

EDUCATIONAL NEEDS AND TRAINING FOR WOMEN EMPOWERMENT IN INDIA

Mukhtar Ahmed*

*Department of Education, H. N. B. Garhwal (A Central University) S. R. T Campus Badshahi
Thaul Tehri Garhwal, India*
mukhtaraza62@gmail.com

Mohd Zameer

*Department of Sociology, H. N. B. Garhwal (A Central University) S. R. T Campus Badshahi
Thaul Tehri Garhwal, India*

Sunil Kumar Verman

*Department of Political Science, H. N. B. Garhwal (A Central University) S. R. T Campus
Badshahi Thaul Tehri Garhwal, India*

Sunita Godiyal

*Department of Education, H. N. B. Garhwal (A Central University) S. R. T Campus Badshahi
Thaul Tehri Garhwal, India*

Received: 26-03-2021

Accepted: 12-05-2021

Published: 29-05-2021

Abstract: Women in India have faced a lot of problems and issues for their rights. Therefore, the present paper aims to examine the role of education for women empowerment in India and study the government schemes for women empowerment in India. The present study is based on the descriptive type of research. For this study, the researcher used secondary data. The study found that women empowerment is an energetic and dynamic process that facilitates them to realize their identity and power in all characteristics. Due to the lack of educational facilities and training, Indian women left their education in the middle. That is why Indian women are far away from their rights. Most of the Indian women are housewives, but in the present time, it has been improved in many areas; most of the vocational courses and training programs have been introduced by the Indian government.

Keywords: educational needs; knowledge; skill; training; women empowerment

INTRODUCTION

In its ordinary sagacity, education is a type of knowledge in which the awareness, skills, and lifestyle of a grouping of the community are transmitted as of single age group to the subsequently throughout teaching or investigation (UNICEF, 1996). Learning is characterized as not in a single part; it depends on details, i.e., proper education and informal education. Appropriate knowledge is the erudition of the skills we obtain from different agencies such as schools and institutions, while accessible education is the learning that goes on in everyday existence. Obviously, the informal

learning people learned from relations and other societies their associates in a different part. Proper education is obligatory for giving power to the entity among few particular abilities that build them renowned inhumanity. Women represent approximately some extent of the social contest, but reasonably instruction altitude as lesser than men. Up to now, India has been giving everyone a complete education after sixty years of independence. The Indian government passed an act in 2005 to make education open to all citizens, and it is still in effect and keeping in mind the needs of society. However, there are several

*Corresponding Author:
mukhtaraza62@gmail.com



©2021 The Author(s). Published by TRANSBAHASA
This is an open access article under CC-BY-SA Licence

roadblocks in the way of women's education. As a result, there are significant shortages in a variety of areas, including jobs. Women in urban areas have some advantages over women in rural areas, but they are still inferior to men.

For both the government and civil society in India, female education has been a priority for years because of the deficient number of trained women in this country. As women represent half the population, women can play a tremendously central role in the country's development. This did not believe that women's education pretense by gender discrimination, customs of a society that eagerly increased the country's scarcity and backwardness.

Education of girls is intended for various public welfare, such as empowerment for women. Women in India face many problems due to lack of education, such as domestic abuse, men's inhumanity, gender discrimination, and distribution discrimination. This authority enables them to shift from the margin to the central point. Therefore, the principle of gender fairness is enshrined in the Indian Constitution in its preamble, fundamental rights, fundamental duties, and directive principles. The constitution grants equality to women and empowers testate to adopt measures, a position, and in-discrimination in favor of women.

This study aims to examine the role of education for women empowerment in India and study the government schemes for women empowerment in India.

METHOD

The present study is based on the descriptive type of research. For this study, the researcher used secondary data. A source of secondary information includes books, confidential sources, journals, newspapers, websites, government reports, etc. With the arrival of electronic media in addition to the internet, secondary data sources have become more effortlessly easy to get to.

RESULTS AND DISCUSSION

Empowerment

Empowerment can be described as establishing a social atmosphere where people can make decisions and choices for social change, either individually or collectively. By gaining knowledge, influence, and experience, empowerment enhances innate potential (Hashemi, Schuler, & Riley, 1996). Empowerment is the process of allowing or approving a person to think, act, and regulate their work independently. It is the method by which one can take control of one's fate and circumstances in life.

