
IMPACT OF NATIONAL EDUCATION POLICY 2020 ON WOMEN EDUCATION AND EMPOWERMENT

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Abstract

This paper is mainly focused on impact of national education policy 2020 on women education and empowerment. The basic of all round development of human being is education. Education is also essential for building a just and inclusive society and for the development of the nation. Keeping this in mind, some provisions have been made in the new National Education Policy 2020 to increase the participation of girls and women in education, in which the establishment of Gender-Inclusive Fund (Para 6.8 NEP 2020) is a new and revolutionary step. But these provisions will be able to take women to the temples of learning by freeing them from the burden of domestic work and social norms set for them.

There is no doubt that the National Education Policy has sincerely recognized the problems and obstacles that come in the way of girls' education. This is a positive sign that the policy provisions of National Education are committed to increasing the participation of women in education. In the preamble of the education policy itself, the mention of India's wise women Gargi and Maitreyi not only shows the strong presence of women in the field of education in ancient times, but also gives a pleasant sign towards their increasing participation in the future. This article will suggest new ways and means for development of women at large with respect to New Education Policy 2020.

Education is a vital element for maximizing human potential and developing a fair society. The author of the Indian Constitution, Dr. Bhim Rao Ambedkar, thought that the degree of progress made by every society is measured by the progress made by its women. Every socioeconomically disadvantaged group must have an equal opportunity to learn and thrive, according to the government. Gender-based hardship typically affects an individual's ability to flourish and limits growth, creativity, and development in the country, according to the new National Education Policy 2020.

Keywords: Education, NEP, Gender, Development, Women, Society

Introduction

The National Policy on Education (NEP) 2020 emphasizes on ensuring equitable participation of socially and Economically Deprived Groups (SEDGs) at all levels of education, from pre-school to secondary and higher education. Explaining the socially and economically disadvantaged groups, they are divided into several categories in the National Policy on Education (para 6.2). These categories are classified as gender (female and transgender persons), socio-cultural identity (SC, ST, OBC, minority group), geographic identity (Such as: students from villages, towns etc.), special needs (Such as: with learning disabilities), socio-economic conditions (Such as: migrant community, low-income families, children living in helpless circumstances, child trafficking victims or their children, orphans including urban beggars and urban poor) etc.(Deem, R., &Ozga, J. 2020)

This National Education Policy has proposed an action plan for the proper inclusion of many social groups settled on the fringes of the society such as Dalits, deprived Tribals, differently abled, transgender, and women through education. An important initiative to link development and education in India has been envisaged in this education policy. It has given us the educational plan to build an India full of youth, which can become a global knowledge power while becoming a self-reliant and self-confident country. (Biswas, R. 2021)

This National Education Policy has also given us many plans to develop India as a center of knowledge and education at the global level. The exchange of experts and students at the global level has been given special importance in this education system. As far as the higher education world is concerned, under the guidance of the Ministry of Education and the UGC, several committees have been formed in universities and many educational institutions and the work of implementing this national education policy has also been started. State governments are making efforts for its better implementation. (Jagadesh Kumar, M. 2020). If we evaluate the progress of implementing this new National Education Policy-2020, then it is clear that the process of transformation in the Indian education system has started.

First of all it is necessary to consider what 'education' is. The literal meaning of education is the action of learning and teaching, but if we look at its broader meaning, then education is a

continuous social process in any society, which has a purpose and through which the development of the inner powers and behavior of man is refined.

Significantly, with the announcement of the New Education Policy 2020, the name of the Ministry of Human Resources has been changed to Ministry of Education. This policy expects transformational reforms in school and higher education in the country. Under its objectives, a target of 100% GER in school education as well as universalization of education from pre-school to secondary level has been set by the year 2030.(Jha, A. M., Jha, A. K., & Jha, S. K. 2020).

NEP 2020 proposes that the number of degree-granting institutions should be reduced from 40,000 currently to 15,000 in the coming years, which analysts claim will be accomplished by corporate mergers with private entities, which offer higher education fees to students indicates a burden. Going to school has never been easier for girls and achieving higher education may be impossible in the years to come.(Maurya, A., & Ahmed, A. 2020). Due to the new policy's emphasis on digital education, in terms of infrastructure up-gradation required to make this switch, many girls will be left behind in India's current patriarchal society where a boy is preferred over a girl. And in this case they will face discrimination in getting the required electronic gadgets.

