and change their lives. The education of women is the most powerful tool for changing their position in society. Still, large womenfolk of our country are, backward, weak, and exploited (Mishra & Sahoo, 2020). Education and training programs reduce inequalities and act as a means of improving their status within the family as well as in society. Education implies not only gaining knowledge but also transforming that knowledge into application through vocational training and skill development (Hans et al., 2019). Skills development is a key to success which improves productivity, employability, and earning opportunities. It is the bridge between jobs and the workforce (Kumar & Devendra Prasad Singh At, 2019). Today, it is considered an important and indispensable tool for empowering women. Women in the Indian economy face more barriers than men to accessing skills and productive employment. Attention and a large effort are needed to create a skilled workforce to create economic prosperity. The aim of skill development, in the case of women, is not just simply preparing them for jobs; but also, to boost their performance by improving the quality of work in which they are involved (Kumar & Devendra Prasad Singh At, 2019).

The GOI (Indian govt.) has passed the national policy for 'women empowerment' – which aims to ensure the overall development of women within the country. They seek to impart skills to women so that they can stand & support themselves and gain status within society (Vyas, 2018). Missions – 'Skill India' & 'Make in India' shall succeed only when the women work hand-in-hand.

### **Skill Development and Women empowerment in India: a brief overview**

Women empowerment means developing them as more aware individuals, who are more politically active, economically productive, and independent and are able to make very effective and intelligent discussions in matters that affect them in any way. Women's empowerment was defined as the redistribution of social power and control over resources in favor of women. The United Nations Development Fund for Women (UNDFW) defines women empowerment as (1) gaining knowledge and understanding of gender relations and how these relations can be changed; and (2) developing a sense of self-worth, belief in one's ability to secure desired changes, and the right to control one's life. The Indian Constitution not only provides women equality but also empowers all the states to implement regulation of positive discrimination in favor of women in order to improve women's livelihood. Within the substructure of a democratic polity, our laws, development policies, plans, and programs have all aimed to advance women in various fields. The Government of India launched the National Mission for Empowerment of Women (NMEW) with the goal of strengthening overall procedures that promote women's overall development. One of NMEW's key strategies is to invest in skill and entrepreneurship development, microloans, vocational training, and SHG development for women's economic empowerment.

Women in our Indian society have much training needs than men since they are burdened with household chores and their off-springs responsibilities, moreover, at times contribute as subsistence farmers or low-paid laborers. Despite India's growing GDP at around 7% FLFP (Female Labour Force Participation) is going down i.e., 34% to 27%. Moreover, the female-male wage gap has also been stagnant at 50% (HDR, 2018). Hence, Skill Development becomes a very important key to enhancing their household capacity, autonomy, and employability. Income-earning opportunities also enhance their sustainable livelihood and development in the long run. Skill India mission was launched in July 2015 by the Ministry of Skill Development and Entrepreneurship (MSDE) and since then it has transformed the lives of over **35.36 lakh** women through empowering them for better and secured



livelihood through skill training. Since then lakhs of women underwent skill-based training and have improved their lives.

Ministry of Skill Development and Entrepreneurship (MSDE) have been implementing several initiatives to achieve women empowerment through skill development. To increase the women participation in workforce, Skill India Mission aims to empower women with 10 initiatives in skill development and entrepreneurship.

**Following initiatives are launched to facilitate skill development among women and spur entrepreneurship**

1. Long Term Skill Development Training via Industrial Training Institutes (itis)
2. Short Term Skill Development Training
3. Recognition of Prior Learning
4. (RPL)Apprenticeship Training
5. Policy Interventions
6. Special Women-Centric Projects
7. Partnerships with Private & Non-Government Organizations to boost skill development
8. Projects in Pradhan Mantri Mahila Kaushal Kendra (PMMKK)
9. Future jobs and industry-oriented courses
10. Entrepreneurial initiatives