In every society, state, and country, there are always a number of people who are denied their basic rights, but they are unaware of their rights. Women would be at the top of the list if we included those elements from culture. Women are, in truth, the most important element in any society. Despite the fact that everyone is aware of it, no one is willing to consider it. As a result, in today's culture, women are no longer valued as highly as they once were. The need for women's empowerment was felt due to the increasing trend of undervaluing women, such as putting them in a second-class role in society and depriving them of their basic rights. Women's empowerment has become a hot topic of debate and discussion around the world.

Today, we appreciate the advantages of being citizens of a free world, but we must consider if each country's citizens are truly free or enjoying freedom in the true sense of the word. Inequalities between men and women and sexism against women have long been a problem around the world. As a result, women's search for equality with men is a worldwide phenomenon. In matters of schooling, jobs, inheritance, marriage, and politics, women should be treated equally to men. Their struggle for equality has resulted in the founding of several women's organizations and movements. Our nation's constitution does not discriminate between men and women, but our society has stripped women of some fundamental rights

granted by our Constitution. Individual empowerment enables people to achieve their full potential, increase their political and social engagement, and have faith in their own abilities.

Women's empowerment programs by the government

In India, government programs for women's advancement started in 1954, but actual participation did not begin until 1974. Currently, the Indian government has over 34 women's schemes run by various departments and ministries. The following are a few of them:

1. 1992-1993: Rastria Mahila Kosh (RMK)
2. MSY (Mahila Samridhi Yojana) was launched in October 1993.
3. Indira Mahila Yojana (IMY) was founded in 1995.
4. In 1997-98, the Women Entrepreneur Development Program was given top priority.
5. Mahila Samakhya is currently being introduced in approximately 9000 villages.
6. Swayajdha is number six.
7. Swa Shakti Group is number seven.
8. Women's Training and Employment Support Programme (STEP).
9. Swalamban is number nine
10. The establishment of Crèches; daycare centers for children of working mothers with ill.
11. Hostels for working women are number eleven.
12. Swadhar is number twelve.
13. Women's Empowerment National Mission
14. Integrated Child Development Services (ICDS) is a non-profit organization that provides services to children and their families (1975),
15. Rajiv Gandhi Scheme for Adolescent Girls Empowerment (RGSEAG) (2010).
16. Rajiv Gandhi National Crèche Scheme for Working Mothers' Children.
17. The Integrated Child Protection

Scheme (ICPS) is a government-run program that aims to protect children from harm (2009-2010).

18. Dhanalakahmi is number 18 in the Hindu calendar (2008).
19. Short-Term Rentals.
20. Ujjawala is number twenty (2007).
21. Gender Budgeting Scheme (XI Plan).
22. Program for Integrated Rural Development (IRDP).
23. Rural Youth Self-Employment Training (TRYSEM).
24. Rojgar Yojana of the Prime Minister (PMRY).
25. Women Development Corporation Scheme (n.d.) (n.d.) (n.d (WDCS).
26. Working Women's Forum (#26).
27. Indira Mahila Kendra is number 27.
28. Mahila Samiti Yojana (Mahila Samiti Yojana) is a scheme for women.
29. Khadi and Village Industries Commission (number 29).
30. Indira Priyadarahini Yojana is number 30.
31. SBI's Sree Shakti Scheme is number 31.
32. Mahila of SIDBI is number 32. Mahila Vikas Nidhi Udyam Nidhi
33. Credit Schemes for Non-Governmental Organizations (NGOs).
34. Schemes of National Banks for Agriculture and Rural Development (Ashish, 2015)

Non-governmental organizations, which play an equally important role in promoting women's empowerment, complement the efforts of the government and its various agencies (Bhuyan, 2006). Despite the efforts of governments and non-governmental organizations, there are several differences. Of course, we have come a long way in terms of women's empowerment, but the road ahead is challenging and demanding.

Empowerment of women through education

In every culture, state, or nation, female equality is critical. It is a woman who plays

a crucial role in a child's fundamental life. Thus, women play a significant role in our society. Women's empowerment through education will result in a positive attitude shift (Ojha, 2016). As a result, it is critical for India's socio-economic and political growth (Bagauli, 2017).

