



Role Of Nep 2020 In Promoting Women Education In India

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ABSTRACT-The status of women in India has been subject to many changes over the span of recorded Indian history. Out of 135 core population of India, 65.13% people live in the rural setup and women constitute around 48% of total rural population. It means women in India constitute a large number. In the context of women development, it can be said that in this 21st century world of globalization women in rural India are lagging behind in the matter of literacy rate. But it is very significant that the government of India has taken many innovative steps for eradicating socio-economic and other issues of women. Even the government of India has prescribed different governmental schemes and programmes for women's development and their empowerment. NPE 2020 has also given importance on different important aspects which can directly or indirectly influence on women, these important aspects are- making equitable and inclusive education, making education very flexible, providing education to marginalized, disadvantaged groups, providing financial help for the economically weaker groups, giving importance on the principle of learning for all, special stipends to disadvantaged groups and socially backward sections, providing education to adult people through the mode of distance and adult education etc are very significant. From these educational provisions of NPE 2020 it can be clearly stated that the role of NEP 20 is very significant in women development, therefore through this theoretical analysis it is tried to study the role of NEP20 in promoting education among women in India.

Key words- Education, Women, Promotion, Development, Issues.

0.1 Introduction-

A nation's all spheres of development are dependent on both men as well as women. But in the context of Indian social scenario, it has been observed that Indian woman are still lagging behind in many developmental aspects in comparison to men. They have to face many socio-economic, educational, cultural, political and other issues. That is why, there is needed to give much importance on women and their development. In India, women constitute a large population, out of 135 core population of India, 65.13% lives in the rural setups and women constitute around 48% of total rural population. But it is also significant that women of rural areas need education because without proper educational development, all kinds of development are impossible. From an official report of 2021, it is found that in India the current male literacy rate is 82.14% and female literacy rate is 65.46%, it means female literacy rate is less in comparison to male literacy rate. In this

regard, the need of women education is realised. The government of India has taken initiatives for women education and their welfare. The constitution of India has prescribed many educational provisions for women and their all kinds of development. Even many legal acts and policies are also made by Indian government for the purpose of women welfare but still women are deprived of developmental tasks. For eradicating the different issues of education in India on July 2020, the national policy on education 2020 (NEP) was approved by the union cabinet of India. NEP, 2020 replaces the previous National policy on education, 1986. This policy covers from elementary education to higher education as well as vocational education in both rural and urban India. This NEP is built on the fundamental pillar of access, equity, quality and accountability. NEP, 2020 has tried to make a new structure of education with new challenges of the 21st century world. The main goal of this policy is to ensure education to all so that no one can lose his/her education because of birth and social background. Achieving human potential, promoting national development, providing universal access to quality education, social justice, making equality, scientific advancement, national integration, cultural preservation, economic growth etc are different goals are set up by NEP 2020. It means NEP 2020 has touched all people and their issues so that through education a developed nation can be made. NEP 2020 has touched the education of all age groups, disadvantaged and underrepresented groups and also includes both urban and rural India. Therefore, through this study it is tried to study analytically about the role of NEP 2020 in ensuring education among women.

0.2 Review of literature-

Kumar, A. (2020) has conducted a research investigation on the topic of 'New education policy-major challenges', the major objective of this study is to find out the major challenges of implementation of NEP 2020. The study has found out that funding obstacle, opening university every week, need of large number of trained teachers, interdisciplinary higher education demands for a cultural shift, etc are the major challenges of NEP 2020. B, Venkateshwarlu. (2021) has conducted a study on 'a critical study of NEP 2020 -issues, approaches, challenges, opportunities and criticisms', the study has found out some issues and challenges which impact on implementation of NEP 2020 such as-lack of access to higher education, lack of institutional autonomy, lack of research, suboptimal levels of governance and leadership in higher education, the identified challenges are-opening university every week, funding as big challenge, need to create a large pool of trained teachers, inter disciplinary higher education demands for a cultural shift etc. Verma, H (2021) has done a study on the topic of 'New education policy 2020 of India- a theoretical analysis', the main objective of this study is to analyse the key features of NEP 2020, the study has found out that NEP 2020 has prescribed the new structure of school education which can be categorized into four stages-foundation stage, preparatory stage, middle stage, secondary stage. The study has also analysed about the four bodies of higher education and also discussed about physical education, digital mode of education. Roy, S. (2021) has done an analytical study on 'A revolutionary step towards digital India- vision of NEP 2020', the main aim of this study is to study about the impact of NEP 2020

in making digital mode of education. The study has found out that the policy has given utmost importance on use of ICT in both teaching and learning, Use of technology is not limited to classroom even in assessment, examination and teacher training use of modern technology is needed.