There are so many women in this 21st century who are literally struggling to become independent as they have no access to education and training. A quarter of women want to live their dreams our society puts a question mark on them. According to the narrow mindset of society, a woman is born to help others achieve their dreams without creating the existence of herself. Education is not sufficient to make women grow, because it is important to understand that knowledge doesn't guarantee skill, practice does. Theory knowledge can give an imaginative structure but only practical knowledge can give a real exposure(clrskill, 2019). Skill development for employability will be used as an agent of change in promoting women's employment. Women face a multitude of barriers in accessing skills and productive employment, remaining on the job due to effects of globalization or otherwise and advancing to higher level jobs, as well as returning to the labour market after a period of absence spent(Ahamad & Diwakar, 2015).for example, in raising children.Click or tap here to enter text.

**Table.1, Women’s Participation in Skills Training Programmes**

<b>Scheme</b>	<b>No. of Male Candidates Trained</b>	<b>No. of Female Candidates Trained</b>
Pradhan Mantri Kaushal Vikas Yojana (Data From 2016 To November 2021)	6,437,213	4,830,646
Jan Shikshan Sansthan (Data From 2018-19 To 2021-22)	154,359	800,269
National Apprenticeship Promotion Scheme (Data From 2018-19 To 2021-22)	301,556	61,842



Craftmanship Training Scheme (Data From 2018-19 To 2021-22)	3,937,114	530,406
Craft Instructor Training Scheme (Data From 2020-21)	3,394	6,111

**Source:** Information shared by Minister of State for Skill Development and Entrepreneurship On 6 December 2021 in Lok Sabha

### **Maha mana's Visions on Women's Education**

Mahamana Pandit Madan Mohan Malviya foresaw the immense significance of women's education. The cause of women's education was particularly dear to his heart. He decided to open a college exclusively for women wherein an amalgamation of the Vedic ideal and modern scholarship would work towards shaping Indian women to take on their role as capable citizens. In his convocation address delivered on 14th December 1929, Mahamana announced the establishment of the Women's College of the BHU. He clearly said that the cause of women's education is even more important than that of men. He felt that their education would have a far-reaching impact on the future generations of India. Malaviyaji's ideal of womanhood was a perfect synthesis of tradition and modernity. According to him women would be an equal partner in nation building. The history of Mahila Mahavidyalaya, its steady growth the development stands testimony to the spontaneous social revolution that has been brought about the vision of Mahamana. In the times that reverberated with women's silence it offered a precious niche where all the social constructs could be unmade and re-made. The college is well equipped to make its contribution to knowledge and to address the present-day connotations of service to the nation. With its glorious tradition of commitment to education and nation-building. MMV has successfully continued to take on the challenges posed by the fast-changing national and global scenario.

### **Objectives**

#### **Followings are the objectives of this study**

1. To study the role of National Education Policy 2020 in women's empowerment through skill development and vocational education and
2. To describe the Mahamana's vision toward women's education.

### **Methodology/data sources**

The present study is mainly descriptive in nature and based on the literature review done from various published and unpublished records, books, magazines, and journals, both print and online.

### **Review of literature**

**Unni, Jeemol & Uma (2004)** concluded in their study that there is a need not only to bring change in the status & and image of women but also in the attitude of society towards them. There is a demand to create awareness among rural women who are unemployed to gain self-esteem & and confidence.

**Dhruba Hazarika (2011)** has observed that women are the future of the country's development. Empowering women will be the right approach for growth in this competitive world.



**Mamta Moktar (2014)** has suggested that women need to find their own way in this male-dominated society. They should be motivated for growth & and empowerment by self-help groups, NGOs, government policies & and microfinance institutions.

**Prasanna Kumar (2014)** found that it is our need to identify the areas where women are still facing problems and are unable to access resources, institutional knowledge & and basic education.

**Shetty, S. S., & Hans, V. B. (2015)** recommended encouraging educated unemployed women through entrepreneurship which not only promotes self-employment among them but also leads to their creating employment opportunities also to other rural people in their respective areas.