The Indian Constitution empowers the government to take affirmative action to encourage women's empowerment. Education has a huge impact on the lives of women. Women's empowerment is a global problem, and women's political rights are at the forefront of both formal and informal discussions. Political women's right is the front line of many formal and informal worldwide campaigns. The idea of empowerment of women came in 1985 in Nairobi (Bhatt, 2015).

Conventions to secure rights

Women's empowerment is a multi-faceted movement that encompasses social, political, technological, and social facets. In India, women's empowerment is strongly influenced by a variety of factors such as geographical location (rural/urban), educational attainment, social status (caste and class), and age. Women's empowerment policies are also in place at the national, state, and local levels in various areas, including health, education, economic opportunities, gender-based violence, and political participation. As a result, the schemes' reach and coverage begin to expand, taking into account programs for women's economic and social empowerment in order to achieve gender equality. In order to establish more successful policies and programs for rural development and rural women's empowerment, countries must improve their ability to collect and analyze data disaggregated by gender, age, and rural/urban population.

Table 1. Details of gender gaps index-2012 (out of 135 countries)

Gender Gap sub-Indices	India	
	Rank	Score

Economic Participation and Opportunity	123	0.4588
Educational Attainment	121	0.8525
Health and Survival	134	0.9612
Political Empowerment	17	0.3343
Overall Index	105	0.6442

Source: World Economic Forum (2012)

The above table clearly depicts women's low levels of achievement in a variety of fields. As a result of improvements in educational attainment and political empowerment, India moved up eight places (from 113 to 105 in 2012). With the exception of political empowerment, the other three indexes are all above 100. The 73rd and 74th Constitutional Amendments of India, which gave women more opportunities to participate in active politics, can account for the high ranking of Political Empowerment.

Empowering women as an uplifting tool

Empowerment is a process in which the power of relationships between different groups, people, and groups in the communities as well as in society as a whole is constantly changed. Therefore, the core of empowerment is that others cannot give it but that those who seek it must gain from it. However, most people are always seen as a process in which people, groups, and communities develop social action in an organized and broad-based manner. Hence, the empowerment of women can be used as a tool for significantly changing the socio-economic situation of women (Bagauli, 2017).

What are the causes of this dreadful situation? Issues can be many and diverse. A few basic questions, on the other hand,

warrant special attention, such as consciousness deficit; a lack of social and economic empowerment exists; insufficient political will; mechanisms of transparency are delicate; the police department is not enforcing the law; gender culture is lacking.

As a result, here is the question: how can women become more active in politics? The response is usually given in the form of 'reservation.' Simple reservations, on the other hand, would not solve the issue unless and until women are given equal power to work effectively. They become more conscious and aware of their rights and duties.



Figure 1. Child marriage (Source: SAM Nasim, licensed under CC BY 2.0)

Barriers to equality

No nation has achieved absolute gender equal opportunity, and women face sexism and disproportionate opportunities in addition to choices in the world. The situation is particularly dire in most developing countries, where injurious patriarchal practices such as child wedding ceremonies and female genital mutilation continue to be the norm. One in every four girls does not complete high school, and one in every five girls marries before reaching the age of eighteen. Child marriage robs girls of their career prospects, and they expose them in pregnancy and birth to a risk of death and disability. As a result, the ability of women to choose the number and spacing of their children seems to be relatively low or inexistent in very many developing nations.

A major new study on the state of gender equality in 129 countries, with four out of five women in the lowest ranking

countries, shows continued discrimination against women and girls worldwide.

The SDG Gender Index, a new comprehensive tool for tracking gender progress using 14 of the 17 UN's Sustainable Development Objectives, is presented in precisely equivalent Measures 2030 document harnessing the Power of Gender Equality Data (SDGs).

Women empowerment is a critical majority process to lower the fertility rate and reach an overall sustainable population that does not exceed Earth's carrier ability limits. The number of years a woman spends at school tends to be approximately equal to her lifetime childhood. The project, which opposes the use of various practices for the mitigation of varying sorts of climate change, found that the interiority of children could decrease carbon dioxide in the atmosphere by helping to ensure the deliberate women's right to far above the ground superiority relatives schedules and ensuring the equivalent contribution of girls and women in education and the workplace.