It is really important to promote digital outreach, to create greater mobility of ideas among girls and better opportunities for women. Women can also be adopted for the purpose of streamlining digital content through software, apps and websites etc. to provide women centric resources to girls. IT centers should be set up in schools so that girls can be instructed to use electronic gadgets including upgradation, maintenance and repair of services. Also, the IT cell should be tasked with helping girls learn more digital skills through process and material exposure as well as helping them with applications related to scholarships and other events etc. (Kannan, V. 2021).

Lack of security and infrastructure for women

It has been felt in the National Education Policy that in all these socio-economically backward groups, half of them are women. Therefore, in all the schemes and policies proposed in the National Education Policy for the SEDG category, special attention has been

paid to the quality education of women belonging to these groups (Para 6.7) (Government of India. 2020)

The obstacles and problems in the way of education of girls and women have been considered in the new education policy and many measures have been taken to overcome them. Firstly, to increase the participation in the education of the girl child, a Gender Inclusion Fund has been provided in the National Education Policy (Chapter 6) (Government of India. 2020)

This gender inclusive fund will be made available to the states, which will help them to implement such policies, schemes, programs etc. so that women can get a more safe and healthy environment in the school premises. Such as setting up toilets for women in the campus, providing them with other facilities related to cleanliness and sanitation, giving cycles for going to school, conditional cash transfer to their parents in case they are not able to pay fees etc. (Soesilowati, E. S. 2020)

There are many positive results of schemes like targeted scholarship, giving bicycles for transportation, giving cash to parents on certain conditions to help in studies. As it has been seen that if girl students go to school in groups on foot or by cycle, then it is also good from the point of view of their safety and also creates a sense of security in their parents. In view of the incidents of violence and crime against the girl child in the society, their safety is an important concern for their parents and if proper steps are taken for their safety, the enrollment of girls in schools will also increase.(Tilak, J. B. (Ed.). 2021).

Economic Development for women

The National Education Policy also states that free hostels will be constructed for students from socially and economically disadvantaged groups, in which full care will be taken for the safety of the girl child.Kasturba Gandhi Balika Vidyalayas which is already a scheme of Government of India for girl child education will be further expanded (Para 6.9) (Government of India. 2020). Certainly in rural areas, hilly and inaccessible areas, remote areas where there is a shortage of schools, especially girls / women's schools and hostels, this scheme will yield good results and the enrollment of girls will increase. Apart from this, if the schools are co-educational, then having separate toilets and other basic facilities for girls in

them also increases their security and affects their enrollment. In chapter three of the National Education Policy, it has also been announced to provide safe hostels and means of transport for girls.(Kazmi, S. S. H., & Ali, M. 2021)

Apart from these policy provisions of Chapter 6 of the National Education Policy 2020 which are related to primary and secondary education, apart from these, there are many announcements in Chapter 14 which is related to higher education. As in Chapter 14, appropriate government funding will be earmarked for the education of the Socio-Economically Disadvantaged Groups, more financial aid and scholarships will be provided to socio-economically disadvantaged students. Care will also be taken to promote gender-balance in admission to higher educational institutions, sensitize faculty members, counselors, students etc. to gender sensitization through multiple means and means, to prevent discrimination and harassment on campus strictly enforced rules etc. All these arrangements will create a conducive environment for female students in higher education institutions.

The National Policy on Education also establishes an Academic Credit Bank (ABC) which will pool the credits received from different recognized institutions and students can use that credit to obtain a degree from any higher education institution (Chapter 14). By the way, this arrangement has been made for all the students and not only for Socio-Economically Disadvantaged Groups category or for women. But women will benefit the most because their mobility is very high due to marriage, family etc. Apart from the above, the provision of multiple options of entry and exit in higher education is also useful for women, which will provide them many options of certificates, diplomas and degrees at different levels. These changes can prove to be a milestone in the direction of removing many personal and family reasons that reduce the participation of women in the field of higher education and research. (Balabantaray, S. R., & Singh, A. 2020)

