

AN INTERDISCIPLINARY ROLL OF WOMEN'S IN THE NEW EDUCATION POLICY

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Introduction:

The education is the heart of UNESCO's mission to make peace, eradicate poverty and establish sustainable development at world-wide. All the nations across the globe especially in Asia-Pacific region which are facing challenges in the field of education to education outcomes, such sort of challenges including shortage of teachers, lower quality of teacher education and low standards of the teaching profession.

The global education development agenda reflected in

the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

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Education Commissions in India:

In India, beginning time imperative and essential task of education in the nation-building, social and economic development recognized. Thus, In India (pre-independence and post-independence) there was a different type of commissions and provisions for basic education which mentioned below.

Education Commissions in Pre-independence

Period: In the pre-independence period (during British rule), some commissions appointed for primary education, secondary and higher education briefly mentioned below.

- i. The Charter Act: It came in 1813 says about the dispute over Western Traditional Education.
- ii. Lord McAllen announced in 1834, and the Indian education system has begun. Lord Bentinck approved the Indian Education system report.
- iii. 1854 Wood Khalita: In this report, Sir Charles recommended the emphasis on western knowledge, and the universities of Madras, Calcutta, and Mumbai established.
- iv. The Hunter Commission of 1882: Before Hunter Commission, Mahatma Phule expressed his displeasure. The Hunter Commission presented by Lord Ripon. It focused on primary, secondary, university education and women's education.
- v. 1902 Indian University Commission: Lord Curzon appointed this commission for higher education. He enacted the Indian University Law in 1904.
- vi. 1917 Saddler Commission: Sir Michael Sampler suggested recommendations on how to develop various ways in education.
- vii. The Wardha Education Scheme 1937: The President of this scheme was Dr. Zakir Hussain. Wardha Education Scheme founded by Mahatma Gandhi.

These included free and compulsory education for self-supporting education, student union education, health education, handicraft education, ethical education, mother language education and children from 7 to 14 years of age”.

Education Commissions in Post-independence

Period: Following are some the education commissions, committees regarding education, including primary education.

1. Kothari Commission (1964-1966)
2. National Policy of Education (1968)
3. National Policy of Education (1986)
4. District Institutes of Education and Training (DIET) in 1987
5. District Primary Education Programme (DPEP) in 1993
6. Yashpal Committee (1993)
7. Sarva Shiksha Abhiyan (SSA) in 2000
8. National Programme for Education of Girls at Elementary Level (NPEGEL) in 2003

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NEP 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Importance of the study:

In this paper, it is found out that the New Education policy and women's in interdisciplinary courses taht helps to improving status of women's in education and ultimately in the society.

Research Questions:

The paper formulates the following research questions which will be relevant for the study;

1. What is the NEP 2020 and how it will work to improve Indian education sytem?
2. What will the roll of Women's of India in Interdisciplinary courses according NEP2020?

Objectives of the Study:

The broad objectives of the study are to examine following.

1. To examine the NEP 2020 and how it will work to improve Indian education system.
2. To explore the roll of Women's of India in Interdisciplinary courses according NEP 2020.

Data Source:

The data source for this paper is from the Government of India's Ministry of Human Resources Development (MHRD) and Ministry of education Government of India

Methodology of the Study:

The basic methodological use in this study will be for evolving the system of education of India. The methodology for this paper is analytical and based on information providing by The data source for this paper is from the Government of India's Ministry of Human Resources Development (MHRD) and Ministry of education Government of India. There is few studies which focus on interstate disparities in educational development such as Josephine, Y. (2004), Gupta et al. (2002), Rajkumar and Swaroop (2008), Kaur, Misra and Suresh (2013), Sipahimalani (2000) etc.

Principles of the NEP 2020:

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and

stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams;
- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- Promoting multilingualism and the power of language in teaching and learning;
- life skills such as communication, cooperation, teamwork, and resilience;
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- Outstanding research as a corequisite for outstanding education and development;

- continuous review of progress based on sustained research and regular assessment by educational experts;
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- A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- education is a public service; access to quality education must be considered a basic right of every child;
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

NEP 2020 and Women's:

To make easy learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDG). It must be noted that women cut across all underrepresented groups, making up about half of all SEDGs. Unfortunately, the exclusion and inequity that SEDGs face is only amplified for the women in these SEDGs. The policy additionally recognizes the special and critical role that women play in society and in shaping social mores; therefore, providing a quality education to girls is the best way to increase the education levels for these SEDGs, not just in the present but also in future generations. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.

The National Literacy Mission, when it was launched in 1988, was largely based on the voluntary involvement and support of the people, and resulted in

significant increases in national literacy during the period of 1991–2011, including among women, and also initiated dialogue and discussions on pertinent social issues of the day. In addition, the Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students.

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