1. The charitable women's sovereignty over their bodies, including unrestricted access to modern contraception and abortion.
2. Finale the perform of the child- and forced marriage, which disobeys girls' rights to a healthy, fulfilling life.
3. Conceding women full equal opportunity under all laws and ending all policies that disadvantage women.
4. Eliminating patriarchal attitudes and behaviors that reason women to undergo and that put them off from accessing control positions.
5. As long as sufficient parental leave and childcare opportunities make possible, women have the same unconstrained career development as their partners.

Challenges

The process of women's empowerment in India is hampered by a number of obstacles. In developing countries, including India, social norms and family structure manifest

and sustain women's subordination.

One of the standards is that almost all cultures and communities continue to favor the birth of a son over the birth of a girl child. In terms of schooling, nutrition, and other resources, society is more skewed in favor of male children. The assumption that male children inherit the clan in India, with the exception of Meghalaya, is the root cause of this attitude (Shettar, 2015). Women also internalize the conventional definition of their position as natural, causing them to suffer injustice. For the vast majority of women in India, poverty is a fact of life. It is this dimension that makes achieving women's equality difficult. The problem of women's rights in India is beset by a number of difficulties. The empowerment of women in India would directly benefit from addressing these issues.

Education

The nation has progressed in leaps and bounds in terms of education since independence. However, there is a significant disparity between men and women. Just 65.46 percent of adult women in India are considered literate, compared to 82.14 percent of adult men. In addition, gender bias exists in higher education and advanced professional training, which disadvantages women in the workplace and in achieving top leadership positions in every industry.

Poverty

Poverty is widely regarded as the world's greatest threat to peace, and eradicating poverty should be a national priority on par with eliminating illiteracy. Unfortunately, women are abused as domestic helpers as a result of this.

Health and safety

Women's health and safety issues are critical for a country's well-being, and they are an important factor in determining women's empowerment. When it comes to maternal healthcare, though, there are serious

questions.

Professional disparity

This inequality is seen in the workplace and promotions. In government offices and private businesses, women face many disadvantages in male-dominated environments.

Morality and inequality

Women's mortality rates are extraordinarily high, reducing their population further, particularly in Asia, Africa, and China, due to gender bias in health and nutrition.

Household inequality

Gender bias in household relations can be seen in infinitesimally small but significant ways all over the world, especially in India, for example, sharing the burden of housework, childcare, and menial labor through so-called division of labor.

Women's empowerment strategies

1. Women's mobility and social contact are changing, as are their labor habits.
2. Changes in women's access to and control of resources, as well as changes in men's access to and control of resources
3. Changes in women's decision-making power
4. Health, self-employment, and self-help groups are some of the services that are provided.
5. Ensuring that basic needs such as nutrition, health, sanitation, and housing are met
6. Apart from that, society should shift its attitude toward the word "women."

Skill women's development

Women have shown their capacity to contribute to community growth. As a result, it is important that women participate in skill growth. Women are now involved in a variety of fields in India, including education, art and culture, the service sector, sports, politics, the media, and science and technology. Women make up a sizable

portion of the workforce, but their working percentage rate in progress. The Indian government has enacted a national policy for 'women empowerment,' with the goal of ensuring the overall development of women in the country. They aim to teach women skills that will enable them to support themselves and advance in society. On the other hand, the Maharashtra government has launched a program called 'Skill Sakhi' to empower women. Their primary goal is to not only provide employment opportunities for women but also to empower them. They provide skill training in tailoring, embroidery, knitting, and the creation of home decoration items. The missions of 'Skill India' and 'Make in India' will only succeed if women collaborate.

Discussion

NGOs and their role:

Non-Governmental Organizations (NGOs) in India have a long and interesting history, but one has been marked by a fluid relationship with the government and state institutions (Manonmani, 2012). Over the last 150 years, Indian governments have shaped Indian NGOs, both in terms of their purpose in society and their often tense relationships with the state, in collaboration with colonial and postcolonial governments. The larger groups of people's expectations that development NGOs promote.