Women Education and Development in National Education Policy 2020

The National Education Policy (NEP) 2020, India's first education policy of the twenty-first century, may offer a ray of hope in the fight for women's education. The strategy aims to address many of the flaws in our current educational system and sets a high bar for success. It

backs UN Sustainable Development Goal #4, which calls for free universal access to high-quality education, and vows to overhaul India's education system so that it is world-class by 2040. Fairweather, Z., & Sutton, M. 2020)

The NEP is remarkable for emphasizing the significance of integrated, cross-disciplinary education and skill development as key contemporary demands. The strategy addresses a number of critical concerns that, if fully implemented, have the potential to transform India's educational system.

There are a variety of reasons for girls to be hopeful. Additional impediments to education that impact female education, particularly at the primary level, are recognized in the policy. The policy identifies four main socioeconomically disadvantaged groups (SEDGs), and it is noted that females in each category – around half of each group – are specifically defined as gender-specific. (Khan, A., Majeed, S., & Sayeed, R. 2020)

There are several important steps listed to lessen the discrepancy between men and women who drop out of education, including enhancing the infrastructure credibility of government schools to ensure the availability of safe, clean, and fully functional bathrooms. As personal safety becomes a major factor in female dropout, the establishment of pedestrian groups and the distribution of bicycles – particularly in higher grades – has been shown to promote female school attendance by offering a safe mode of transportation. (Tilak, J. B., & Choudhury, P. K. 2021)

Women in higher education, like those from a variety of other underprivileged backgrounds, face discrimination and harassment on a regular basis, which often leads to early dropouts or prevents them from enrolling at all. On university campuses, atrocities and everyday prejudice based on caste, gender, and religion are common, and they must be addressed and eliminated in order to establish a climate that is really inclusive and equal. (Varughese, A. R., & Bairagya, I. 2020). These fundamental challenges of unequal access and gender-based discrimination must be addressed in NEP 2020. The policy should have an impact on our society's most disadvantaged and disenfranchised people. It should address additional issues that we must anticipate as a result of some of the policy's proposals. The effects of the NEP 2020 must be investigated utilizing the framework provided by the Right to Education Act.

The implementation of this programme must take into account stagnant public education spending, a well-developed infrastructure system, and a complex bureaucratic system in both the federal and state governments.

Conclusion

The Union Cabinet has adopted the new National Education Policy, 2020, which aims to transform India's educational system to address the demands of women and their growth in the twenty-first century India. Children from 3 to 18 have been kept under the Right to Education Act of 2009 under the National Education Policy, 2020. More scholarships, expansion of women's hostels, separate gender inclusive funds, credit transfer, more secure school/university campuses, etc., proposed in the National Education Policy 2020, seem to have combined to bring girls and women to a larger number of schools will be able to succeed. In this way, the new National Education Policy has very wide dimensions to increase the participation of women in education. This policy is conscious and sensitive towards gender balance in all levels of education, quality education of women from socio-economically disadvantaged groups, safety of women in educational campuses etc.

This transformation is not only of structure, but also of values. This National Education Policy gives us the basis to create conditions for the creation of 'Global Indian Education'. To take Indian education to the level of 'Global Indian Education', it is necessary to create such a workforce of teachers, who can take this mission forward. To do this, it is necessary that according to the requirements of the National Education Policy-2020, new teachers are appointed, as well as many training programs and 'short term courses' to specially train the active teachers in the Indian education system.

Orientation program should also be run in 'popular' and simple language to make the students familiar with the spirit and content of this new National Education Policy. To make the country capable, efficient, knowledgeable, and self-confident and to free the Indian mind from colonialism, the new National Education Policy-2020 proposes an ecosystem to develop a new kind of education power, whose constructive implementation will give women a new India in the future and this will be able to provide the basic power for the development of women

One of the cornerstones of the narrative's working model is community participation in women's education, which is recognized in this policy. The NEP 2020 includes a clause guaranteeing enhanced accessibility for people and organizations to open schools, and it is intended that the policy narrative, as well as other organizations and individuals dedicated to providing high-quality education in India, will make your task easier. As the government itself says, "Padhega India, Tabhi toBadhega India!"

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