**Vyas, A. (2018)** found that the government & its agency partners have undertaken various measures/initiatives for the effective implementation of the skill development system for women. Skill development has highly impacted women's empowerment. It has changed the image of the women workforce. But at the same time, there is a need for developing gender-responsive strategies for skill development for women – who are no less than men.

Ahamad & Diwakar.( 2015)stated that skills development is a key to improving household productivity, employability and income-earning opportunities for women and also for enhancing sustainable rural development and livelihoods.

**Jabbar, S. A., & Zaza, H. I. (2016)** concluded that e this big policy that has been proposed by Indian government to improve the Indian Education System is a big task. Mostly all the proposal that have been proposed in NEP 2020 are having great potential to give success to all the stakeholders in future.

## Conclusions

It is surprising to see that India's female labour force participation rate (LFPR), which refers to women who are either working or looking for a job, has not only stagnated at much below the global average of 47 per cent for several years but has declined considerably in recent years(Naina Bhardwaj, 2022). Despite experiencing structural improvements to their lives, such as the decline in fertility rates and expansion of women's education, India's female LFPR is on a downward track. As per World Bank estimates, the female labour participation rate in India fell to 20.3 per cent in 2019 – from more than 26 per cent in 2005 and 31.9 per cent in 1983(Tripathy & Behera, 2022). This is much lower, even when compared with 30.5 per cent in neighbouring Bangladesh and 33.7 per cent in Sri Lanka. This decline in female LFPR can be attributed to various factors like obligations towards the performance of domestic duties, conservative social norms, and the lack of flexible work models. It is also observed that household constraints trump financial need and individual preferences for job choice among women(Naina Bhardwaj, 2022).Women are not less than men in any perspective. They compete with men in all fields of work whether it may be pilots, loco pilots in railways, engineers in different areas, doctors, labour, etc. Irrespective of gender discrimination equal opportunities and training are to be provided to women to make them and our country's economy more efficient. Skill development through vocational training will be very effective for women, especially in the case of rural women who perform traditional crafts or manual labor work(Negi, Swati. 2023). Skill Development for Women : Significance of Vocational Education And Training drswati negi.



## References

1. Ahamad, T., & Diwakar, N. (2015). Skills development of women through vocational training. *IJAR*, 1(6), 79–83. [www.allresearchjournal.com](http://www.allresearchjournal.com)
2. Ahamad, T., Sinha, A., & Shastri, R. K. (2016). Women Empowerment through Skills Development & Vocational Education. *SMS Journal of Entrepreneurship & Innovation*, 2(2). <https://doi.org/10.21844/smsjei.v2i2.11149>
3. clrskill. (2019, March 16). *The Concept Of Skills Development*. <https://blog.clrskills.com/the-concept-of-skills-development/>
4. Hans, V. B., Shetty, S. S., & Hans, V. B. (2019). *EDUCATION FOR SKILL DEVELOPMENT AND WOMEN EMPOWERMENT* (Issue 7). [www.eprawisdom.com](http://www.eprawisdom.com)
5. Kumar, B. C., & Devendra Prasad Singh At, S. (2019). Issue 6 [www.jetir.org](http://www.jetir.org) (ISSN-2349-5162). In *JETIR1907T44 Journal of Emerging Technologies and Innovative Research* (Vol. 6). [www.jetir.org](http://www.jetir.org)
6. Mishra, R., & Sahoo, D. (2020). Women Empowerment and Education: A Socio-Cultural Study. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 25(6). <https://doi.org/10.9790/0837-2506090106>
7. Naina Bhardwaj. (2022). Women and Work in India: Trends and Analysis. *India Briefing*. <https://www.india-briefing.com/news/women-and-work-in-india-trends-and-analysis-24758.html/>
8. Tripathy, A., & Behera, S. (2022). *The Trend of Women Employment in India* (Vol. 9). JETIR. [www.jetir.orgc167](http://www.jetir.orgc167)
9. Vyas, A. (2018). The Impact of Skill Development on Women Empowerment. In *International Journal of Advance Research and Development*. [www.ijarnd.com](http://www.ijarnd.com).