Caroline Moser (1989) has traced the evolution of practice in the field of development for women through five approaches - from traditional to what can be called feminist. She formulates development for women as gender planning, which identifies that "women and men play different roles in Third World society and therefore often have different needs, provides the conceptual framework and the methodological tools for incorporating gender into planning" (Moser, 1989, p.1800). "The goal of gender planning is the emancipation of women from their subordination, and their achievement of equality, equity and empowerment" (Moser, 1989, p.1800). She categorizes two sets of

women's needs: strategic - needs related to a restructured society - and practical - needs related to survival or basic needs but that take gender into account. The five different historical approaches to gender planning that she identifies are welfare, equity, anti-poverty, efficiency, and empowerment. Of these, equity and empowerment are aimed at meeting strategic needs, while the other three deal solely with practical needs,

Policies and programs for the advancement and empowerment of women

Women-specific Policies: The Government in different plan documents enunciated several policies advocating women's issues. Also, the government has tried to create an environment in which women's issues can be reflected and articulated not only by the government but by Voluntary Agencies. Some of the important policy-guiding documents include The National Plan of Action for Women (NPA), adopted in 1976, became a guiding document for the development of women until 1988 when a National Perspective Plan for Women was formulated. Ministry of Human Resource Development, Department of Women & Child Development (1986) examines the condition of women prisoners in the criminal correctional justice system and made necessary recommendations regarding legislative and prison reforms and the rehabilitation of women prisoners. The National Perspective Plan for Women (NPP) from 1988-2000 is adopted by a 14 member committee, is more or less a long-term policy document, advocating a holistic approach for the development of women. According to this plan, some of the objectives to be achieved by 2000 A.D. in regard to women's education are:- elimination of illiteracy, universalization of elementary education, depreciation of the dropout rate in the age group 6-14 years, and stagnation to negligible proportion.

The plan also emphasizes making education an effective means for women's equality by (a) addressing the constraints

that prevent women from participating in the educational process, (b) making necessary intervention in the content and process of education to inculcate a positive egalitarian attitude. This includes providing non-formal courses to women and impetus to enroll them in various professional courses to increase their number in medicine, engineering, and other fields substantially. This will create a new system of accountability, particularly regarding the basic educational services, to the local community, among other things, by the active involvement of women.

Spodek (1988) examines the entire gamut of issues facing the women in the unorganized sector and makes a number of recommendations for the betterment of women in the informal sector relating to employment, occupational hazards, legislative protection, training and skill development. The National Nutrition Policy (NNP) (1993) articulates nutritional considerations in all important policy instruments of government and identifies short-term and long-term measures necessary to improve the nutritional status of women, children, and country as a whole. The Governmental programs came later. The voluntary agencies were not only pioneers but also filled big gaps in the field of school education, health and family welfare, social work, women's development, education, etc. While the governmental interventions in this sector are operationalized largely through NGOs, the initiatives that the voluntary agencies have themselves developed are rich and diverse. These efforts have often demonstrated the success of alternative models of empowerment and development. More specifically, it was a group of non-governmental agencies and women activists instrumental in advocating women's issues and problems. A Perspective Plan for Women's Development was prepared and approved by the Parliament. This was followed by the establishment of the National Commission for Women. Whether it is in the field of credit for poor women,

women's health, literacy, awareness generation, or organizing women's self-employment in traditional and non-traditional sectors of the economy, the NGO's are always seen taking forward steps. The Central Social Welfare Board, which is an apex agency of voluntary organizations at the national level, promotes voluntary action and community participation through its country-wide network of more than twelve thousand voluntary organizations at the grassroots level. Besides these, many other voluntary organizations are working at the Village, Block, District, and State levels in the field of women and child development.

CONCLUSION

Women's empowerment seeks to help them discover their own identities, ability, and influence in all aspects of their lives. Economic, political, social/cultural, intimate, and familial aspects are the most important. Each dimension is critical because true female empowerment requires several things, such as increased access to economic capital, increased strength and bravery for entering the power system, increased engagement through social/cultural relationships and participation, increased self-motivation and trust, and increased say in family matters.

Women should be willing to put forth extra effort in order to develop a mentality that is conducive to their overall empowerment. It is a long and steady process that necessitates the help of many people connected to them in some way. It is clear that gender-responsive strategies for skill development for women – who are no less capable than men – are needed. Women's empowerment on social, economic, educational, political, and legal levels is critical for socio-economic growth (Bagauli, 2017). If provided the chance, women are capable of managing. Respect, purity, honesty, and fair treatment must be accorded to them. All that is required is a concerted effort directed in the right direction, with the sole goal of liberating women from all types of evil. As India

moves closer to being a 'knowledge economy.'. It is becoming increasingly important for it to focus on skill development, which must be applicable to the emerging economic climate. An effective skill development system is essential for transforming the country's demographic dividend.