0.3 Relevance of the study-

India's all kinds of development are dependent on the education of the common masses but it is true that women of rural areas are still have to face the problem of illiteracy. If women of rural areas are able to take proper formal education, then their other development can be possible. Women's economic growth, social upliftment, mental development, cultural development, political awareness, decision making capacity, enjoying legal rights and taking responsibility all are dependent on their education. That is why, as a new governmental policy the role of NEP 2020 is very significant. Because if this education policy can touch the issues of women and is able to prescribe proper educational provisions then women's development is possible.

0.4 Objectives of the study-

The major objectives of this study are-

- a) To find out the socio-economic and other issues confronted by women in India.
- b) To identify the Indian government educational schemes for women.
- c) To study the educational provisions of NEP 2020 which are related to women and their educational development.
- d) To find out the challenges of implementation of educational provisions of NEP 2020 which are related to women and their educational purpose.

0.5 Research Questions-

- a) What are the socio-economic issues and challenges confronted by Indian women?
- b) What are the educational initiatives of Indian government for women?
- c) What are the educational provisions of NEP 2020 for women?
- d) What are the challenges of implementation of educational provisions of NEP 2020?

0.6 Methodology and sources of the study-

This study is basically theoretical in nature therefore qualitative research study method is used which includes describing and analysing of the collected materials. Both the primary and secondary sources are used for collecting appropriate evidences. Government policies, acts, journals, research papers, books, magazines, newspapers etc are the sources are used for collecting proper evidences of the study.

0.7 Data analysis-

7.1. Different socio-economic and other issues confronted by Women in India-

Some general issues confronted by women are –

- a) Health issue, lack of proper sanitation or malnutrition.
- b) Male dominated home as well as social environment.
- c) Universal marriage system
- d) lack of education, illiteracy.
- e) poverty.
- f) Economic dependency.
- g) Influenced by old- traditional norms and values.
- h) Lack of scientific knowledge.
- i) Influenced by old superstitious beliefs.
- j) Lack of awareness towards their rights and duties.
- k) Influenced by static social norms.
- l) Face the problem of employment.
- m) Domestic violence.
- n) More preference to son's education in home environment.
- o) Busy in domestic works.

For eradicating the above different issues confronted by women specially in the rural areas the first important aspect is to provide adequate education to all because education is considered as the potent factor of social change.

7.2 Indian governmental schemes for Women -

The government of India has prescribed some educational schemes specially for women, these schemes are-

- a) Beti Bachao Beti Padhao- This scheme is for providing equal opportunities for education to the girl -child.
- b) CBSE scholarship scheme-This scheme is for the girl students who have passed class X exam.
- c) National scheme of incentives to girls for secondary education- This scheme specially for Sc/ST students.
- d) Girl child protection scheme.

e) Sukanya samridhi yojana.

f) Balika samridhi yojana- This scheme is for the young girls who live in below poverty line.

7.3 Educational Provisions of NEP 2020 related to Women and their development-

NEP 2020 is the new education policy of India which is based on the needs and challenges of 21st century world. This policy tries to eliminate the limitations of the education policy of 1986 and tries to make a new education system in India.

In the context of women education, this policy though directly has not mentioned the provisions but there are some important educational provisions which are indirectly connected to women and their educational development. Among the different educational provisions equitable education is the significant one. Equitable education implies education should be given to all masses equally ignoring socio-economic background, gender identities, geographical locations, castes-class, disabilities etc.

In NEP 2020, it is clearly stated that education is a necessity that should reach to the remotest places and here it is also mentioned a term that is quality education for socio-economically disadvantaged groups (SEDGs), it means this policy touches the women or female students who live in the rural areas. Introducing 'gender-inclusion fund' of the Indian government can help to make equity in education. NEP 2020 has taken the resolution to provide suitable arrangement through Kasturba Balika Vidyalaya, Jawaharlal Navodaya Vidyalaya, kendriya Vidyalaya who are socio-economically backward and also live in remote areas. The educational issues of the rural areas specially issues of rural women are discussed at length over the years, they are always deprived of quality education because of lack of proper facilities, infrastructure and adequate staff and in this regard, it is assumed that this policy can help to eradicate the educational issues of remote areas. Besides this, NEP 2020 has appreciated the various successful policies and schemes which provide scholarships, transportation facilities, bicycles etc to the students specially who live in rural areas. Generally, the women are always lagging behind to do teaching jobs because of inadequate facilities in the schools but this policy has mentioned that the schools must be based on pleasant service condition with adequate infrastructure and facilities. It is assumed that it will encourage the female workers to do their services. The policy gives importance on making a good environment in schools with clean and sanitization it is expected that a conducive environment will encourage the teachers and the students equally. NEP 2020 is based on the concept of 'learning for all' it means no one can deny to take formal education and this concept can also touch the women who are generally deprived of education.

This policy has mentioned to maintain gender equity in higher education also. Making provision of gender balance in higher education, providing special education for the socially and economically backward groups, making strict rule of no-discrimination and anti-harassment, providing suitable government funds for the education of socially-economically disadvantaged groups etc are the important

educational provisions which can encourage all people including women of backward areas also for taking higher education. Making provision of vocational education, providing adult education and life-long education etc are another significant educational initiative of NEP2020. Besides these, some important principles of NEP 2020 which indirectly can influence on women's educational development, these are- flexible education, holistic curriculum, full equity and inclusion, achieving foundation literacy and numeracy, promoting national integration, respect to diversity and multilingualism, preference to local and regional language in education, giving importance to ethics and constitutional values etc.

NEP2020 has clearly also stated that education is a public service that is why access to quality education must be considered as a basic right of every individual. Gender-discrimination at all levels of education is strictly prohibited by NEP 2020. NEP2020 has another educational provision which can influence the rural masses that is to make digital education system for all so that there is no difference in making connection between the learners of the rural and urban areas.

Another important provision of this policy is that it has given much importance to develop scientific temper among all the learners and it can help to eradicate old superstitious beliefs from the society. These above-mentioned features though directly are not connected to women but indirectly can influence on women's educational development if these principles are to be truly implemented, then it will be definitely helpful for all citizens including rural and urban India.

7.4 Challenges of implementation of educational provisions of NEP 2020 related to Women-

Though NEP 2020 is based on the new demands of the 21st century world and tries to make a developed and quality-based education system in India but this policy may face some challenges during implementation of the educational provisions. These challenges may be-

- Financial obstacle.
- Network connectivity in remote areas.
- The social factors.
- political influence
- Need of properly trained teachers
- Implementation of diverse curriculum.

0.8 Findings-

The major findings of this study are-

a) Women in India have confronted some common socio-economic and other issues and education is regarded as the important aspect which can help to eradicate all the issues.

b) The government of India has taken many initiatives with introducing several educational schemes for the purpose women welfare.

c) NEP 2020 has introduces several educational provisions which can indirectly or directly influence on women of the rural areas such as- equitable education, learning for all concept, equal educational importance to both rural and urban India, encouraging the schemes for the welfare of the students of rural areas, providing digital education to all, special educational facilities in government schools for girls students, strict rules for safety of women in service environment, special funding help for socially and economically disadvantaged groups, gender -equality in higher education, vocational education for all, adult education etc.

d) Financial obstacle, network connectivity in remote areas, the social factors, political influence, need of properly trained teachers, implementation of diverse curriculum, these are identified as the challenges of implementation of NEP2020.

0.9 Suggestive measures-

-Creating awareness among common masses is very important.

- Political influenced should be avoided.

- For proper implementation the government funding position must be strong.

- There is needed a systematic framework.

10. Conclusion-

NEP 2020 has approved by the central government to change the Indian education system to meet the new demands of the 21st world. This policy touches both rural and urban areas and tries to make an equal education system for all people belonging to any geographical locations. This policy has also made different educational provisions which can influence in women development. The success of this policy is dependent on its systematic implementation.

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