SUGGESTIONS

In addition to being more effective at work, a well-educated woman would also earn more money. Indeed, the return on investment in education is also higher for women than for men. According to studies from a variety of countries, an extra year of schooling increases a woman's potential earnings by about 15%, compared to 11% for a guy.

There has undoubtedly been considerable improvement in the education of girls in recent decades. Between 1970 and 1992, the combined primary and secondary enrolment rate for girls in developing countries increased from 38% to 68%, with especially high rates in East Asia (83%), and Latin America (68%). However, there is still a long way to go. In the least developed nations, primary school enrolment is just 47%, and secondary school enrolment is only 12%.

First, parental and community engagement — In designing curriculum and overseeing children's education, families and communities must be important collaborators with schools.

Second, low-cost and flexible schedules — Basic education should be provided for free or at a low cost. Stipends and scholarships should be given where possible to compensate families for the loss of girls' household labor. Additionally, school hours should be flexible so that children can assist at home while also attending classes.

Third, near-neighborhood schools with female teachers — Many parents are concerned about their daughters traveling long distances on their own. Therefore, many parents prefer that females teach their

daughters.

Fourth, school readiness — Girls benefit most from early childhood care, which boosts their self-esteem and prepares them for school.

Fifth, curricula are important to the girl's history and are in the local language. They must also refrain from repeating gender roles.

ACKNOWLEDGMENT

I take this opportunity to express my gratitude and regards to my guide Prof. Sunita Godiyal for her exemplary guidance, monitoring, and constant encouragement. I am highly thanks to Mohd Zameer, Sunil Kumar Verma for their helping and contributing their individual thought for this study. There are no financial supports from any financial agencies; the researchers managed it from their own sources.

REFERENCE

- Ashish, S. M. (2015). Division of agriculture extension ICAR Indian Agricultural Research Institute, New Delhi. Retrieved from <https://atariz1.icar.gov.in/ScientificTeam.aspx>
- Bagauli, D., Arya, C., Thapliyal, M., & Rawat L. (2017). Socio-economic issues in empowerment of hilly women through information, education and communication (IEC) interventions: A review of past studies. *International Journal of Applied Social Science*, 4, 25-32.
- Bhatt, R. A. (2015). Role of education in the empowerment of women in India. *Journal of Education and Practice*, 6(10), 188-191.
- Bhuyan, D. (January, 2006). Empowerment of Indian women: A study challenge of 21st century. *Orissa Review*. Retrieved from <http://magazines.odisha.gov.in/Orissareview/jan2006/janreview.htm>
- UNICEF. (1996). Girls' education: A lifeline to development. Retrieved from <https://www.unicef.org/sowc96/ngirls.htm>
- Hashemi, S. M., Schuler, S. R., & Riley, A. P. (1991). Rural credit programs and women's empowerment in Bangladesh. *World Development*, 24(4), 635-653.
- Manonmani, I. K. (2012). A major research project on NGOs in women empowerment- A Geospatial study in Usilampatti Taluk Madurai.District, Tamil Nadu. Retrieved from http://mkuniversity.ac.in/new/forms/Executive_Summary_Website.pdf

- Ministry of Human Resource Development, Department of Women & Child Development. (1986). *Report of national expert committee on women prisoners*. India: Indian Government.
- Ministry of Human Resource Development. (1993). *The national nutrition policy*. New Delhi: Ministry of Human Resource Development
- Moser, C. O. N. (1989). Gender planning in the third world: Meeting practical and strategic gender needs. *World Development*, 17(11), 1799-1825.
- Ojha, P. K. (2016). Role of education in empowering rural women for sustainable development in India. *International Journal of Applied Research*, 25(3), 773-777.
- Shettar, R. M. (2015). A study on issues and challenges of women empowerment in India. *IOSR Journal of Business and Management (IOSR-JBM)*, 17(4), 13-19.
- Spodek, H. (1988). Shramshakti - The report of national commission on self employed women and women in the informal sector. *Economic Development and Cultural Change*, 38(4), 896.
- World Economic Forum. (2012, October). *The Global Gender Gap Report 2012*. Retrieved from http://www3.weforum.org/docs/WEF_Gender_Gap_Report_2012.pdf